

STUDENT HANDBOOK 2023-2024

Johnson City Independent School District



“Soaring to Excellence”

If you have difficulty accessing the information in this document because of disability, please contact the district at 830-868-7410.

Table of Contents

Mission, Vision, Board Goals.....	4
Academic Calendar.....	5
Standard Response Protocol.....	6
Preface.....	7

Section I: Parental Rights9

Consent, Opt-Out, and Refusal Rights.....	9
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	14
Right of Access to Student Records, Curriculum Materials, and District Records / Policies	15
A Student with Exceptionalities or Special Circumstances.....	19

Section II: Other Important Information for Parents and Students 24

Absences / Attendance.....	24
Accountability under State and Federal Law (All Grade Levels).....	28
Armed Services Vocational Aptitude Battery Test.....	28
Awards and Honors (All Grade Levels)	29
Bullying (All Grade Levels).....	29
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)	31
Celebrations (All Grade Levels).....	31
Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)	32
Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)	34
Class Schedules (Secondary Grade Levels Only).....	34
College and University Admissions and Financial Aid (All Grade Levels Only).....	34
College Credit Courses (Secondary Grade Levels Only)	35
Communications—Automated (All Grade Levels)	35
Complaints and Concerns (All Grade Levels)	36
Conduct (All Grade Levels).....	36
Counseling.....	37
Course Credit (Secondary Grade Levels Only).....	39
Credit by Examination - <i>If a Student Has Taken the Course/Subject</i> (Grades 6-12)	39
Credit by Examination for Advancement/Acceleration - <i>If a Student Has Not Taken the Course / Subject</i>	39
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).....	40
Discrimination.....	43
Distance Learning (All Grade Levels).....	43
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	44
Dress and Grooming (All Grade Levels).....	45
Electronic Devices and Technology Resources (All Grade Levels).....	46
End-of-Course (EOC) Assessments.....	48
Emergent Bilingual Students (All Grade Levels)	48
Extracurricular Activities, Clubs, and Organizations (All Grade Levels).....	48
Fees (All Grade Levels).....	49
Fundraising (All Grade Levels)	50
Gender-Based Harassment	50
Grade-Level Classification (Grades 9–12 Only)	50
Grading Guidelines (All Grade Levels)	51
Graduation (Secondary Grade Levels Only)	53
Harassment	58
Hazing (All Grade Levels)	58

Health—Physical and Mental	58
Health-Related Resources, Policies, and Procedures.....	65
Homework (All Grade Levels).....	66
Law Enforcement Agencies (All Grade Levels)	66
Leaving Campus (All Grade Levels)	67
Lost and Found (All Grade Levels).....	68
Makeup Work.....	68
Nondiscrimination Statement (All Grade Levels)	69
Parent and Family Engagement (All Grade Levels).....	70
Parking and Parking Permits (Secondary Grade Levels Only)	71
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	71
Prayer (All Grade Levels).....	71
Promotion and Retention	72
Release of Students from School.....	72
Remote Instruction	72
Report Cards / Progress Reports and Conferences (All Grade Levels).....	72
Retaliation.....	73
Required State Assessments	73
Safety (All Grade Levels)	75
SAT, ACT, and Other Standardized Tests	76
Schedule Changes (All Grade Levels)	76
School Facilities.....	77
School-Sponsored Field Trips (All Grade Levels)	79
Searches.....	80
Sexual Harassment.....	81
Special Programs (All Grade Levels).....	81
Standardized Testing	81
Student Speakers (All Grade Levels)	82
Summer School (All Grade Levels)	82
Tardies (All Grade Levels).....	82
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials	82
Transfers (All Grade Levels).....	82
Transportation (All Grade Levels)	83
Vandalism (All Grade Levels).....	84
Video Cameras (All Grade Levels).....	84
Visitors to the School (All Grade Levels)	84
Volunteers (All Grade Levels)	85
Voter Registration (Secondary Grade Levels Only).....	85
Withdrawing from School (All Grade Levels)	85
Glossary.....	86
Appendix I: Acceptable Use Policy.....	89
Appendix II: Freedom from Bullying Policy.....	92
Appendix III: Random Drug Testing.....	94
 Campus Handbook Addendums	
LBJ Elementary.....	97
LBJ Middle School.....	103
LBJ High School.....	106



Johnson City ISD

2023-2024

MISSION

Promote citizenship and develop responsible students by providing the knowledge, skills, and life experiences necessary for learners to recognize and capitalize on their full potential.

VISION

JCISD will be the “District of Choice” by inspiring and empowering every student to achieve excellence.

BOARD GOALS

- ❖ Student Performance
 - Improve and/or increase opportunities for college readiness and technical skills for a global market (CCMR)
 - Identifying and addressing barriers to student learning
 - ❖ Staff Performance
 - Identifying and addressing performance obstacles in the workplace
 - Attracting, retaining and producing high-quality personnel
 - ❖ Facilities & Operations
 - Meet capacity needs for current and future enrollment trends
 - ❖ Fiscal Management
 - Meet and maintain fund balance target
-

Johnson City

Independent School District



2023-2024 Academic Calendar

New Teacher Orientation
Aug. 3-4 Comp or Staff PD / Work Day
Staff PD / Work Day
Student Holiday
Staff/Student Holiday
Student Early Release 12:00
Grading Cycle
Aug 16-Oct 13: 1 st QTR (40 Days)
Oct 17-Dec 21: 2 nd QTR (43 Days)
Jan 9-Mar 7: 3 rd QTR (40 Days)
Mar 18-May 23: 4 th QTR (46 Days)
STAAR EOC Exams
Dec 5-15 EOC (All EOC Retest)
Apr 16-26: (3-8 ELAR, ENG I & II)
Apr 23-May 3: (5,8 SCI; 8 SS; BIO, US HIST)
Apr 30-May 10: (3-8 Math, ALG I)
June 18-28: (All EOC Retest)
District Information
Elementary School: 7:50-3:40
Middle/High School: 7:55-3:45
Graduation: May 24
Instructional Days: 169
Teacher Workdays: 187

July 2023

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
				12	21	

September 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					19	20

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
				20	22	

November 2023

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
				17	17	

December 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
				15	15	

January 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
				16	17	

February 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	
					19	21

March 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
				14	15	

April 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
				20	21	

May 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
				17	18	

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Board Approved: Feb. 13, 2023



STANDARDTM RESPONSE PROTOCOL EXTENDED

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol - Extended (SRPx). The SRPx is based on these five actions. Lockout, Lockdown, Evacuate, Shelter and Hold. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Get Inside. Lock Outside Doors"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveguys.org>

LOCKOUT

GET INSIDE. LOCK OUTSIDE DOORS

Lockout is called when there is a threat or hazard outside of the school building.



STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students

LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.



STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students

EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.



STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students

SHELTER

FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.



SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

HOLD IN YOUR CLASSROOM

Hold is called when the hallways need to be kept clear, even during class changes.



STUDENTS:

- Remain in your classroom
- Do business as usual.

TEACHERS:

- Recover students and staff from hallways
- Close and lock classroom door
- Take roll, account for students

TEXAS★STATE
TEXAS SCHOOL SAFETY CENTER

 **i love u guys**
FOUNDATION

Preface

Parents and Students:

Welcome to the new school year!

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

The Johnson City ISD (JCISD) Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights describes certain parental rights as specified in state or federal law.

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

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

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

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

Therefore, parents and students should become familiar with the JCISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.jc.txed.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student’s campus.

Note: References to policy codes are included so that parents can refer to board policy. The district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.jc.txed.net.

The policy manual includes:

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

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

- LBJ Elementary School 830-868-4028
- LBJ Middle School 830-868-9025
- LBJ High School 830-868-4025

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

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

[See **Objecting to the Release of Directory Information** on page 12 and **Consent Required before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 13 for more information.]

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact JCISD Central Administration @ 830-868-7410.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

For further information, see the district's human sexuality instruction website at [School Health Advisory Council](#).

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 36 and FNG(LOCAL).

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

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

Consent Before Human Sexuality Instruction

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

Consent Before Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

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

Annual Notification

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

For further information, see the district's abuse prevention instruction website at [School Health Advisory Council](#).

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 36 and FNG for information on the grievance and appeals process.

Consent to Provide a Mental-Health Care Service

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

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

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

The mental health liaison can be reached at:

Leigh Craig

HS Counselor

830-868-4025

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 62.

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

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

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

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

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

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

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

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

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

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

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

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages or use Remind 101 or SportsYou.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of

directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, photograph, date of birth, major field of study, degrees, honors, awards, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, major field of study, degrees, honors, awards, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

Note: Review **Authorized Inspection and Use of Student Records** on page 16.

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

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

- Name,
- Address, and
- Telephone listing.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms pack.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

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

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

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

See **Consent to Human Sexuality Instruction** on page 9 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10 for information on a parent’s right to remove a student from such instruction.

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 71 and policy EC(LEGAL).]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

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

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

Parent Review of Instructional Materials

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

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

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

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 12, are the right to:

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

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

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

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

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

Legitimate educational interest may include:

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

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.

- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 12.]

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

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

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

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

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

You may contact the custodian of records for currently enrolled students at:

- LBJ Elementary School: 401 East Pecan, Johnson City, Texas 78636
- LBJ Middle School: 303 North LBJ Drive, Johnson City, Texas 78636
- LBJ High School: 505 North Nugent, Johnson City, Texas 78636

You may contact the custodian of records for students who have withdrawn or graduated at:

- Superintendent's office: 304 North LBJ Drive, Johnson City, Texas 78636

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

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

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

[See **Report Cards/Progress Reports and Conferences** on page 72., **Complaints and Concerns** on page 36, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available on the district's website at <https://www.jc.txed.net/>.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students’ enrollment. [See policy FDB(LEGAL).]

Safety Transfers / Assignments

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

The board may transfer a student who has engaged in bullying to another class room.

Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 29, and policies FDB and FFI.]

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

[See policy FDE for more information.]

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

Student Use of a Service / Assistance Animal

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

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

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

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

The district will award partial course credit when the student only passes one half of a two-half course.

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 38, **Course Credit** on page 38, and **A Student in Foster Care** on page 80 for more information.]

A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

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

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 38, **Course Credit** on page 38, and **Homeless Students** on page 81 for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [*Notice of*](#)

[Procedural Safeguards](#). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Penny Pulatie at 830-868-7410.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact Penny Pulatie at 830-868-7410.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Penny Pulatie at 830-868-7410.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)

- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services 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, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** on page 48 and **Special Programs** on page 81.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law. [See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 21 for more information.]

