

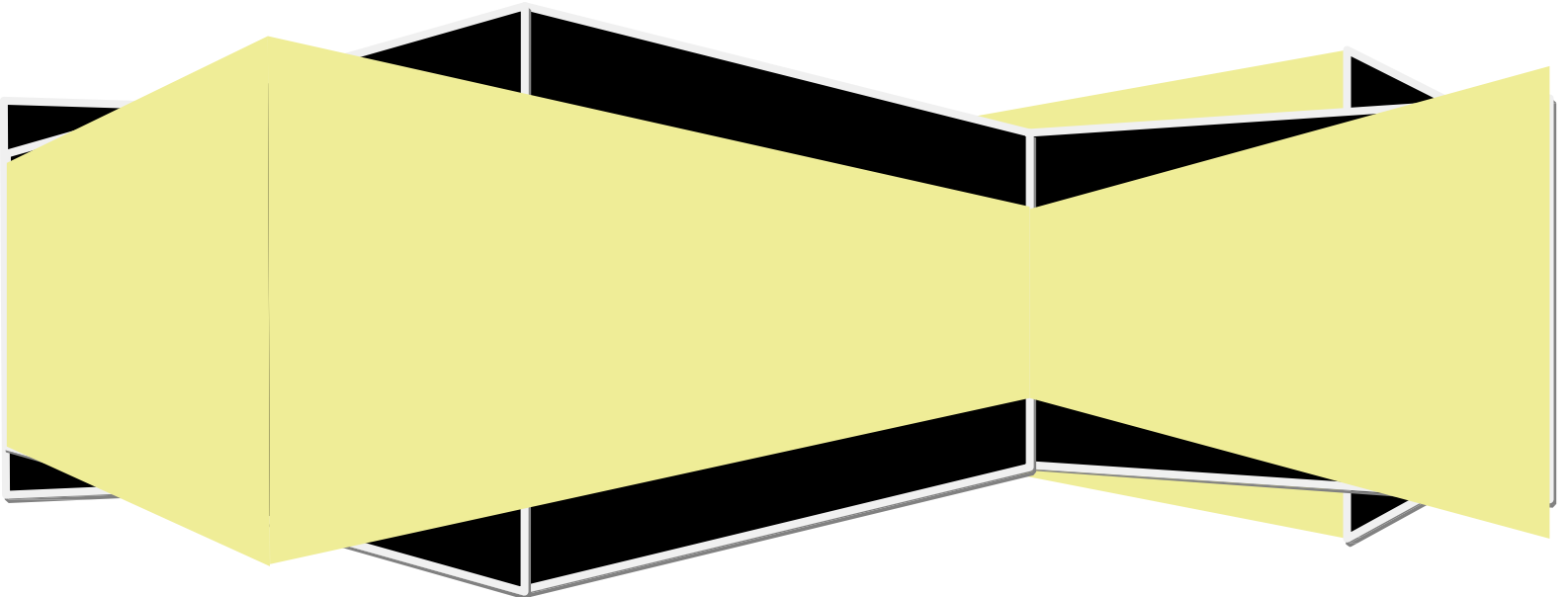
*VJHS: One Vision: Success for ALL Students*

# **Vidor Junior High School**

## **Student Handbook**

[www.vidorisd.org/vjhs](http://www.vidorisd.org/vjhs)

2020-2021



## **VISD ADMINISTRATION**

Dr. Jay Killgo..... Superintendent  
Dr. Travis Maines.....Assistant Superintendent of Human Resources  
Kelly Waters .....Assistant Superintendent of Curriculum & Instruction  
David Croak.....Assistant Superintendent of Business & Operations  
Shelia Schoen.....Director of Finance  
Heather Watson.....Director of Curriculum  
Sally Andrews.....Coordinator for Community Relations/Assessment  
Keri Clark.... Director of Special Education Programs  
Jamie Hagler.....Director of Special Programs

## **BOARD OF EDUCATION**

David Camp..... President  
Mike Marion.....Vice President  
Rollie Burr.....Secretary  
Natalie Long..... Member  
Gina VanDevender.....Member  
Michael Helms .....Member  
Carrie Vincent.....Member

## **VIDOR JUNIOR HIGH SCHOOL STAFF**

Aaron Herrington .....Principal  
Tammie Landry ..... 7<sup>th</sup> Grade Assistant Principal  
Andy Vickery..... 8<sup>th</sup> Grade Assistant Principal  
Heather Clayton.....7<sup>th</sup> Grade Counselor  
Meredith Mallet.....8<sup>th</sup> Grade Counselor  
Catherine Fontana.....Educational Diagnostician  
Lisa Martin ..... Librarian  
Regina Peddy ..... Nurse  
Sandi O'Bannion.....Principal's Secretary  
Mary Schmidt..... Registrar/Counselors' Secretary  
Mindy Collins.....AttendanceSecretary  
Christina Whatley.....Campus Secretary/Receptionist  
Rhonda Hill ..... Cafeteria Supervisor  
Jason Swift.. ..... Head Custodian

## **THE VIDOR JUNIOR HIGH SCHOOL MISSION**

The guiding missions of Vidor Junior High School is to facilitate our students' successful transition from elementary to secondary education, to prepare them for high school, and to encourage them to set goals that envision postsecondary education.