Section II: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your student's principal.

Absences / Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

Age 19 and Older

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

Compulsory Attendance- Exemptions

All Grade Levels

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

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

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 19 for more information.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Electronic Devices and Technology Resources** on page 46.

Secondary Grade Levels

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

[See **Driver License Attendance Verification** on page 28]

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

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

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

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

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

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

The truancy prevention facilitator for the district is the campus principal. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the

class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

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

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 24 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- 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 discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 10:00am.

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

Documentation after an Absence (All Grade Levels)

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

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

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

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within (3) days of returning to school, a student absent for more than (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that

caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

JCISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

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

Accountability information can be found on the district's website at www.jc.txed.net. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test

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

The test shall be offered in the fall semester at LBJ High School.

Please contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

See campus handbook addendums for more information.

Bullying (All Grade Levels)

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

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

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

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

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

Bullying is prohibited by the district and could include:

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

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by submitting a report on the district website at the following link: [Eagles Who Care TIP Line](#)

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

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

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 19.]

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

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

[See **Safety Transfers/Assignments** on page 19, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40, **Hazing** on page 58, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in the following Programs of Study: Agriculture, Business, Food, and Natural Resources; Arts, A/V Technology and Communications; Health Science; Human Services; Manufacturing; & STEM.

Admission to these programs is based on interest, aptitude, age appropriateness and class availability.

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

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

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

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

[See **Nondiscrimination Statement** on page 69 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

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

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

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food. [See **Food Allergies** on page 64.]

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

- Isolation from family, friends, and community; and
- Older romantic partners.

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

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

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

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

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

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

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

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

Due to the COVID-19 Pandemic, school closures, and modified instructional methods during the 2019-2020 school year, the calculation of grade point average and class rank for the class of 2023 will not include grades for the Spring semester 2020 in high school credit courses. The requirement under Board Policy EIC (LOCAL) to include these courses in class rank and grade point average calculations is waived for those students. [See High School Handbook Addendum, Board Policy EIC(Local) and Resolution Regarding Grading & Class Rank located at www.jc.txed.net for more detailed information]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 76 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels Only)

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

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

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

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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 34 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 53 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 20 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Austin Community College and/or University of Texas at Austin OnRamps, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 49 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 31 for information on CTE and other work-based programs.

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

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

Communications—Automated (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting their child's campus principal.

Automated Emergency Communications

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

[See **Safety** on page 75 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 75 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available online at www.jc.txed.net. The complaint forms can be accessed online at www.jc.txed.net or at the principal's or superintendent's office.

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

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

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

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is listed below:

- LBJ High School: Russell Maedgen
- LBJ Middle School: Michael Norton
- LBJ Elementary: Amanda Haley

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

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

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

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

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

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

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

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

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

High School Grade Levels

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

Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

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

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

Personal Counseling (All Grade Levels)

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

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

[See **Mental Health Support** on page 62, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 32.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination - If a Student Has Taken the Course/Subject (Grades 6-12)

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

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

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system. When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Kindergarten Acceleration

A five year old student is eligible to accelerate to 1st grade level if:

- The student scores at least an 80 on the district developed End-of-Year Kindergarten tests;
- The student's chronological age and observed social and emotional development is appropriate for 1st grade as determined by the campus principal

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

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

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

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

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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures** on page 42.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational

program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

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

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

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

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

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

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 29]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another

student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Distance Learning (All Grade Levels)

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

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

[See **Remote Instruction** on page 72.]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 48.] 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.

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

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

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

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

Non-School Materials

From Students

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

The principal has designated the front office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

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

From Others

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

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

The campus principal has designated the teacher workroom as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Elementary (PK – 5)

Inappropriate items, such as caps, will be confiscated. Any body piercing, except earrings worn by young ladies, will also be confiscated. Elementary students may not wear or have nails (fake or natural) that are a length that impedes their ability to write or use technology. Using various articles of clothing to create identity for individuals or groups will also be discouraged at LBJ Elementary School, other than those accepted items worn to express school unity. Elementary will follow all secondary dress code that applies. The final decision on appropriateness rests with the Principal.

Secondary (6 – 12)

1. Clothing must be neat and clean in appearance and must fit properly.
2. Vulgar or obscene patches, medallions or insignia that may be offensive will not be worn. No signs, slogans, or pictures advertising alcohol or tobacco may be worn. Clothing with any writing, pictures, emblems, symbols or depiction of obscenity, sex, violence, blood, Satan, death or gore is not permitted.
3. Tattoos must be covered and not visible.
4. Appropriate underclothing must be worn.
5. Backless tops, crop tops, cutoff tops, see-through shirts and blouses, strapless tops or dresses, plunging necklines which expose cleavage and tops exposing the midriff are unacceptable.
6. Cut-off clothes, including sleeves, or clothes torn above mid palm height are unacceptable; any tears, holes or shredded material above mid palm height must be covered from the outside of the garment. Clothing which reveals any undergarment is not permitted.
7. Shirts must have straps that are at least two inches wide. Racer-back tops will not be permitted. Shirts must be buttoned to an extent deemed acceptable by school personnel. See through shirts will not be permitted unless worn with an appropriate undershirt.
8. The bottom of the shirt and the top of the pants must meet.
9. The front, back, and sides of shorts, skirts, and dresses should reach mid palm when the hand is placed by one's side. NOTE: Athletic style shorts with side panels/notches that do not reach mid palm are not permitted.
10. Pajama shorts or pants are not acceptable school clothing.

11. Sunglasses will not be worn in the building by any student unless authorized by a health care professional.
12. Students must wear shoes* or sandals* at all times. Steel-toed boots/ shoes, slippers or house shoes are not permitted. *Note: Thong type sandals, or flip flops, or wedge heeled shoes are not prohibited but are strongly discouraged for safety reasons. Parents should provide appropriate foot wear for P.E. / Athletics / Ag classes and outdoor activities.
13. Hair will be neat and well groomed. A student's hairstyle should not obstruct vision or be worn in such a way as to be distracting, either by style or unnatural color. Hair bands will not be permitted for boys. (See Athletic Handbook for additional extracurricular grooming guidelines.)
14. Unnatural colored hair is not permitted.
15. Face must be clean-shaven.
16. Hats, caps, headbands, bandanas or other special head coverings are not allowed on campus in school buildings except in gym, Ag Shop or with special permission for outdoor field trips or activities. Any caps worn during school activities and events must be worn with the bill straight forward.
17. Boys will not be allowed to wear earrings, studs, gauges, or spacers.
18. Nose rings, spacers, gauges, tongue studs, body piercing and/or place-holders must not be visible.
19. Large and baggy clothing is prohibited. All clothing must be worn so that undergarments are not exposed. Pants must fit at the waist.
20. Chains on wallets or large, sharp, jewelry objects are not to be worn.

On designated Spirit Days and school events such as the Junior/Senior Prom there may be exceptions made to the guidelines for dress and grooming; however, the standards of modesty and appropriateness must still be maintained.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 82 for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 80 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

In accordance with state law, the district prohibits the installation or use of TikTok or any successor application or service on a district device, along with any other social media application or service determined by the governor.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 53 and **Standardized Testing** on page 81.]

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 78, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 83.]

Eligibility for 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. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

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

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

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall not limit an eligible student's absences related to participation in school sponsored extracurricular activities.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.

- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 82.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. 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).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation at the beginning of each year. Credit for correspondence, dual credit and credit by exam is not awarded until the final grade is recorded in the registrar's office.

Credits Earned	Classification
5 credits and completed one year of high school	Grade 10 (Sophomore)
10 credits and completed two years of high school	Grade 11 (Junior)
15 credits and completed three years of high school	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

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

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

[See **Report Cards/Progress Reports and Conferences** on page 72 for additional information on grading guidelines.]

Elementary Grading Guidelines (PK-5)

Prekindergarten (PK) – Kindergarten (K)

PK and K will have the following grade level expectation scale reported on the nine week report card for each of the core subjects:

- Unsatisfactory (U)—Exhibits skill/concept significantly below grade level
- Needs Improvement (N)—Exhibits skill/concept slightly below grade level
- Satisfactory (S)—Exhibits skill/concept meeting grade level expectation
- Excellent (E)—Exhibits skill/concept above grade level expectation
- Minimum of 16 grades in ELAR & math; minimum of 8 in science & social studies, and 4 grades in non-core content subject areas.

Grades 1 - 5

- A numerical grade will be recorded on each nine-week report card for each core subject: 90-100=A, 80-89=B, 70-79=C, Below 70=F
- Grades 2-4: minimum of 16 grades in ELAR/math & 8 grades in science/social studies should be recorded for each nine weeks grading period, and 4 grades in all non-core content subject areas.
- Grade 5: Minimum of 16 grades in all core subjects should be recorded for each nine weeks grading period.
- No single assignment, test, homework assignment or project should count so heavily that it results in student failure for the nine weeks.
- Grades will be updated each week in the online gradebook for parents to monitor their child's progress.
- Class assignments, homework, tests, quizzes and projects will all be weighted equally.

Make Up Procedures: Grades below 70

If a student makes a failing grade on a daily assignment or a homework assignment, then the student has 2 days from the date of notification of the failing grade to complete either the original assignment or an alternative assignment, as deemed appropriate by the teacher. The student will be able to earn a maximum grade of 70 on the make-up assignment. The higher of the original grade and make-up grade will be recorded.

For tests, quizzes, projects in which the student makes a failing grade, the student will be allowed four (4) days from the date of notification of the failing grade to retake or redo the test, quiz or project or be given an alternative assignment, as deemed appropriate by the teacher. During that four (4) day period it may be required of the student to attend a tutorial session with the teacher to receive additional instruction prior to re-taking, re-doing the test, quiz or project or completing an alternative assignment. The student will be able to earn a maximum grade of 70 on the make-up assignment. The higher of the original grade and make-up grade will be recorded.

Late Work Guidelines:

Students should be diligent and responsible when turning in classroom assignments in a timely manner. However, when a student does turn in classroom assignments after the assigned time, then the following guidelines should be followed:

- Students below grade level expectations will have opportunities as presented by the teacher to improve academic progress and meet expectations.
- Students may be required to spend free time at school, (i.e. recess, tutorials), or at home completing unfinished work.
- A mandatory parent conference will be held if students are below grade level expectations or if work remains unfinished due to insubordination, if the parent does not attend a scheduled meeting then the teacher may assign a 50 for any uncompleted work.
- 1 day late – then the assignment should be graded on a maximum scale of 90
- 2 days late – then the assignment should be graded on a maximum scale of 80
- 3 days late – then the assignment should be graded on a maximum scale of 70
- 4 or more days late- maximum scale of 70 and parent must be contacted

Student Absence: Make Up

All students will have a minimum of one day for each day of absence to complete make-up work due to an excused absence.

Secondary Grading Guidelines (6-12)***Middle School / High School***

- 60% Major Grades (Tests, Projects, Essays, Labs, CBA's)
 - Minimum of 3 grades required
- 40% Minor Grades (Quizzes, Daily Assignments, other)
 - Minimum of 3 grades required
- Minimum of 16 total grades required per nine weeks grading period

Make Up Procedures: Grades below 70

If a student makes a failing grade on a daily assignment or a homework assignment then the student has 2 days from the date of notification of the failing grade to complete either the original assignment or an alternative assignment as deemed appropriate by the teacher. A grade up to a 75 on the make-up assignment/alternative assignment will be recorded.

For tests, quizzes, projects in which the student makes a failing grade then the student will be allowed 4 days from the date of notification of the failing grade to retake or redo the test, quiz or project or be given an alternative assignment as deemed appropriate by the teacher. During that 4 day period it may be required of the student to attend a tutorial session with the teacher to get additional instruction prior to re-taking, re-doing the test, quiz or project or completing an alternative assignment. A grade up to a 75 on the retake/alternative assignment will be recorded.

Late Work Guidelines:

Students should be diligent and responsible when turning in classroom assignments in a timely manner and are expected to complete all assignments by due date. However, if a student does turn classroom assignments after the assigned time then the following guidelines should be followed:

Middle School 6 - 8:

- 1 day late – then the assignment should be graded on a maximum scale of 90
- 2 days late – then the assignment should be graded on a maximum scale of 80
- 3 days late – then the assignment should be graded on a maximum scale of 70
- No work will be accepted after three days and a grade of zero will be given.

High School 9 - 12:

- 1 day late – then the assignment should be graded on a maximum scale of 70
- 2 days late – then the assignment should be graded on a maximum scale of 60
- 3 days late – then the assignment should be graded on a maximum scale of 50
- No work will be accepted after three days and a grade of zero will be given.

Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses are designed to prepare students for college and given higher weight toward Grade Point Average (GPA). Therefore, no late work will be accepted in those courses; a grade of zero will be given for work not submitted on the due date.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

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

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

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

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

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

[See **Standardized Testing** on page 81.]

Foundation Graduation Program

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

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

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

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

A **Personal Graduation Plan** will be completed for each high school student, as described on page 55.

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

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

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully

completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including Economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

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

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

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

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

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

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

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

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

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

Graduation Activities

Graduation activities will include:

- *Commencement Ceremony*

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian / Salutatorian
- Honor Graduates
- Chord Recipients

Graduation Speakers

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

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers** on page 82]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 49.]

Scholarships and Grants

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

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 29 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

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

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24

hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 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 and the school nurse determines that the child should go home, the nurse will contact the parent.

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form](https://dshs.texas.gov/immunize/school/exemptions.aspx) (<https://dshs.texas.gov/immunize/school/exemptions.aspx>) online or by writing to this address:

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

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

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 64.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 64.

Unassigned Epinephrine Auto-injectors

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

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

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

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

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis *at* an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [*school personnel and/or school volunteers*] at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours. For additional information, see FFAC(LOCAL).

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 9 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 37 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 65 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 65 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the Department of Health and Human Services website at [Meningitis](#) for information regarding meningitis.

Note: : Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus

[See **Immunization** on page 59.]

Diabetes

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

Food Allergies (All Grade Levels)

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

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

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 by contacting the school nurse.

[See **Celebrations** on page 31 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- District Nurse: Isela Raffety at 830-868-4028
- High School Counselor: Leigh Craig at 830-868-4025
- Middle/Elementary School Counselor: Jennifer Morgensteren at 830-868-4028
- The local public health & mental health authority, [Blanco County Community Resource Center](#), which may be contacted at 830-868-0208.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://www.jc.txed.net/>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact the superintendent at 830-868-7410 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held three meetings. Additional information regarding the district's SHAC is available from the school nurse.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at <https://www.jc.txed.net/>.

[See **Consent to Human Sexuality Instruction** on page 9, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10, and policies BDF and EHAA. for more information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it.

Homework (All Grade Levels)

Johnson City ISD believes that efficient and effective homework practices are an important dimension in an instructional and assessment program at all levels. Quality practices include some opportunities for student choice (i.e., topic or product options), and lead to high student achievement, positive work habits and character development. Specific homework guidelines are established in each classroom and distributed to parents and students early during the first grading period.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

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

Parental consent is required before any student leaves campus for any part of the school day.

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

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

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

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

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

During Lunch

JCISD is a closed campus district. Exception: Seniors are permitted to leave campus during lunch only if the required Permission to Leave Campus for Lunch Form is on file with a parent/guardian signature. See Closed Campus in the LBJ High School Student Handbook Addendum for more detailed information.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 26.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle School Grade Levels

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete all assignments for each course in which the student is enrolled.

Grades 9–12

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Richard Kolek, Superintendent, 304 N. LBJ Johnson City, TX 78636, 830-868-7410.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Penny Pulatie, Special Education Director, 304 N. LBJ Johnson City, TX 78636, 830-868-7410.
- All other concerns regarding discrimination: Contact the superintendent, Richard Kolek at 830-868-7410.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Penny Pulatie 830-868-7410
- For all other concerns regarding discrimination, see the superintendent: Richard Kolek 838-868-7410

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 37.]
- 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 the school office 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 72.]
- Becoming a school volunteer. . [See **Volunteers** on page 85 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: LBJ Elementary PTO & LBJ Middle School PTO; Athletic Booster Club

- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the superintendent at 830-868-7410.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 66.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a fee of \$20 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules. See High School Handbook Addendum for more detailed information.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 14.]

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Repeating Prekindergarten—Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 50.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 53 and **Standardized Testing** on page 81.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus** on page 67.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards / Progress Reports and Conferences (All Grade Levels)

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

At the end of the 3rd and 6th week of each grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance. If 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

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 50.]

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 district uses an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. Information on signing up for TxConnect Parent Portal is available online at www.jc.txed.net or contact your student's campus.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above 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.

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

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 53.]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans — Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals.
- Address the parent's educational expectations for the student.
- Outline an intensive instruction program for the student.

[See the principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 55 for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting online using [The Eagles Who Care Tip Line](#).
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

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

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Announcements on the district's website at <http://jc.txed.net> and on the district's twitter account [@johnsoncityisd](#). The following media outlets will be notified: KVUE – Channel 24, KXAN – Channel 36, KTBC (FOX) – Channel 7, KEYE – Channel 42, KASE/KVET Radio (Austin), KNAF Radio (Fredericksburg), WOAI Radio, KRNH Radio/The Ranch, and KRVL Radio (Kerrville).

[See **Parent Contact Information** on page **Error! Bookmark not defined.** and **Automated Emergency Communications** on page 36.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 78.]

Schedule Changes (All Grade Levels)

Elementary

The campus Principal may approve changes in class placement during the first five days of the beginning of a class. After the first five days of a class, any class change request must be considered by a Class Placement Committee consisting of the homeroom teacher, school counselor, and the campus Principal. The school counselor will chair the committee. The teachers will be selected by lottery on each class change request.

Teachers affected by the change will not participate. A ruling by the committee will be made within three school days after the change is received.

Middle School

Schedule changes will be considered only in the event of inappropriate placement, a lack of prerequisites, an error made during enrollment, or a scheduling conflict. Because there are no single-semester courses in Middle School, no mid-year schedule changes will be allowed. (See MS Addendum for more detailed information)

High School

Requests for a schedule change must be in writing (forms available in the counselors' office) and must be signed by the parent/guardian. All requests for schedule corrections must be turned in by the end of the fifth day of school. Priority will be given to errors and incomplete schedules. (See HS Addendum for more detailed information)

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator; Maintenance Director 830-868-7410.

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact: Director of Child Nutrition Services 830-868-7410 or visit the district website at www.jc.txed.net to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 69 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Joe Moore, the district's IPM coordinator, at 830-868-7410.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. See your students' campus handbook addendum for additional information regarding the library hours of operation and procedures.

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

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

The following areas are open to students before school:

- LBJ High School: 7:40am Cafeteria & Library
- LBJ Middle School: 7:40am Cafeteria, Library, Courtyard, & Playground
- LBJ Elementary School: 7:35am Cafeteria

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-Curriculum-Related Groups (Secondary Grade Levels Only)

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

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 49 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 46 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids** on page 61.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact their school counselor or principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce school events as deemed appropriate by the campus principal. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 53 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Contact your child's campus principal for more information about the availability of summer school programs.

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence. See campus handbook addendums for more detailed information.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 79.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 19, **Bullying** on page 29, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 21, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 79.]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus:

- *East of Hwy 281 & South of Hwy 290*

Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact the Transportation Office @ 830-868-7410 for additional information.

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 830-868-7410.

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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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 (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the SPED Director that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 11 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 11 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

The district periodically invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

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

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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 help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for 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; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

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

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and 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.

Appendix I

ACCEPTABLE USE POLICY

Terms & Conditions for Internet and Network Usage

Revised: June 2021

The following is the Johnson City Independent School District Acceptable Use Policy (AUP) for Internet, Distance Learning, and Network Usage. All students and district employees must abide by said rules.

Many resources beyond traditional classroom boundaries are available to our students and staff. The Internet, our internal network (the Johnson City Independent School District infrastructure), and many other resources, are a fantastic opportunity for our children and students to broaden their learning experiences.

We are very pleased to bring these resources to our community of learners. All these resources offer vast, diverse, and unique tools to both students and teachers. Our goal in providing this service to our community is to promote educational excellence in JCISD by facilitating resource sharing, innovation, communication, and the latest tools for learning. Ultimately, our students will be completely prepared for the world awaiting their company.

The JCISD Network is an electronic network which accesses the Internet at the district level. The Internet is an electronic highway connecting millions of computers all over the world and millions of individual subscribers. Through the JCISD Network or other Internet connection, students and teachers have access to electronic mail communication with people all over the world; for example information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions; public domain and shareware software of all types; discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics; access to many University Library Catalogs, the Library of Congress, and databases of all kinds.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. JCISD has taken available precautions which are limited, to restrict access to controversial materials. JCISD uses various software programs and/or applications such as **a firewall, to restrict access to some locations and a filter to block unwanted websites and programs**. A staff member will supervise students while they are using school Internet resources. On a global network it is impossible to control all materials and an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this Project. Therefore, JCISD will incorporate ALL available solutions to stop any inappropriate usage.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a JCISD user violates any of these provisions, his or her account with JCISD Network could be terminated, future access may be denied, and disciplinary action could result.