Our school recognizes and actively supports each student's right to learn within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying.

Vidor Junior High is committed to the success of our students!

## **VIDOR JUNIOR HIGH SCHOOL SONG**

Hail, Vidor Junior High. Hail to the school we love.

Spirit we have for you, Loyal and true.

Hail, Vidor Junior High Long may it proudly stand?

Valiant and brave we'll be, For VIDOR JUNIOR HIGH!

## **PIRATE FIGHT SONG**

When those Mighty Pirates fall in line,

We're going to fight to win another time.

And for those Pirates that we love so well,

We're going to yell & yell & yell & yell & yell!

We're going to fight, fight, fight for every score,

And then we'll come right back and score some more

We're going to beat those \*\*\*\*\* anytime, every time.

Fight, Fight, Fight

**Table of Contents**

PREFACE..... 1

SECTION I: PARENTAL RIGHTS..... 2

CONSENT, OPT-OUT, AND RIGHTS..... 2

    Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service..... 2

    Consent to Display a Student’s Original Works and Personal Information..... 3

    Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14..... 3

    Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law..... 3

    Prohibiting the Use of Corporal Punishment..... 4

    Limiting Electronic Communications with Students by District Employees..... 4

    Objecting to the Release of Directory Information..... 4

    Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education..... 5

    Participation in Third-Party Surveys..... 5

    Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation..... 5

    “Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information..... 5

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION..... 6

    Reciting a Portion of the Declaration of Independence..... 6

    Excusing a Student from Reciting Pledges to the U.S. & Texas Flags..... 6

    Religious or Moral Beliefs..... 6

    Tutoring or Test Preparation..... 6

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS.....	7
Instructional Materials.....	7
Notices of Certain Student Misconduct to Noncustodial Parent.....	7
Participation in Federally Required, State-Mandated, and District Assessments.	7
Student Records.....	7
Accessing Student Records.....	7
Authorized Inspection and Use of Student Records.....	8
Teachers and Staff Professional Qualifications.....	10
STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES.....	10
Accommodations for Children of Military Families.....	10
Parental Role in certain Classroom and School assignments.....	11
Multiple Birth Siblings.....	11
School Safety Transfers.....	11
Service/Assistance Animal Use by students.....	11
Students in the Conservatorship of the State (Foster Care) .....	11
Students Who Are Homeless.....	12
Students Who Have Learning Difficulties or Who Need Special	
Education Services or Section 504 services.....	12
Special Education Referrals.....	12
Section 504 Referrals.....	13
Notification to Parent of Intervention Strategies for Learning Difficulties Student in Provided to General Education.....	14

Students Who Receive Special Education Services with Other

School-Aged Children in the Home.....	14
Students Who Speak a Primary Language Other than English.....	14
Students with Physical/Mental Impairments Protected Under Section 504	14

SECTION II:

OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS	15
--	----

ABSENCES/ATTENDANCE.....	15
--------------------------	----

Compulsory Attendance.....	15
----------------------------	----

Exemptions for Compulsory Attendance.....	16
---	----

Failure to Comply with Compulsory Attendance.....	16
---	----

Attendance for Credit or Final Grade.....	17
---	----

Official Attendance-Taking Time.....	18
--------------------------------------	----

Documentation after an Absence.....	18
-------------------------------------	----

Doctor’s Note after an Absence for Illness.....	18
---	----

Guidelines and Procedures for Absence Notes.....	19
--	----

Appealing an Unexcused Absence.....	19
-------------------------------------	----

Attendance/Parent Notification.....	19
-------------------------------------	----

Driver License Attendance Verification.....	20
---	----

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW.....	20
---	----

ACADEMIC PROGRAMS.....	20
------------------------	----

AWARDS AND HONORS.....	21
------------------------	----

National Junior Honor Society.....	21
------------------------------------	----

BULLYING.....	22
---------------	----

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	24
CELEBRATIONS (All Grade Levels) .....	24
CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN.....	25
Warning Signs of Sexual Abuse.....	25
Warning Signs of Trafficking.....	25
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children.....	26
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children.....	26
CLASS SCHEDULES.....	27
Class Schedules with Core Academic Content Classes.....	27
VJHS Elective Courses.....	28
CELEBRATE FREEDOM WEEK.....	29
COMMUNICATIONS—AUTOMATED.....	29
COMMUNICATION BETWEEN HOME AND SCHOOL.....	29
Address, Telephone, Email Changes.....	30
Conferences.....	30
Skylert.....	30
Computer Resources.....	30
COMPLAINTS AND CONCERNS.....	30
CONDUCT.....	31
Applicability of School Rules.....	31
Campus Behavior Coordinator.....	31
Corporal Punishment.....	31
Deliveries.....	32