This Acceptable Use Policy for the Internet and any other Internet-related policy and procedures will remain on file at the appropriate campus administrative office of the end user. This and other related documents will be available for review by all parents, guardians, school employees, and other community members.

JCISD Network - Terms and Conditions

Note: JCISD will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

1) Acceptable Use - The purpose of the Internet is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Johnson City Independent School District. Use of other organization's networks or computing resources must comply with the rules appropriate for that network. The use of the Internet resources may not be used in violation of any U.S., state or local regulation. The Internet resources **may not be used to upload, download, or distribute pornographic, obscene, sexually explicit, or threatening material. Included in the unacceptable list is any program downloaded or used to interfere or otherwise cause network or computer/workstation level problems.** All infractions are at the discretion of the network administrator and the campus leaders.

The Internet resources may not be used to infringe on copyright or to plagiarize materials.

2) Privileges - The use of JCISD Network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who receives an account will be part of a discussion with a JCISD faculty member pertaining to the proper use of the network.) Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of JCISD may request the system administrator to deny, revoke, or suspend specific user accounts.

3) Netiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- * Be polite. Do not write or send abusive messages to others. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Do not distribute pornography, obscene or sexually explicit materials.
- * Do not reveal your personal address or phone numbers or that of other students or colleagues.
- * Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- * Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; music and video streaming that is not related to school business or teaching and learning).
- * All communications and information accessible via the network should be assumed to be the private property of Johnson City Independent School District.

4) Students will not respond to unsolicited online contact.

5) Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the JCISD Network or on any device in the district, you must notify a system administrator. Do not demonstrate the problem to other users. **Do not use another individual's accounts. Do not give your password to any other individual.** Attempts to login to the system as

any other user will result in cancellation of user privileges. Any attempts to login to JCISD Network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to JCISD Network.

6) Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, JCISD Network, or any of the above listed agencies or other networks that are connected to JCISD Network. This includes, but is not limited to, the uploading or creation of computer viruses.

7) It is possible for students to purchase goods and services via the internet, and that these purchases could potentially result in unwanted financial obligations. **This activity will be prohibited on access through the JCISD Network.**

8) Students will not be allowed to subscribe to listservers or news groups unless specific permission is provided by the parent/guardian in writing and permission of the teacher.

9) Updating Your User Information - JCISD Network may occasionally require new registration and account information from you to continue the service. You must notify JCISD Network of any changes in your account information (address, etc.). Currently, there are no user fees for this service.

10) Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable to the Johnson City Independent School District. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Texas, United States of America.

11) Johnson City Independent School District will not be held liable for:

- * Information stored on school corporation disks, hard drives, or servers
- * Information retrieved through the school computers, networks, or online resources
- * Personal property used to access school computers, networks, or online resources
- * Unauthorized financial obligations resulting from use of school resources and accounts to access the internet.

12) Consequences- A student who violates the terms of the JCISD Acceptable Use Policy will be subject to suspension of access and/or revocation of privileges on the District's system, will be required to make restitution for costs associated with system restoration, as applicable, and will be subject to disciplinary action in accordance with the Student Code of Conduct.

Any JCISD student or employee may apply for an Internet Account. To do so you must complete the Handbook and Student Code of Conduct Acknowledgment Form. The student will then be assigned an account with a user name.

Appendix II

Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Bullying Policy](#). Below is the text of JCISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/30/2017

Bullying Prohibited: The District prohibits bullying, including cyberbullying, as defined by state law.

Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples: Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation: The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples 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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report: Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format: A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report: When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct: The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report: The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation: Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents: If an incident of bullying is confirmed, the principal or designee shall promptly notify the 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. The District may notify law enforcement in certain circumstances.

Discipline: A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action: Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and 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.

Records Retention: Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures: This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative office.

Appendix III

Random Drug Testing Program

Board Policy FNF (Local)

The District requires the random drug testing of any student in grades 7–12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property.

Covered Activities

School-sponsored extracurricular activities for which testing shall be required include all UIL-sanctioned activities, band, cheerleading, FFA, National Honor Society, student council, agricultural mechanics, and VASE.

Scope

A student participating in these activities or requesting a parking permit shall be randomly tested for the presence of illegal drugs and alcohol throughout the school year.

Purpose

The purposes of the drug-testing program are to prevent injury, illness, and harm resulting from the use of illegal drugs or alcohol; help enforce a drug-free educational environment; and deter student use of illegal drugs or alcohol.

Distribution of Policy

The District shall provide each parent and student a copy of the drug-testing policy and consent form prior to the student's participation in an affected activity or receipt of a parking permit.

Orientation Meetings

The District shall conduct student meetings at the beginning of each school year. District employees shall explain the drug-testing program, review the policy and consent form, and provide an educational presentation on the harmful effects of drug and alcohol abuse.

Consent

Before a student is eligible to participate in extracurricular activities or to receive a parking permit, the student shall be required annually to sign a consent form agreeing to be subject to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student's parent or guardian shall also sign a consent form. If appropriate consent is not given, the student shall not be allowed to participate in extracurricular activities or to receive a parking permit.

Use of Results

Drug test results shall be used only to determine eligibility for a parking permit and participation in extracurricular activities. Positive drug test results shall not be used to impose disciplinary sanctions or academic penalties. Nevertheless, nothing in this policy shall limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

Confidentiality

Drug test results shall be confidential and shall be disclosed only to the student, the student's parents, and designated District officials who need the information in order to administer the drug-testing program. Drug test results shall not be maintained with a student's academic record. Results shall not be otherwise disclosed except as required by law.

Testing Laboratory

The District shall contract with a certified third-party administrator drug-testing vendor to conduct testing of students' urine samples. Testing laboratories shall not release statistics regarding the rate of positive drug tests to any person or organization without consent of the District.

Substances for Which Tests Are Conducted

Any substance included in U.S.C. 802 (6), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute, or purchase under State or Federal Law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer. Students may also be tested for Nicotine and Steroids.

Collection Procedures

Personnel from the drug-testing laboratory shall collect urine samples under conditions that are no more intrusive than the conditions experienced in a public restroom. When selected for testing, a student shall be escorted to the school's testing site by a District employee and shall remain under employee supervision until the student provides a sample. A student shall produce a sample within a closed restroom stall. The collection process shall adhere to strict chain-of-custody procedures.

Random Testing

Random tests shall be conducted on as many as nine dates throughout the school year. No less than five percent and no more than 20 percent of the students participating in the program shall be randomly selected for each random test date. The drug-testing laboratory shall use a random selection method to identify students chosen for random testing. Students shall not receive prior notice of the testing date or time.

Refusal to Test or Tampering

A student who refuses to be tested when selected or who is determined to have tampered with a sample shall be deemed to have a positive test result and shall be subject to the appropriate consequences depending on previous positive test results, if any. If a student is absent on the day of the random test, a sample shall be collected on the next random testing date.

Confirmation of Positive Results

An initial positive test shall be confirmed by a second test of the same specimen before being reported as positive.

Upon receiving results of a positive drug test, the District shall schedule a meeting with the student, the student's parent if the student is under the age of 18, and the coach or sponsor of the extracurricular activity, as applicable, to review the test results and discuss consequences.

The student or parent shall have five school days following the meeting to provide a medical explanation for a positive result. Alternatively, the parent shall be permitted to contact the original testing laboratory and request that a split specimen of the original sample be sent to a second approved laboratory for testing at the parent's expense. The District shall not accept test results from any laboratory that is not approved in advance by the District.

Please Note: A positive test result for a "marijuana metabolite" will be considered a positive test regardless of the product ingested (marijuana, THC Vape, Delta 8, or CBD products, etc.)

Retesting

Following a positive test result and any applicable consequences, the student shall be retested on the next two random test dates, so long as the student wishes to participate in extracurricular activities or park a vehicle on school property.

Drug Abuse Prevention

The District shall notify the parent and student of drug and alcohol abuse prevention resources available in the area.

Consequences

Consequences of positive test results shall be cumulative through the student's enrollment in the District.

First Offense: Upon a first offense of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular activity, and the student's parking permit shall be suspended, for 30 calendar days following the date the student and parent are notified of the test results. Before restoration of a parking permit and return to participation in extracurricular activities, the student shall submit to the District documentation of having met with a District-approved licensed drug abuse counselor, at the parent's expense. During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

Second Offense: Upon a second offense of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular activity, and the student's parking permit shall be suspended, for 90 calendar days following the date the student and parent are notified of the test results. Before restoration of a parking permit and return to participation in extracurricular activities, the student shall submit to the District documentation of having met with a District-approved licensed drug abuse counselor, at the parent's expense. During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

Third and Any Subsequent Offense: Upon a third offense, and upon any subsequent offense, of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular activity, and the student's parking permit shall be suspended, for one calendar year following the date the student and parent are notified of the test results. Before restoration of a parking permit and return to participation in extracurricular activities, the student shall submit to the District documentation of having met with a District-approved licensed drug abuse counselor, at the parent's expense. During the period of suspension, the student shall not be permitted to participate in practices.

Appeals

A student or parent may appeal a decision made under the random drug-testing program in accordance with FNG(LOCAL). The student shall be ineligible for participation in extracurricular activities or reinstatement of parking privileges while the appeal is pending.

Voluntary Drug-Testing Program

The parent of any student in grades 7–12 who does not participate in an extracurricular activity or hold a permit to park a vehicle on school property shall be permitted to enroll his or her child in the District's voluntary drug-testing program at any time. Students enrolled in the voluntary drug-testing program shall be included in the pool for random testing along with the students in the mandatory drug-testing program. A student who is 18 years of age or older shall be permitted to withdraw from the voluntary program at any time; however, a student who is under the age of 18 shall be permitted to withdraw from the voluntary drug-testing program only with written permission from his or her parent.

LBJ ELEMENTARY HANDBOOK ADDENDUM

ANIMALS AT SCHOOL

Permission must be obtained from the teacher or Principal before bringing any animal to school. Permission will not be granted except for educational purposes. The animals must be in an appropriate cage or container with provisions for their well-being. No animal may be transported on a school bus.

In the event that any animal (domesticated/other) is found on school grounds notify a Principal or teacher immediately. It is important that all students understand the danger presented by wildlife and stray domesticated animals and do not touch any such animal. To do so places you in danger of injury, including but not limited to catching rabies, this may result in costly and painful medical treatment and shots.

ANNOUNCEMENTS

Morning announcements are scheduled for 7:50 am each day. The state legislature has mandated that the school day be preserved for academic activities so that all announcements need to be school related.

ARRIVAL AT SCHOOL

Students should arrive no earlier than 7:35 am. Doors will remain locked until that time. Students should be dropped off at the main elementary entrance, which is located at the south side of the building on Pecan Street. Parents are requested to use this area for drop-off for traffic safety considerations: drop-off in undesignated areas, including beside the bus loading/unloading zone, are prohibited. Students, who arrive between 7:35 and 7:50, should go to the elementary hallway and sit in their assigned areas or to the cafeteria for breakfast. After 7:50 am:

- Non-bus riders enter using the south entrance
- Bicycles are to be parked in designated area on the north side of the building
- Bus riders enter using the south entrance or a staff member will open the west entrance

AWARDS AND HONORS

Award programs will be held at the throughout the school year to recognize students for excellence and achievement in various areas. Parents are encouraged to attend. The programs will be held at the end of each six weeks period. Parents will be notified in advance regarding the specific time schedule.

“A” Honor Roll: To be eligible for the all “A” Honor Roll, a student must receive no grade below an “A”.

“A” and “B” Honor Roll: To be eligible for the “A” and “B” Honor Roll, a student must have at least one “A” and receive no grade below a “B”.

To be eligible for either honor roll, a student must receive at least a satisfactory grade on any other activity.

BICYCLES/SKATEBOARDS/MOTORBIKES

Bicycles may be ridden to and from school. However, the bicycle must be parked in the place provided upon arrival on school grounds. Skates, skateboard, or motorbikes of any kind are not allowed at school.

BREAKFAST

Students may go to the cafeteria for breakfast between 7:35 am and 7:50 am.

CHEATING/PLAGIARISM/DISHONESTY

Copying another person’s work, such as homework, class work, or a test, is a form of cheating. Plagiarism, which is the use of one’s own or another person’s original idea or writing without giving credit to the true

author, will also be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well, according to the Student Code of Conduct.

CHILD PROTECTIVE SERVICES

State law requires school personnel to report all cases of suspected child neglect/abuse to Blanco County Child Protective Services of the Texas Department of Human Services. Parents will not be notified if CPS comes to interview their child.

CLASS CHANGES

The campus Principal may approve changes in class placement during the first five days of the beginning of a class. After the first five days of a class, any class change request must be considered by a Class Placement Committee consisting of the homeroom teacher, school counselor, and the campus Principal. The school counselor will chair the committee. The teachers will be selected by lottery on each class change request. Teachers affected by the change will not participate. A ruling by the committee will be made within three school days after the change is received.

CLOSED CAMPUS

The elementary school is closed for the safety of the students. Children are expected to eat lunch in the cafeteria. Parents are invited to eat lunch with their children in the cafeteria. Children are not allowed to leave school during the school day unless a parent or person designated in writing by the parent signs them out in the school office.

However, during STAAR testing days the campus will be closed to all visitors after 8:15 to ensure the safety, and focus of students and staff.

CURRICULUM

Our goal is to develop in students the ability to think, to solve, and to seek independent solutions. The curriculum:

1. Provides skills in a variety of areas: Reading, Language Arts, Math, Science, Social Studies, Health, Music, Art, Technology, Citizenship, and Physical Education
2. Is comprised of specific learning objectives that are organized and sequenced for classroom instruction including instructional support activities that are challenging and of high interest [i.e. discovery and cooperative learning]
3. Includes learner outcomes that require higher-level cognitive processes enabling students to grasp part-whole and whole-part connections, formulate cause-effect relationships, develop concepts, work with analogies, learn application of basic principles, and formulate problems and use problem solving techniques
4. Provide for a variety of teaching strategies that allows for alignment of teaching techniques to learning styles
5. Provides for constant monitoring and assessment of student progress until mastery of learning objectives are obtained [i.e. explanation, questioning, pacing, guided and independent practices]
6. Provides for integration between subject areas to facilitate increased interdisciplinary learning and holistic focus on broader learning outcomes
7. Provide for periodic review and synthesis of previously learned content

8. Includes special programs**designed to meet special individual needs of students [these include: special education, Title I, English as a Second Language (ESL), and Gifted and Talented]
9. Includes periodic school programs, activities, and trips which are planned to enhance student learning of the TEKS through participation, demonstration, illustration, and observation
10. Requires some supplies and materials to be furnished by the student
11. Incorporates the use of state adopted textbooks as resource materials
12. Includes the use of a variety of assessments to evaluate student progress

*A student may be exempted from physical education if an explanatory statement issued by a physician is filed with the school's Principal. Dates of the exemption must be included.

**A student must meet established program criteria in order to qualify for a special program.

DETENTION

Students may be detained outside of school hours on one or more days if a student violates the school's rules of conduct. The detention shall not begin until the student's parents have been notified, however parent permission is not required to assign after school detention. Detention Hall (D-Hall) for elementary students will be after school from 3:40-4:00. Parents are responsible for transportation after the assignment is completed. For additional information on discipline see the Student Code of Conduct.

DISMISSAL/AFTER SCHOOL

Dismissal time for all elementary students is 3:40 pm. Arrangements should be made so that the student can leave the school grounds immediately.

1. Walkers / parent pick- ups—Students are to exit by the south door, which is the front door of the school
 - a. Safety rules to follow:
 - a. cross streets at the cross walks only
 - b. walk on sidewalks whenever possible [walk facing traffic while not on a sidewalk]
 - c. don't accept rides with – or even talk to – strangers
 - d. go directly home after school
 - e. parent pick-ups – wait at the front porch of the school until 3:35
 - f. parents, please park in a parking place if leaving your car [do not leave an unoccupied vehicle in the pick-up line]
2. Bus riders—All students will be escorted to the buses for departure [all students are expected to follow school / bus/ transportation safety rules]
3. Bicycle riders—Bicycles must be parked on the bicycle rack at the north side of the school building [bicycles must be walked across the road by the school and students should ride bicycles with traffic, off the roadway if possible, or on the shoulder of the roadway if necessary]

DRESS CODE

Inappropriate items, such as caps, will be confiscated. Any body piercing, except earrings worn by young ladies, will also be confiscated. Elementary students may not wear have nails (fake or natural) that are a length that impedes their ability to write or use technology. Using various articles of clothing to create identity for individuals or groups will also be discouraged at LBJ Elementary School, other than those accepted items worn to express school unity. Elementary will follow all secondary dress code that applies. The final decision on appropriateness rests with the Principal.

Add to main handbook section under Elementary (K-5)

DOCTOR APPOINTMENTS/ EXCUSE NOTES

A student must be present at 10:00 am to be counted “present” for that day. If the student is absent due to a documented health care appointment, a note signed by the physician should be brought to the office to excuse the absence. The elementary campus will only accept 3 parent written notes for an excused absence each semester. Notes to excuse an absence will not be accepted more than 10 school days after the absence.

FIRE AND FIREWORKS

The starting of any fires or discharging of any fireworks on the school campus or at any activity is prohibited.

FLOWERS / BALLOONS / GIFTS

The school will not deliver flowers or gifts to students during the instructional day. These items will remain in the office until the end of the school day or until the student leaves the building. The following exception will be made:

**On Homecoming Day, mums will be delivered in the afternoon and students will be permitted to wear them the remainder of the school day. **

Note: Balloons and glass containers are not allowed on school buses.

INVITATIONS

Party invitations may not be distributed to students unless every child in the class is included. The invitations will be distributed at the end of the school day. Additional invitations for students in other grades must be made off campus.

MESSAGES / TELEPHONE USE

Only messages authorized by the school’s office will be delivered to students and school personnel.

Transportation and social arrangements must be made in advance. Students may make telephone calls only in emergencies and approved by the office staff or classroom teachers. All student communications must take place via school phones, they should not be using cellphones to call parents. * Forgotten items and homework are not emergencies.

MONEY / VALUABLES / TOYS

The students should bring only enough money to school for approved items and activities. Valuables of any other type should be left at home. Toys, playing cards, trading cards, phones, and electronic games should not be brought to school. The campus administration will not investigate missing items if they are not deemed necessary to be brought to school. Items brought for “Show and Tell” must be kept according to the teacher’s direction.

PARTIES

The state legislature has mandated that the school day be preserved for academic activities without interruption whenever possible. School parties will be scheduled at the end of the school day so as not to interfere with academic instruction. Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child’s teacher prior to bringing any food. Arrangements for birthday cupcakes need to be made with individual teachers to ensure minimum classroom disruption.

SCHOOL DAY

The school day will begin at 7:55 am. The school day will end at 3:40 pm for all elementary students. If parents have a quick question or message to relay to the teacher, we ask that you do so between 7:35-7:50 am. At 8:00 the tardy bell rings and instruction begins.

TRANSPORTATION

BUSES AND OTHER SCHOOL VEHICLES (addition to Model Handbook language)

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extra-curricular activity. The driver shall attempt to correct any misbehavior of the passenger.

- If the driver is unable to resolve the problem, the Principal shall be notified.
- The Principal shall investigate the incident and notify the driver of the action taken.
- A conference involving the Principal, student passenger, driver, and parent(s)/guardian may be required.
- Students will have bus riding privileges suspended as follows:
 - 1st offense (referral) –3 days
 - 2nd offense (referral) –5 days
 - 3rd offense (referral) –10 days

Parents become responsible for providing their child's own transportation. Absences caused by removal of transportation privileges will be considered unexcused.

- In the case of serious misconduct endangering other students or 4 or more referrals, a student may have bus riding privileges suspended for the remainder of the year.
- Students will be held accountable and responsible for vandalism done to school buses or other school property.

Disciplinary sanctions and changes in transportation for a handicapped student shall be made in accordance with the student's Individual Education Plan (IEP).

Any student requesting to ride a bus other than his/her assigned bus, route, or is requesting a drop off at any stop other than his/her assigned stop is required to have a note from a parent and the Principal's permission before they can be allowed to ride the requested bus or use a stop other than his/her assigned stop. A yellow pass will be issued by the office upon receipt of the parent note and must be given to the bus driver upon entering the bus.

All students are expected to be checked in and off the bus at loading times for the pm route. If a student has been checked on to a bus, parents are requested to check in with the elementary staff members on bus duty before removing a student from the bus.

GENERAL VISITORS (addition to Model Handbook language)

All adult visitors on campus must use staff restrooms in order to ensure safety of students.