Disruptions of School Operations.....	32
Assemblies.....	32
Assault .....	32
Cheating, Plagiarism, or Academic Dishonesty.....	33
Dangerous Drug, Narcotic Drug, or Alcoholic Beverage.....	33
Detention Hall.....	33
Fighting.....	33
Fireworks, Firearms, Weapons.....	34
Hazing.....	34
Public Display of Affection/Romantic Relationship.....	34
Social Events.....	34
Eighth Grade Banquet and Dance.....	34
Eighth Grade Banquet and Dance Attendance and Discipline Requirements.....	35
Laser Pointers and Markers.....	35
CONTAGIOUS DISEASES/CONDITIONS.....	35
COUNSELING.....	36
Academic Counseling.....	36
Personal Counseling.....	36
COURSE CREDIT.....	36
Credit by Exam – If a Student Has Taken the Course.....	36
Credit by Exam – If a Student Has Not Taken the Course.....	37
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	37
Dating Violence.....	37



Discrimination.....	38
Harassment.....	38
Sexual Harassment and Gender-Based Harassment .....	38
Retaliation.....	39
Reporting Procedures.....	39
Investigation of Report.....	39
DISCRIMINATION .....	40
DISTANCE LEARNING .....	40
Texas Virtual School Network .....	40
DISTRIBUTION OR LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS.....	40
School Materials.....	40
Non-School Materials from Students.....	40
Non-School Materials from Others.....	41
DRESS AND GROOMING.....	41
Dress Code for Students Assigned to DAEP (SWIS).....	43
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES .....	43
Possession and Use of Personal Telecommunications Devices, Including Cell Phones and Other Electronic Devices.....	43
Instructional Use of Personal Telecommunications and Other.....	44
Acceptable Use of District Technology Resources.....	44
Unacceptable and Inappropriate Use of Technology Resources.....	44
Possession and Use of Other Personal Electronic Devices.....	44
Headphones/Earbuds .....	44

END OF COURSE (EOC) ASSESSMENT.....	45
ENGLISH LEARNERS (All Grade Levels) .....	45
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS.....	45
Standards of Behavior .....	46
Extension of School Day.....	46
Grade Requirements.....	46
VJHS CLUBS AND ORGANIZATIONS.....	47
Brigettes and Cheerleaders.....	47
Future Teachers of America: Barbara Hagler Chapter .....	47
FEES .....	47
FUNDRAISING .....	48
GANG-FREE ZONES.....	48
GENDER-BASED HARASSMENT.....	48
GRADING GUIDELINES & COURSE OFFERINGS.....	49
Grading Scale.....	49
GRADUATION.....	49
Students with Disabilities.....	50
State Scholarships and Grants.....	50
HARASSMENT .....	50
HAZING .....	51
HEALTH-PHYSICAL AND MENTAL .....	51
Illness (All Grade Levels) .....	51
Immunization.....	51

Head Lice.....	52
Medication At School.....	53
VISD Medication Procedures.....	53
Asthma or Severe Allergic Reactions.....	54
Steroids.....	54
Mental Health Support.....	55
Physical Activity Requirements.....	55
Physical Activity for Students in Junior High.....	55
Temporary Restriction from Participation.....	56
Physical Fitness Assessment.....	56
Physical Health Screenings/Examinations.....	56
Athletics Participation.....	56
Spinal Screenings.....	56
Special Health Concerns.....	57
Bacterial Meningitis.....	57
Diabetes .....	57
Food Allergies .....	57
Seizures.....	57
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property) .....	58
<b>HEALTH-RELATED RESOURCES, POLICIES, AND PROCEDURES.....</b>	<b>58</b>
Physical and Mental Health Resources (All Grade Levels) .....	58
Policies and Procedures That Promote Student Physical and Mental Health.....	58
Emergency Medical Treatment and Information.....	59

Emergency Procedure Information .....	59
Illness/Accident Criteria .....	59
School Health Advisory Council (SHAC).....	59
LAW ENFORCEMENT AGENCIES .....	59
Questioning of Students.....	59
Students Taken into Custody .....	60
Notification of Law Violations.....	61
LEAVING CAMPUS .....	61
LOCKS AND LOCKERS .....	62
LOST AND FOUND .....	62
MAKEUP WORK .....	62
Makeup Work Because of Absence.....	62
DAEP (SWIS) Makeup Work.....	63
In-School Suspension/Out of School Suspension Makeup Work.....	63
NON-DISCRIMINATION STATEMENT .....	63
PARENT AND FAMILY ENGAGEMENT (All Grade Levels) .....	64
Working Together.....	64
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE.....	65
PRAYER .....	65
PROMOTION AND RETENTION.....	65
PERSONAL GRADUATION PLAN .....	66
RELEASE OF STUDENTS FROM SCHOOL .....	66
REPORT CARDS/PROGRESS REPORTS AND CONFERENCES.....	67