Any individual requesting a classroom visit will be required to conference with the Classroom Teacher prior to consideration for approval. Specific concerns and a stated reason for the visit must be discussed in the conference. The request for a classroom visit must be made to the Campus Principal within a reasonable amount of time for the Principal to discuss the request with the Teacher and determine whether or not the request is approved. The Campus Principal will notify the requesting visitor when a decision is made. The duration and guidelines for any approved visit will be established with the Campus Principal and Teacher prior

to the visit. At no time should a visitor's dress violate the student dress code. All visitors must sign in through the Raptor System in the front office and wear their ID badge where visible.

Identification will be requested of anyone on school property. Persons who violate school rules/regulations/policies or remain on campus without administrative approval will be considered in violation of state law and reported to law enforcement authorities.

Children who are not enrolled in the school will not be allowed to stay at the school unless accompanied by a parent or adult.

Parents who come to pick up their children at dismissal time do not need to check in, but should remain outside near the porch located at the south door of the building until the doors open for visitors.

LBJ MIDDLE SCHOOL HANDBOOK ADDENDUM

ARRIVAL AT SCHOOL

Students should arrive no earlier than 7:35 a.m. unless previous arrangements have been made with a teacher. Doors will remain locked until that time. Students should be dropped off and picked up at the main Middle School entrance. To facilitate safe and timely navigation of the drop-off area, drivers are requested to pull forward into the drop-off/pick-up lane as far as possible any time students are arriving or leaving the campus. Visitor parking spaces are provided; however, we request that drivers refrain from parking in the drop-off/pick-up lane from 7:00 to 8:10 a.m. and 3:20 to 4:00 p.m. Parents are requested to use only the front drop-off / pick-up area for traffic safety considerations. Drop-off in undesignated areas, including beside the bus loading/unloading zone, is prohibited.

A student who arrives to class after 8:00 a.m. is tardy.

Attendance

DOCTOR APPOINTMENTS/ EXCUSE NOTES

If the student is absent due to a documented health care appointment, a note signed by the physician should be brought to the office to excuse the absence. The middle school campus will only accept 3 parent written notes for an excused absence each semester. Notes to excuse an absence will not be accepted more than 10 school days after the absence.

AWARDS & HONORS

The Academic Awards Ceremony will be held at the end of the school year to recognize students for excellence and achievement in various areas. Parents are encouraged to attend.

- “A Honor Roll”: To be eligible for the all “A” Honor Roll, a student must receive no grade below an “A”.
- “A” and “B” Honor Roll: To be eligible for the “A” and “A/B” Honor Roll, a student must have at least one “A” and receive no grade below a “B”.
- End of the year Honor Roll grades will be derived at the end of the 4th 6 Wks. Grade Report in order to prepare for the ceremony.

BICYCLES/SKATEBOARDS/MOTORBIKES

Bicycles may be ridden to and from school. However, the bicycle must be parked in the designated place upon arrival on school grounds. Skates, skateboards, motorbikes, or other wheeled devices of any kind are not permitted to be operated on school grounds.

BREAKFAST

All students may go to the cafeteria for breakfast between 7:35 a.m. and 7:55 a.m.

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. [See Schedule Changes for information related to student requests to revise their course schedule.]

SOCIAL EVENTS

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

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

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

DETENTION HALL

If a student violates the school's rules of academic and/or behavioral conduct, he/she may be detained outside of school hours on one or more days. The detention shall not begin until the student's parents have been notified of the reason for the detention so that the parent/guardian can make arrangements for the student's transportation on the day(s) of the detention. A parent is considered to have been notified when his/her child is given notice of assignment to detention one school day prior to the day of assignment to detention. Rescheduling of detention assignments must be made through the principal or the person responsible for assigning D-Halls. If a detention assignment is missed without a valid excuse (a confirmed illness), the D-Hall will be re-assigned with one additional penalty D-Hall added. Students are required to bring class work to complete during this time. For additional information on discipline, see the Student Code of Conduct.

DISMISSAL/AFTER SCHOOL

Dismissal time on a regular day for all Middle School students is 3:45 p.m. Arrangements should be made so that the student can leave the school grounds immediately unless the student is participating in an approved after school program on campus.

Dismissal time on Early Release days is 12:00 p.m.

FLOWERS/BALLOONS/GIFTS

The school will not deliver flowers or gifts to students. These items will remain in the office until the end of the school day or until the student leaves the campus. The following exception will be made: Homecoming Day. Note: Balloons and glass containers cannot be taken on school buses.

EXTRACURRICULAR ABSENCES: Homework, Tests, and Assignments

A student absent from class for a scheduled extracurricular activity may be required to take any test(s) and submit homework that is due on the day of the absence prior to leaving campus for the scheduled absence. If the student does not leave campus prior to 8:00 a.m., the teacher may require the student to come in early (7:00 -7:55 a.m.) to turn in the homework and/or take any test(s) in the classroom. Any homework and/or test(s) not submitted prior to leaving campus may be considered late and the grade reduced accordingly.

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 minimum of one day for completion for each day of absence will be permitted for make-up work due to an excused absence [For further information, see policy EIAB(LOCAL).]

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 or final grade.” [See also Attendance for Credit or Final Grade on page 3.]

A student will be permitted to make up tests and to turn in projects due in any class missed because of an absence. Teachers may assign a late penalty to any long-term project that is not submitted on the due date if the student has returned to school following an absence of less than 25% of the time permitted for the assignment.

MESSAGES/TELEPHONE USE

Only messages authorized by the school’s office will be delivered to students and school personnel. Transportation and social arrangements should be made in advance. School phones and personal cell phones may be used during school hours to make calls and check messages only with permission from the principal or other staff member.

PARTIES

There will be no food or drink brought to school for the purpose of a classroom party unless the teacher has approved it in advance.

PEP RALLIES

Pep rallies are held to promote school spirit and to support the efforts of our sports teams. All students are expected to participate and display a positive attitude toward the event. Standing for the Alma Mater and Fight Song and responding to the cheerleaders is expected behavior.

SCHEDULE CHANGES

Student schedules are based on the students’ choice sheets completed the prior year. A master schedule of course offerings will be designed in order to accommodate a maximum number of students’ choices with a minimum number of conflicts. Personnel assignments will be made based on the students’ choices. Therefore, it is imperative that the students give careful consideration to their selections. Students will receive their upcoming year schedules at the beginning of the new school year. They will be expected to follow these schedules for the entire year. Schedule changes will be considered only in the event of inappropriate placement, a lack of prerequisites, an error made by staff during enrollment, or a scheduling conflict. Because there are no single-semester courses in Middle School, no schedule changes will be allowed during the school year.

All schedule change requests are initiated through the principal’s offices, require parental approval, and will only be considered before school starts. Requests for elective changes will not be honored.

LBJ HIGH SCHOOL HANDBOOK ADDENDUM

Advanced Placement (AP) and “Advanced” Courses

Students requesting Advanced/AP courses are expected to embrace the increased rigor of the course(s) which are geared toward preparation for college and receive weighted credit in determining Grade Point Average (GPA) according to Board Policy EIC (Local). Advanced courses follow a locally-developed curriculum based on the Texas Essential Knowledge and Skills (TEKS) using research-based instructional strategies. After completing an Advanced course, students are typically prepared for AP courses that follow. AP courses, with curriculum administered by The College Board, consist of standardized high school courses that are roughly equivalent to undergraduate college courses. After completing an AP class, students are expected to take the AP exam in that subject and may earn credits and accelerated placement in college. Students requesting any Advanced/AP course(s) may be required to complete a Summer Assignment which is due by the posted due date. The purpose of summer work is to provide a knowledge base for the Advanced/AP course(s) that you will be studying in the upcoming school year. The summer work is intended to enrich and enhance your educational experiences throughout the school year. Please note: Late work is not accepted in Advanced/AP classes; in the course of the school year work not submitted by the due date will result in the grade of “O”. Late summer work is not accepted; any student not completing and submitting the Summer Assignment on time will be assigned a grade of “zero” for the assignment and may be removed from the Advanced/AP roster.

Animals at School

Permission must be obtained from the teacher or Principal before bringing any animal to school. Permission will not be granted except for educational purposes. The animals must be in an appropriate cage or container with provisions for their well-being. No animal may be transported on a school bus. In the event that any animal (domesticated/other) is found on school grounds, notify the Principal or a teacher immediately. It is important that all students understand the danger presented by wildlife and stray domesticated animals and do not touch any such animal. To do so places you in danger of injury, including but not limited to catching rabies, which may result in costly and painful medical treatment and shots.

Announcements

Announcements will be posted by third period each day. Announcements should be submitted to the principal before 9:00 am each day and must pertain to school related events. Announcements must be written exactly as they are to be posted and have the approval of the Principal.

Arrival at School

Students should arrive no earlier than 7:30 am unless previous arrangements have been made with a teacher. Doors will remain locked until that time. Students should be dropped off and picked up at the main High School entrance located on the east side of the building. To help facilitate safe and timely navigation of the drop-off area, drivers are requested to pull forward into the drop-off/pick-up lane as far as possible anytime students are arriving or leaving from the campus. Visitor parking spaces are also provided; we request that drivers refrain from parking in the drop-off/pick-up lane from 7 to 8 am and 3:35 to 4 pm. Parents are requested to use only the front drop-off / pick-up area for traffic safety considerations: drop-off in undesignated areas, including beside the bus loading/unloading zone, are prohibited.

A student who arrives to class after 8:00 am is tardy and must report to the office for a Tardy Slip (excused or unexcused). If a student arrives later than 10 minutes after the start of the school day the student is considered absent for that period.

For compulsory attendance and final exam exemption purposes, 3 unexcused tardies to a class will equal 1 unexcused absence.

Awards and Achievements

Students are recognized at the end of the year with the following awards and achievements:

Classroom Awards

Eagle Excellence - Two students who have maintained the highest standards of effort, achievement and self-discipline – all characteristics which earn these students the highest level of respect from their teachers.

High Average-The student who maintains the highest average of all sections in the designated course, whether for the semester or the year.

All A Honor Roll - Students who have earned an “A” in every class every grading period.

Perfect Attendance -Students with no absences other than School-Related or Field Trips.

Eagles in Service Recognition - Students who volunteer in local schools and the community for a minimum of 25 hours for the school year will be recognized.

Senior Awards

Graduation Cords

- Eagles in Service cords are Red and Blue. This cord is given to seniors who completed a minimum of 100 volunteer hours during their four years in high school.
- OnRamps cords are Orange and White. These students successfully completed an OnRamps course. OnRamps was founded to increase the number of students who engage in learning experiences aligned with the expectations of leading universities. OnRamps is designed to meet college standards.
- Honor cords are maroon. This cord is given to students who are Distinguished Achievement graduates who completed the minimum requirements of the Foundation Graduation Plan, completed an additional credit in Math and Science, as well as completing a minimum of two programs of study, thereby earning an endorsement in each program.
- Performance Acknowledgement cords are Gold. This cord is given to students who earned at least one Performance Acknowledgement.
- Top 10% cords are silver. This cord is given to seniors in the top ten percent of their class as determined by their cumulative GPA.
- Army cords are Black and Gold. This cord is given to students who have enlisted in the Army.

Valedictorian & Salutatorian -The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. The District shall calculate class rank for this purpose at the end of the third nine-week grading period of the senior year. To be eligible for this local graduation honor, a student must:

- 1) Have been continuously enrolled in the District high school for the six semesters immediately preceding graduation;
- 2) Have completed the foundation program with the distinguished level of achievement;
- 3) Have completed the requirements for at least two endorsements, which may also include completion of two programs within the same endorsement; and
- 4) Be graduating after exactly eight semesters of enrollment in high school.

Highest Ranking Graduate - The student meeting the local eligibility criteria for recognition as the

valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Bicycles/Skateboards

Bicycles may be ridden to and from school. Bicycles must be parked in the designated location upon arrival on school grounds. Skates, skateboards, or other wheeled devices of any kind are not permitted to be operated on school grounds.

Breakfast

Students may go to the cafeteria for breakfast between 7:40 am and 7:55 am.

Cell Phones

Students are permitted to have cell phones at school but must adhere to the following guidelines:

- May use before or after school.
- May use during passing periods and lunch.
- During class only with teacher permission.
- No earbuds in class.
- May not be used in restrooms or locker rooms.
- Teachers may require a student to turn in a phone if leaving class to use the restroom.

A teacher has the authority to pick up a student's phone if the student is in violation of the guidelines. The following consequences will be administered:

- 1st – Parent call/student can pick up from the office after school
- 2nd – Parent must pick up from office
- 3rd – \$15 charge and parent must pick up from office

Class Rank and Grade Point Average (GPA) Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below, and only in the following subject areas: English, mathematics, science, social studies, and languages other than English.

- The calculation shall include failing grades.
- The calculation of class rank shall exclude grades earned in any course substituted for physical education; any distance learning course; any dual credit course; any course for which the District awarded credit after the student took the course at a nonaccredited school; and grades earned through summer school or credit by examination, with or without prior instruction.
- Due Covid-19 Home Learning, GPA calculations and class rank will not include the 2020 spring semester.

Weighted Courses

The District shall categorize and weight courses as follows:

- Advanced Courses: Eligible Advanced Placement (AP) courses, On-Ramps dual enrollment courses, and other courses locally designated as Honors shall be categorized and weighted as Advanced courses.
- Regular Courses: All eligible courses that are not categorized as Advanced shall be categorized and weighted as Regular courses.

TRANSFERRED GRADES

When a student transfers grades for properly documented AP or Honors courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District, if the same AP or Honors courses are offered to the same class of students in the District.

Due Covid-19 Home Learning, GPA calculations and class rank will not include the 2020 spring semester.

Chromebook 1:1 Program

Students will be issued a Chromebook computer, power adapter, and protective case for educational use. With the acceptance of a Chromebook, students and their parents take on certain responsibilities which are outlined in the JCISD Chromebook Student User Agreement which must be signed annually by both student and parent/guardian. Acceptance of and adherence to these responsibilities will result in a rich technologically-enhanced learning environment for all involved.

Closed Campus

The High School campus is closed for the safety of the students. Students in grade 12 may be permitted to leave campus during lunch with prior parent approval and upon the condition that they are:

- Passing all classes based on the report card from the previous 9-week grading period,
- Attendance is within state recommended guidelines,
- Have not accrued more than 3 tardies a semester for the class period following lunchtime, and
- Have served all disciplinary consequences currently assigned.

Students in other grades are not permitted to leave campus during lunch (even with parent permission) as this is a senior only privilege. Extenuating circumstances will be reviewed by the principal. Students not classified as “seniors” who have applied for early graduation must remain on campus for lunch. Students who violate this policy or leave campus at any time without administrative approval shall be subject to disciplinary action in accordance with the Student Code of Conduct.

Visitors during lunch will only be permitted with Principal pre-approval and only on a limited basis. All visitors must enter through the office and scan in through RAPTOR.

Students leaving without permission will be subject to disciplinary action. Repeated offenses will lead to more severe disciplinary action. Students needing to leave early should bring a note to the office in the morning before classes begin. The student will be given a pass from the office to give to the teacher when they are to leave class.

College and Career Readiness and the Texas Success Initiative Assessment 2 (TSIA2)

As part of the State’s Accountability System, prior to graduation, all students must be able to demonstrate that they possess a full range of knowledge and skills needed to succeed in entry-level college courses, as well as in a wide range of careers. This is typically measured through the English and Math TSIA2. The TSIA2 is initially administered during a student’s junior year.

TSIA 2.0 Minimum Standards

- Reading: 945+ AND Essay 5+, Under 945 AND Diagnostic 5+ AND Essay 5+
- Math: 950+, Under 950 AND Diagnostic 6+

Alternatively, students can exempt the TSIA2 and demonstrate college and career readiness if they meet any of the following standards:

- SAT
 - EBRW 480+

- Math 530+
- ACT – Composite Score 23+
 - English 19+
 - Math 19+
- Complete a college prep course, such as Texas College Bridge, in math and reading
- Complete a course for dual credit
- Complete an OnRamps course
- Earn an [approved Industry-Based Certification](#)
- Be admitted to post-secondary industry certification program
- Enlist in the United States Armed Forces

Students who have not demonstrated college and career readiness in both English and math by the end of their junior year will be assigned to College Prep English and/or College Prep Math during their senior year. Successful completion of the semester class demonstrates college and career readiness for accountability purposes.

Seniors who have not demonstrated college and career readiness by one of the means listed above will not be eligible for late start/early release until college and career readiness requirements have been met.

Course Credit by Acceleration or Recovery

In order to receive credit for acceleration or recovery, a high school student may demonstrate proficiency by meeting the required minimum standard on the appropriate Credit by Examination (CBE) developed by the following:

- The Texas University at Austin CBE,
- Texas Tech University CBE,
- Avant STAMP (Standards-based Measurement of Proficiency) 4S,
- AP examinations, or
- AAPPL examinations.

Course Fees

Courses such as OnRamps, Dual Credit, and/or online certification courses all have fees. It is the policy of JCISD to pay for two dual credit courses and two OnRamps courses per semester or one certification course. If a student does not successfully complete the course, the student/parent/guardian must reimburse the district for the cost of the course. Prior to starting the course, a student must sign a contract and the fee structure for the courses will be outlined.

Detention Hall

If a student violates the school's rules of academic and/or behavioral conduct, he/she may be detained during lunch and/or outside of school hours on one or more days. Students will be assigned a detention on the first available opportunity – lunch or after school. If a detention assignment is missed without a valid excuse (a confirmed illness), or prior permission, the D-Hall will be re-assigned with one additional penalty D-Hall added. When a D-Hall assignment is missed for the third time, one day of ISS will be assigned. Students are required to bring class work to complete during this time.

For additional information on discipline see the *Student Code of Conduct*.

Dismissal/After School

Dismissal time on a regular day for all High School students is 3:45 P.M. Seniors may have late start or early dismissal according to their course schedule. Arrangements should be made so that the student can leave the school grounds immediately unless the student is participating in an approved after school program on campus.

Early Dismissal/ Late Start for Seniors

Seniors are permitted up to 2 periods for Early Dismissal or Late Start. To be eligible, a senior must have completed CCMR requirements or be concurrently enrolled in sufficient courses to:

- 1) complete the Foundation Plan,
- 2) complete an Endorsement(s), and
- 3) demonstrate College, Career, and Military Readiness.

Early Graduation

A parent is entitled to request that a student be permitted to graduate from high school earlier than the student would normally graduate. The request must be made in writing and approved by the board. With board approval, the student must also meet the following graduation requirements:

- 1) Complete all courses required under the Foundation Plus Endorsement Plan,
- 2) Complete all End of Course (EOC) testing requirements,
- 3) Demonstrate College, Career, or Military Readiness,
- 4) Complete the following trainings: Peace Officer Interaction, CPR, Child Abuse, Family Violence, and Human Trafficking, and
- 5) Complete a Free Application for Federal Student Aid (FAFSA).

A student who is classified as a junior will not be permitted to participate in senior privileges and activities.

Extracurricular Expectations

With the approval of the Principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity in adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. [FO(LOCAL)].

Extracurricular participants are School District role models and their behavior, including their behavior on electronic media, social networking, etc., will be held to a higher standard appropriate to the privilege of participating in the extracurricular program(s). It is a violation of the Extracurricular Code of Conduct if a student:

- 1) Maintains or is identified on a website or blog that depicts behavior that violates the Student Handbook and/or Student Code of Conduct, is illegal, or is sexual in nature;
- 2) Sends, transmits, or posts images or other material that is related to behavior that is in violation of the Student Handbook and/or Student Code of Conduct, is illegal or is sexual in nature.
 - a. Social media or electronic messaging or content or behavior displayed in those formats that violates or reflects a violation of the Student Handbook and/or extracurricular program bylaws, constitution or guidelines will be addressed in accordance with the consequences set forth for that particular conduct violation.
 - b. Disciplinary consequences assessed as a result of such violations will be the discretion of the Coach/Sponsor and will be proportionate to the consequences identified for that conduct.

If a student violates the Student Code of Conduct and/or Extracurricular Code of Conduct specifically relating to the commission of a criminal offense or the illegal use/possession of alcohol or illegal drugs at any time, on or off school property [FO(LOCAL)], and/or if a student tests positive in a random alcohol and drug testing visit as provided in FNF(LOCAL) the following measures will occur in each organization and will apply to every member of every organization:

First Offense

Upon a first offense of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular activity, and the student's parking permit shall be suspended, for 30 calendar days following the date the student and parent are notified of the test results. Before restoration of a parking permit and return to participation in extracurricular activities, the student shall submit to the District documentation of having met with a District-approved licensed drug abuse counselor, at the parent's expense.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

Second Offense

Upon a second offense of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular activity, and the student's parking permit shall be suspended, for 90 calendar days following the date the student and parent are notified of the test results. Before restoration of a parking permit and return to participation in extracurricular activities, the student shall submit to the District documentation of having met with a District-approved licensed drug abuse counselor, at the parent's expense.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

Third and Any Subsequent Offense

Upon a third offense, and upon any subsequent offense, of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular activity, and the student's parking permit shall be suspended, for one calendar year following the date the student and parent are notified of the test results. Before restoration of a parking permit and return to participation in extracurricular activities, the student shall submit to the District documentation of having met with a District-approved licensed drug abuse counselor, at the parent's expense. During the period of suspension, the student shall not be permitted to participate in practices.