Progress Reports & Report Card Averages .....	68
Grading Guidelines – Reteach and Retest .....	68
Honors/Pre-AP/Concurrent Credit Waivers for Eligibility .....	68
RETALIATION .....	68
SAFETY .....	69
Accident Insurance.....	69
Preparedness Drills: Fire, Tornado, and Other Emergencies.....	69
Preparedness Training: CPR and Stop the Bleed.....	69
Emergency Medical Treatment and Information.....	69
Emergency School Closing .....	70
SCHOOL FACILITIES .....	70
Asbestos Management Plan .....	70
Food and Nutrition Services.....	70
Vending Machines .....	71
Pest Management .....	71
Conduct Before and After School.....	71
Library Services .....	71
Use of Hallways During Class Time .....	72
Use By Students Before and After School.....	72
Meetings of Non-Curriculum Related Groups.....	72
School Sponsored Field Trips.....	72
Food and Beverage.....	73
Cafeteria Procedures .....	73

Telephone Use .....	73
SEARCHES.....	73
Searches in General.....	73
District Property.....	74
Metal Detectors.....	74
Telecommunications and Other Electronic Devices.....	74
Trained Dogs .....	74
Drug Testing.....	74
SEXUAL HARRASSMENT .....	74
SPECIAL PROGRAMS .....	75
STANDARDIZED TESTING (STAAR).....	75
STUDENT ID'S.....	75
STUDENTS IN FOSTER CARE .....	75
STUDENTS WHO ARE HOMELESS.....	76
STUDENT SPEAKERS.....	76
SUMMER SCHOOL (All Grade Levels) .....	76
TARDINESS .....	76
TEXTBOOK, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT .....	76
TRANSFERS .....	77
TRANSPORTATION .....	77
School Sponsored Trips .....	77
Buses and other School Vehicles .....	78
Parent Pick Up.....	78

Vehicles.....	79
VANDALISM.....	79
VIDEO CAMERAS.....	79
VISITORS TO THE SCHOOL.....	79
General Visitors.....	79
Unauthorized Persons .....	80
Visitor Tracking Systems – Raptor Identification System.....	80
VOLUNTEERS.....	80
WITHDRAWING FROM SCHOOL.....	80
GLOSSARY.....	82
APPENDIX I: Freedom from Bullying Policy.....	84
APPENDIX II: Acknowledgment of Electronic Distribution of VJHS Student Handbook Form.....	87
APPENDIX III: Use of Student Work in District Publications.....	88
APPENDIX IV: Parent’s Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education.....	89
APPENDIX V: Notice and Consent for Surveys.....	90
APPENDIX VI: 2020-2021 Eligibility Calendar.....	91
APPENDIX VII: Corporal Punishment.....	92
APPENDIX VIII: Notices Regarding Directory Information and Parent’s Response Regarding Release of Student Information.....	93
Parent Contact Procedures for the Health Offices.....	95

## PREFACE

To Students and Parents:

Welcome to the **2020–21 school year!** Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Vidor Junior High School Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

**Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—**organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the VISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at <http://www.vidorisd.org> and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a 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 Vidor ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <http://www.vidorisd.org>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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



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

The policy manual includes:

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

If you or your child has questions about any of the material in this handbook, please contact your child's assistant principal, counselor, or the principal.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

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

[See **Objecting to the Release of Directory Information** on page 5 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.]

### **Accessibility**

If you have difficulty accessing this handbook because of a disability, please contact the Vidor Junior High School at 409-951-8970.

## **SECTION I: PARENTAL RIGHTS**

This section of the Vidor Junior High School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

### **CONSENT, OPT-OUT, AND REFUSAL RIGHTS**

#### **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service**

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

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

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The appropriate campus or district representative will notify the student's parent within a reasonable amount of time after the district learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options. The principal or counselor of the student's campus can provide additional information regarding the procedures of the district. For further information, see Mental Health Support on page 98. Additionally, for any immediate mental health concerns, please contact your campus counselor, Meredith Mallet or Heather Clayton at 409-951-8970.

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

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

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

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

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

### **Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14**

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

### **Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law**

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

## **Prohibiting the Use of Corporal Punishment**

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet OR submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

### **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 with Students by District Employees**

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

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 access 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, the employee is required to include his or her immediate supervisor and the student’s parent as recipients on all text messages or, the employee is required to send a copy of the text message to the employee’s district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should 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 is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school-wide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made in writing to the principal within ten school days of your student’s first day of instruction for this school year. [See the “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.

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

Unless a parent has advised the district not to release his or her student’s information, The Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student’s: Name, Address, and Telephone listing. See a document in the forms packet for this purpose.

### **Participation in Third-Party Surveys**

#### **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation**

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

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

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

#### **“Opting Out” of 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:

- Any survey concerning protected information, regardless of funding.

- 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.

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 63 and policy EC(LEGAL).]

### **Religious or Moral Beliefs**

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

### **Tutoring or Test Preparation**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. 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, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services; which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC, and contact your student’s teacher with questions about any tutoring programs provided by the school.]

## **RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES**

### **Instructional Materials**

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student’s teacher.

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

### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

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

## **Student Records**

### **Accessing Student Records**

You may review your child’s student 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 your child, and
- Teaching materials and tests used in your child’s classroom.

### **Authorized Inspection and Use of Student Records**

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 4, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to 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.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

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 primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student.

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. [see **Objecting to the Release of Directory Information** on page 4 for opportunities to prohibit this disclosure].

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.



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

The address of the superintendent's office is: 120 E. Bolivar, Vidor, TX.

The address of the principal's office is: 945 N. Tram, Vidor, TX.

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 in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 64, and **Complaints and Concerns** on page 29 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at <http://www.vidorisd.org>.

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

## **Teacher and Staff Professional Qualifications**

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

## **STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

### **Children of Military Families**

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families 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.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at **Military Family Resources at the Texas Education Agency**.

## **Parental Role in Certain Classroom and School Assignments**

### **Multiple Birth Siblings**

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

### **Safety Transfers/Assignments**

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the [superintendent OR principal] for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying** on page 22, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

### **Service/Assistance Animal Use by Students**

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

### **Students in the Conservatorship of the State (Foster Care)**

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

## **A Student Who is Homeless**

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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.

## **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 and open enrollment charter schools 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 and charter schools to meet the needs of all struggling students.

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

### **Special Education Referrals**

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

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

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

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

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

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

Additional information regarding special education is available from the district or charter school 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:

Contact Person: Meredith Mallet 8th Counselor; Heather Clayton 7th Counselor at 409-951-8970.

### **Section 504 Referrals**

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools 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:

Contact Person: Meredith Mallet 8th Counselor; Heather Clayton 7th Counselor at 409-951-8970.

### **Additional Information:**

The following websites provide information and resources for 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 Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education**

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

### **Students Who Receive Special Education Services with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

### **Students Who Speak 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 **English Learners** on page 43 and **Special Programs** on page 72.]

### **Students with Physical or Mental Impairments Protected Under Section 504**

A student determined to have 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 if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. [See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 12 and policy FB for more information.]

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your child's counselor, assistant principal, or principal at 409-951-8970.

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

This section is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

### ABSENCES/ATTENDANCE

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

#### Compulsory Attendance

##### Between Ages 6 and 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.

The definitions of excused/unexcused absences are as follows:

**Excused:** A student who has been absent from school and provides written documentation that meets the VISD attendance policy.

**Unexcused:** A student who has been absent from school and does not provide written documentation or if the document reason does not meet the VISD attendance policy.

Absences that shall be considered excused shall be as follows:

- A personal illness with documentation provided by a parent or guardian (up to and including the sixth absence), school nurse, doctor or health care official when the student is absent for the entire day (the parent of a student cannot serve as both parent and health care official).
- Death in the immediate family. Immediate family shall include parents, grandparents, and siblings (both natural and step). A three-day absence shall be allowed.
- Visitation to a college will be an excused absence if prior approval was obtained and the documentation is completed and signed in accordance with policy.

- Court proceedings (other than for truancy filings) with supporting documentation signed by the court.
- All student suspensions.

A student who voluntarily attends or enrolls after his or her 18<sup>th</sup> birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than 5 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)

## **Exemptions to Compulsory Attendance**

### **All Grade Levels**

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

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

As listed in Section I of **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. See page 10 for that section.

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

## **Failure to Comply with Compulsory Attendance**

### **All Grade Levels**

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

## **Students with Disabilities**

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

### **Between Ages 6 and 18**

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

If you have questions about your student and the effect of his or her absences from school, please contact the attendance secretary or your child's assistant principal.

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

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

## **Attendance for Credit or Final Grade**

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

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

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 Exemptions to Compulsory Attendance on page 32 will be considered extenuating circumstances



- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

### **Official Attendance-Taking Time**

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every class period.

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

### **Documentation After an Absence**

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

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. **NOTE:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

### **Doctor's Note After an Absence for Illness**

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

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

### **Guidelines and Procedures for Absence Notes**

It is the parent's and student's responsibility to provide the required documentation in order to get absences excused. Permits should be turned in to Ms. Collins in the attendance office located in the front office. If Ms. Collins is not in her office, there is a drop box located outside the attendance office for students to turn in attendance excuses. The absence notes can also be faxed to Ms. Collins, 409-769-6754. The attendance office will adhere to the following procedures when collecting the absence notes and marking them excused or unexcused.

1. After a student has accrued six absences (both excused and unexcused), all future absences must be accompanied by written documentation from a doctor or other health care official (the parent/guardian of a student cannot serve as both parent and health care official).
2. Documentation to excuse an absence must be provided within three (3) school days from the last consecutive absence.
3. All absences are coded unexcused until acceptable documentation is provided that meets VISD guidelines.
4. Support personnel shall use the VISD policy as a guideline to determine if an absence is excused or unexcused.
5. All permits and admits that do not have accompanying documentation shall be considered unexcused.
6. All permits, admits, and absence notes shall be submitted to the attendance office on a daily basis.
7. All excused absence reasons shall be keyed in by attendance personnel on the day they are submitted.

### **Appealing an Unexcused Absence**

Parents and/or students may appeal any unexcused absence to the campus or grade level administrator in charge of attendance within five school days from the date of the absence. The parent, guardian, or student is responsible for providing documentation to support the appeal. Documentation should include permits, notes, etc. The assistant principal will evaluate the absence reason and determine if it should be excused even though the reason is outside the district's excused guidelines. The principal must approve the assistant principal's decision.