Appeals

A student or parent may appeal a decision made under this policy in accordance with FNG(LOCAL). The student shall be ineligible for participation in extracurricular activities or reinstatement of parking privileges while the appeal is pending.

Voluntary Drug-Testing Program

The parent of any student in grades 7–12 who does not participate in an extracurricular activity or hold a permit to park a vehicle on school property shall be permitted to enroll his or her child in the District's voluntary drug-testing program at any time. Students enrolled in the voluntary drug-testing program shall be included in the pool for random testing along with the students in the mandatory drug-testing program.

A student who is 18 years of age or older shall be permitted to withdraw from the voluntary program at any time; however, a student who is under the age of 18 shall be permitted to withdraw from the voluntary drug-testing program only with written permission from his or her parent.

Field Trips

Field Trip participation may be prohibited for students with failing grades and/or attendance less than 95%. Grades from the most recent Three-week or Six-week Progress Report, or Nine-Week Grade Report will be used to determine field trip eligibility. LBJHS will make every effort to refund to any student the fee(s) paid in advance for a field trip that the student becomes ineligible to attend; however, the student is ultimately responsible for any non-refundable fees due to failure to meet the academic and attendance requirements.

Final Exams/Exam Exemption Procedures

The exam incentive guidelines are designed to encourage high academic achievement, good attendance, and appropriate behavior in the classroom. All students are required to take each exam, but a student has an opportunity to exclude the final exam grade unless the exam grade improves the overall semester grade.

Who Can Exclude Final Exams

- **Freshmen, Sophomores, and Juniors** ----may exclude up to 4 subjects each semester; must be different subjects each semester.
- **Seniors**----may exclude up to 4 subjects in the fall and all subjects in the spring semester.

***OnRamps and AP classes must take exams or complete end of semester projects per the course syllabus and program guidelines.

Exclusion Requirements

High Academics

- Minimum grade average of 85 in each of your classes for the semester.

Overall Attendance*

- 0 or 1 absence in any course for the semester - May exclude 4 exams.
 - 2 to 3 absences in any class for the semester - May exclude 3 exams.
 - 4 to 5 absences in any class for the semester - May exclude 2 exams.
 - to 7 absences in any class for the semester - May exclude 1 exam.
- * 3 tardies to a class equals 1 unexcused absence for exemption purposes.

Appropriate Behavior

- To maintain exclusions, a student may not have more than 1 after school detention for the semester and may not have any ISS, OSS, or DAEP placements.

Clarification on Attendance

The definition of an absence for exam purposes is:

- The student is not present in the classroom and the absence is not a school-related, medical* (physician/medical documentation including Covid lab confirmed positive quarantine), or college visitation absence.

*Written documentation from a physician is required for a medical-related absence and must be received within 7 calendar days of the absence. Parent notes are not acceptable.

Loss of Eligibility

If a student falls below the standard after permission to exclude an exam grade has been granted then the student loses eligibility and all exams grade will be averaged in the semester grade.

Flowers/Balloons/Gifts

The school will not deliver flowers or gifts to students. These items will remain in the office until the end of the school day or until the student leaves the campus. The following exception will be made:

On Homecoming Day, mums will be available for pickup in the office starting at the lunch period and may be worn the remainder of the day. Note: Balloons and glass containers cannot be taken on school buses.

Grade Level Classification

Freshman: Must have been promoted from the 8th grade.

Sophomore: Must have earned 5 credits and completed one year of high school.

Junior: Must have earned 10 credits and completed two years of high school.

Senior: Must have earned 15 credits and completed three years of high school.

This classification is based on the number of credits at the beginning of each year. Credit for correspondence, dual credit and credit by exam is not awarded until the final grade is recorded in the registrar's office.

In-School Suspension (ISS)

The In-School Suspension Program (ISS) is an education program designed to encourage the student to exercise self-discipline and to provide the student an alternative to at-home suspension. Students may be assigned to ISS for infractions of school policy. Rules will be explained at the time of the assignment. Students placed in ISS may attend practice after the dismissal bell but may not attend or participate in any school sponsored activity on or off campus until successful completion of the ISS term is fulfilled. This exclusion applies to athletics, dances, fine arts performances, or any other school-related activity.

Library

The library is open for students during school hours unless otherwise posted. A student is expected to have a note from the teacher if visiting the library during a scheduled class. Books, materials, and technology are available for checkout through the library. Students are responsible for all items checked out and expected to return items at the designated time or pay the replacement cost.

Messages/Telephone Use

Only messages authorized by the school's office will be delivered to students and school personnel.

Transportation and social arrangements should be made in advance. Parents are requested to notify the school office to deliver messages or request contact with a student when conveying information which may be upsetting to the student. This will ensure that school staff are able to appropriately support the student. Otherwise, please refrain from delivering messages of this nature while the student is at school or any school activity.

Parking

A student must present a valid driver's license, proof of insurance, and be clear on all financial obligations to be eligible for a parking permit.

Eligible students may purchase a parking permit for \$20.

Students must park in the main lot in front of the school. Students may only purchase one parking permit/space. The north end of the parking lot is designated as "senior parking" and these spaces will be

assigned. Parking spaces for grades 9-11 are not assigned and this portion of the lot will be open parking. A current parking permit must be displayed at all times when parking in student parking.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours
- Transfer permit to another student

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

The District requires drug testing of any student in grades 7–12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property, as well as any student in a lower grade who participates in applicable varsity-level school-sponsored extracurricular activities [see Policy FNF(LOCAL)].

Improper operation of a vehicle on campus is not tolerated. This includes but is not limited to: excessive speed, noise, reckless driving, improper take-off and/or texting/talking on cell phone while driving on campus. Failure to follow the guidelines for operation of a vehicle on campus may result in loss of driving privileges and/or additional disciplinary consequence(s) according to the JCISD Student Code of Conduct. Loss of driving privileges will result in a loss of final exam exemption eligibility for the semester in which the loss of privileges occurred.

Students providing their own transportation to and from school assume total responsibility for arriving on time. Students should not expect an excused tardy or absence for personal car trouble. Student parking is limited to the numbered spaces in front of the school. Students may not park in the south visitor's lot, the Eagle Field Parking areas or in back of school during regular school hours.

All vehicles parked on school property, parking lots, etc. shall be subject to a search at any time. Students are responsible for anything found in their vehicles.

Pep Rallies

Pep rallies are held to promote school spirit and to support the efforts of our sports teams. All students are expected to participate and display a positive attitude toward the event. Standing for the Alma Mater and Fight Song and responding to the cheerleaders is expected behavior.

Schedule Change Policy

Requests for a schedule change must be made using this [Google Form](#). Students must be signed in to their JCISD Google account to access the form. The following policies will be adhered to:

- A. All requests for schedule corrections must be turned in by the end of the fifth day of school. Priority will be given to errors and incomplete schedules. "Change of mind" requests will not be honored.
- B. Students may change from an Advanced class to a Regular Academic class only after the first 6 weeks of the 9 weeks grading period. Level change request forms will be available in the counseling office and must be submitted by the date specified on the form. All requests will be reviewed. Students with an 80% or higher will

not be considered. Space must be available in the regular academic class. If a change request is approved, the current grade (not weighted) will transfer to the regular academic class.

School Day

The regular school day begins at 7:55 a.m. and the tardy bell rings at 8:00 a.m. The regular school day ends at 3:45 p.m. for all high school students. The district calendar, daily events calendar and campus bell schedule are available on the district website and in the school office; early release days are indicated on the one-page calendar.

Sign In and Sign Out Procedures

Students must sign-in when arriving after 8:00 a.m. or when reentering school after signing-out during the day. For the safety of all students, parents or their designees must sign students out through the office when leaving school prior to dismissal time. All students in grades 9-12 must sign in and out through the High School office.

Student Relationships

Students are expected to refrain from public displays of affection while at school – a “hand-holding only” policy. Practices such as kissing, inappropriate hugging or touching, sitting on each other’s laps, etc., are considered inappropriate in the educational environment. Inappropriate public display of affection in school and/or any school activity will result in appropriate disciplinary consequences in accordance with the Student Code of Conduct.

Tardiness

Sufficient time is given to our students to change from one class to the next. It is the belief of our staff that all students can reach their classes within the given amount of time. Tardiness takes away from instructional time and disrupts class routine. Students are expected to be in the classroom and in an assigned seat when the bell rings. If the student is not in the classroom when the bell rings and does not have a note from another staff member the student will be issued an unexcused tardy. The teacher is not responsible for punishment of that tardy, only for ensuring that the student is marked as “tardy - unexcused” for attendance purposes. A student is no longer tardy, but is considered absent, if arriving more than 10 minutes after the start of the class.

For compulsory attendance and final exam exemption purposes, 3 unexcused tardies to a class will equal 1 unexcused absence.

A tardy student will be disciplined according to the following guidelines. Tardies will accumulate for the semester:

- 1st tardy – Teacher warning
- 2nd tardy – Teacher warning / parent notification
- 3rd tardy – After School Detention
- 4th tardy – Two After School Detentions
- 5th tardy – One days ISS
- 6th tardy – Two days ISS

Visits to the Nurse’s Office

Students are permitted to visit the office to gain access to services through the Nurse's office in any passing period and/or at lunch. If the student is in the office when the tardy bell rings the student should request the office notify his/her classroom teacher to prevent attendance errors. Students may leave class to access services through the Nurse's office with permission from a staff member.

Volunteerism

Eagles in Service (EIS) is a program to encourage our LBJHS students to volunteer in our local schools and community. For recognition in the EIS Program students are encouraged to document 25 or more hours of school and/or community service each year. Graduating Seniors who have documented 100 or more hours in their LBJHS careers are presented with a red, white and blue Volunteer Cord to wear during Graduation activities. Information regarding the EIS Program and the applicable forms is available on the district website at jc.txed.net – Schools – LBJ High School – Clubs and Organizations – Eagles in Service.