### **Attendance/Parent Notification**

According to district policy, parents will receive the following attendance notifications:

1. A letter mailed to the parents when a student accrues 3 unexcused absences.

2. A letter mailed to the parent or guardians when the student has accrued six total absences notifying the parent that all future absences will require a note from a doctor or other health care official.
3. Report cards denoting the number of excused and unexcused absences.
4. One (1) documented conference or attempt to conference by the campus administrator responsible for attendance.

Skylert, the phone notification system, will be utilized to notify parent when a student is absence for one or more class periods.

### **Driver License Attendance Verification**

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

## **ACCOUNTABILITY UNDER STATE AND FEDERAL LAW**

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

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

Information about all of these can be found on the district's website at <http://www.vidorisd.org> Hard copies of any reports are available upon request to the district's administration office. TEA also maintains additional accountability and accreditation information at **TEA Performance Reporting Division** and **the homepage**.

## **ACADEMIC PROGRAMS**

The school counselor provides students and parents with information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 35 of this handbook and the policies at EIF.]

## AWARDS AND HONORS

Each May, Vidor Junior High hosts several awards programs recognizing student attendance, academic and extracurricular achievements.

### National Junior Honor Society

**Criteria for Membership:** Students desiring to be *considered for membership* **must meet all of the following requirements:**

- **SCHOLARSHIP**

At the end of the fifth 6-weeks of the student's 7<sup>th</sup> grade year, students must have a cumulative average (1<sup>st</sup> – 5<sup>th</sup> 6 Weeks averaged together) of ninety (90) or above in every individual subject with **no six-weeks grade below 85.**

**O  
R**

At the end of the fifth 6 weeks, the students must have an overall average\* of 92 with no cumulative average lower than 90 in any individual class and no grade lower than 85 in any class for any given six-weeks grading period.

Cumulative Average will be defined for incoming 7<sup>th</sup> graders as the average of the first through fifth 6 weeks averages.

Overall Average is the average of the individual cumulative averages in each core class (English, Math, Science, and Social Studies)

**A  
N  
D**

Students must have passed the first administration of the state mandated 7<sup>th</sup> Grade STAAR Reading and Mathematics test.

- **LEADERSHIP**

All fines must be paid and students must have been involved in at least one extra-curricular\* activity as a seventh grader.

\*Definition of Extra Curricular Activities as seen by the Vidor Chapter of the NJHS:

**Arts:** theater, band, choir, dance, painting, photography, creative writing and other creative endeavors.

**Church activity:** community outreach, helping the elderly, event planning, community suppers, church-sponsored music and athletic programs, teaching or organizing for summer camps and retreats, missionary work, and any other activity run through the church.

**Clubs:** Chess club, mathletes, mock trial, debate, language clubs, film club and so on.

**Community activity:** Community Theater, event organizing, festival staff, and many other activities that are organized through the community, not the school.

**Governance:** Student government, student council, advisory boards and so on.

**Media:** local television, school radio or television, yearbook staff, school newspaper, literary journal, local newspaper, and any other work that leads to a television show, movie or publication (online or print).

**Military:** Junior ROTC, drill teams and related activities.

**Music:** Chorus, band (marching, jazz, symphonic, concert, pep...), orchestra, ensembles and solo. These musical groups could be through school, church, the community or your personal group or solo efforts.

**Sports teams:** Football, baseball, softball, track, gymnastics, dance, swimming, soccer, cheerleading and so on.

**Volunteer Work and Community Service:** Key Club, Habitat for Humanity, tutoring and mentoring, community fund-raising, Rotary, church outreach, hospital work (candy striping), animal rescue, nursing home work and any other work that helps the world and is not for pay.

- **CITIZENSHIP**

- Students must not have more than one (2) discipline referrals and no referrals that result in ISS/SAC, corporal punishment, suspension, or a SWIS/DAEP placement.
- Students cannot have been disciplined by any local authorities for an incident off-campus.
- Students must comply with the state compulsory attendance law of 90% attendance the year of consideration.
- Students should have no more than two (2) unsatisfactory reports ("N" or "U") or negative comments on report cards.

- **CHARACTER**

Students will obtain two (2) character references.

- **SERVICE**

Students will provide documentation of fifteen (15) service hours performed from September – May 1st of their seventh grade year. This may include service performed at school, church, or in the community. Students must receive **no money** for their services or time in order to be considered a service hour. Hours must be documented on the appropriate form and signed by a supervising adult.

The National Junior Honor Society sponsor is Mrs. Tammy Taylor.

## **BULLYING**

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet based communication tool.

The district is required to adopt policies and procedures regarding:

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

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

A student may anonymously report an alleged incident of bullying online at the Vidor ISD homepage. The link is located under the Student tab.

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

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

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

the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 11.]

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

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

[See **School Safety Transfers/Assignments** on page 11, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36, **Hazing** on page 49, policy FFI, the Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

## CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in the following areas: Welding, Building Trades, Marketing Education, Health Occupations, Criminal Justice, Family Consumer and Sciences, Computer Maintenance, Agriculture, Auto Mechanics, Cosmetology, Life Management Skills, and Horticulture. The VJHS career and technical course is Life Management Skills (Home Economics).

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

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

[See **Nondiscrimination Statement** on page 61 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

## CELEBRATIONS

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

[See **Food Allergies** on page 55.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at [www.vidorisd.org](http://www.vidorisd.org). Trafficking includes both sex and labor trafficking.

### Warning Signs of Sexual Abuse (All Grade Levels)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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 36.]

### Warning Signs of Trafficking (All Grade Levels)

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 boyfriends or girlfriends.

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.

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

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

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

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 SCHEDULES

Students are given the opportunity to select courses in the spring. Parents and students are sent a copy of the course requests and changes are made throughout the summer. Every effort is made to honor student requests.

#### Class Schedules with Core Academic Content Classes

7 <sup>th</sup> Grade Schedules	8 <sup>th</sup> Grade Schedules
English Language Arts/Reading (ELAR)	English Language Arts/Reading (ELAR) or English I
Mathematics	Mathematics or *Algebra I
Texas History	United States History
Science	Science
Physical Education	Physical Education
Electives (Up to 4 if possible)	Electives (Up to 4 if possible)
Total 8 Classes	Total 8 Classes

\* High School Credit Classes

**VJHS Elective Courses**

Elective courses provide students with an opportunity to explore their interests and to develop their talents. The selection for electives at VJHS is varied in design and purpose. We have courses designed for career exploration, enrichment, and intervention classes with accelerated learning. Specifically, it is our goal to help our students prepare for the future academically and vocationally.

<b>7<sup>th</sup> Grade Electives</b>	<b>Length</b>	<b>8<sup>th</sup> Grade Electives</b>	<b>Length</b>
Band	Full Year	Band	Full Year
Choir	Full Year	Choir	Full Year
General Music I & II	1 Semester	General Music I &II	1 semester
Art I and II	1 Semester	Art I & II	1 Semester
21st Century Skills	1 Semester	Technology Application	1 Semester
Performance Speech I	1 Semester	Performance Speech I & II	1 Semester
Home Ec. I	1 Semester	Home Ec. I or II	1 Semester
Teen Leadership	1 Semester	Teen Leadership	1 Semester
Athletics/PE	Full Year	Athletics/PE	Full Year
		*Spanish I	Full Year
Introduction To Robotics	1 semester	Introduction to Robotics	1 semester
		Advanced Robotics	1 semester
Computer Programming with Python	1 Semester	Computer Programming with Python	1semester
Video Game Design	1 semester	Video Game Design	1 semester

\* High School Credit Classes  
 \*\* Required Intervention and Accelerated Instruction

## CELEBRATE FREEDOM WEEK

Celebrate Freedom Week has been changed to the week in which November 11 falls, although the local board has the authority to designate another week. The State Board of Education has rulemaking authority to provide for students in social studies in grades 3-12 to study the Declaration of Independence and the U.S. Constitution, the ideas expressed therein, and later developments in early American history. The rules must require students to recite a quoted portion of the Declaration, but they must also excuse a student from recitation if parents submit a written request that their child be excused, the District determines that the student has a conscientious objection, or the parent is a representative of a foreign government to whom the U.S. extends diplomatic immunity.

## COMMUNICATIONS—AUTOMATED

### Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed. [See **Safety** on page 66 for information regarding contact with parents during an emergency situation.]

### Non-Emergency

Your child's school will request that you provide contact information, such as your phone number and email address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications **that are closely related the school's mission**, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 66 for information regarding contact with parents during an emergency situation.]

## COMMUNICATION BETWEEN HOME AND SCHOOL

Good communication between home and school regarding a student's education is more than a "plus"; it is essential for the student to make the most of the opportunities provided. School communication starts with information documents such as the handbook, progress reports and report cards, student work for parents to review and sign, and it continues into interactions such as messages and phone calls from teachers, and school open houses or back-to-school nights.

Communication might also include school or parent initiated conferences to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems. A parent or guardian may schedule a phone or in-person conference with a teacher, counselor, assistant principal, or principal by calling the office at 409-951-8970 for an appointment. Generally, a teacher will be able to meet with parents or return calls during his or her conference period, although other mutually convenient times might be arranged as well.

## Address, Telephone, Email Changes

It is important that we maintain communication with parents. In the event that a student's address, telephone number, or parent contact information changes, please notify the registrar, Mrs. Mary Schmidt by email, [mschmidt@vidorisd.org](mailto:mschmidt@vidorisd.org), or phone 409-951- 8977 in order to update information.

## Conferences

Students and parents may expect teachers to request a conference if the student is not maintaining passing grades, achieving the expected level of performance, or if the student presents any other academic or behavioral concerns to the teacher.

A student or parent who wants information or wants to discuss a question or concern is encouraged to confer with the appropriate teacher. A parent who wishes to arrange a conference with a teacher may call the VJHS Guidance and Counseling Department at 409-951-8977 in order to schedule an appointment during the teacher's conference period or request that the teacher call the parent during a conference period or at another mutually convenient time.

## Skylert

Skylert is a program to assist in school communication needs with the parents. Skylert is utilized to deliver important or time sensitive information to any telephone device or pager. Please keep the school informed of any phone number changes throughout the school year.

## Computer Resources

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to only students who have been authorized by the District, who are working under a designated District employee's supervision and for approved purposes only. Prior to authorization, students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources. Violations of the *Acceptable Use Agreement* will result in disciplinary consequences and may result in withdrawal of computer privileges. Students and their parents should be aware that e- mail using district computers are not private and will be monitored by district staff. [For additional information, see the policies at CQ.]

## COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at [www.vidorisd.org](http://www.vidorisd.org). The complaint forms can be accessed at the principal's or superintendent's office.

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

## CONDUCT

### Applicability of School Rules

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

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- Demonstrate courtesy—even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district or campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Student Code of Conduct.

### Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at [www.vidorisd.org](http://www.vidorisd.org) and is listed below:

- Tammie Landry (Grade 7) [talandry@vidorisd.org](mailto:talandry@vidorisd.org)
- Andy Vickery (Grade 8) [avickery@vidorisd.org](mailto:avickery@vidorisd.org)

### Corporal Punishment

In accordance with the VISD Student Code of Conduct and the policy at FO (LOCAL) in the district's policy manual, corporal punishment—spanking or paddling the student—may be used as a discipline management technique. Corporal Punishment is limited to paddling the student. It is governed by the following guidelines:

- The student is told the reason for the corporal punishment.
- Only the principal or the assistant principal may administer corporal punishment.
- The instrument to be used will be approved by the principal.
- Corporal punishment will be administered in the presence of one other district professional employee and out of view of other students.
- A record will be maintained of each instance of corporal punishment.
- Parental request not to use corporal punishment will be honored.
- Corporal punishment will not be administered in lieu of in school suspension (ISS) more than one time.

- Corporal punishment will not be administered in lieu of in school suspension (ISS) assigned for fighting.

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

## **Assemblies**

A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not follow district rules of conduct during any assembly will be subject to disciplinary action.

## **Assault**

Assault is a criminal act and is considered a serious offense in our discipline management policy. Assault is defined as a violent attack, either physical or verbal. If a student is guilty of assault toward another student or school personnel, the police are called. The student may be placed on home-based instruction until a discipline hearing can be scheduled. Depending on the severity of the incident, the recommendation can range from in school suspension, placement in a discipline alternative education setting, or expulsion.

## **Cheating, Plagiarism, or Academic Dishonesty**

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism is considered academic dishonesty or cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who discover that a student has intentionally engaged in plagiarism cheating on assignments or test, or any form of academic dishonesty will determine the academic penalty to be assessed. Students, who intentionally engage in academic dishonesty, are subject to disciplinary consequences, as well as academic penalties.

## **Dangerous Drug, Narcotic Drug, or Alcoholic Beverage**

Any student found in possession of, having used, or under the influence of marijuana, any narcotic, hallucinatory, hypnotic, or sedative drug or any chemical, alcohol, or stimulant not prescribed by a licensed physician may be disciplined accordingly.

Any student moving into the Vidor Independent School District who is under suspension from another school system shall not be admitted until his suspension term has ended in the suspending district. A report of any disciplinary action taken by the school district shall be attached to the transcript of credits sent to any other school to which a student under discipline may transfer. Any student who voluntarily seeks help and assistance from school personnel or medical assistance in dealing with a personal drug problem prior to being reported by any school official or law enforcement officer shall not be considered in violation of the Resolution on Drug Abuse and shall be entitled to anonymity in order that he/she may be referred to proper medical and/or psychological counseling. No drugs must be in the student's possession at the time he seeks help, because this is in violation of federal law.

## **Detention Hall**

Students who violate the school's code of conduct may be assigned detention for (30) thirty- minutes during lunchtime or outside of school hours. The following rules apply to detention hall:

- Attendance is taken in detention; students are to be in detention hall on time.
- Students who are tardy or absent will have additional days or assigned in school detention.
- If a student does not follow the rules in detention, he/she is assigned to in school suspension (ISS.).
- Student may bring his/her own lunch from home or the cafeteria will prepare a standard lunch.

## **Fighting**

Fighting is prohibited on the campus and at all school-related activities. A fight is defined as two or more students physically attacking one another as witnessed by an adult employee, other students, and/or admitted to by the participants of the fight. There are always teachers and administrators on duty before school, after school, during lunch and between classes on the Vidor Junior High campus. It is the responsibility of the students to seek an adult if someone is creating a serious conflict.

Fighting is not tolerated on any VISD property or at any school-related event. This includes, but is not limited to, school and all ball games at the junior high and high school. If a student engages in fighting, disorderly conduct charges can be filed against the student and a discipline hearing may be scheduled to consider alternative placement.



When a student is involved in a fight on the junior high campus or at a school-related event, the student may be suspended for the remainder of the day and given a 5-day assignment to ISS/SAC. Corporal punishment may not be substituted for an ISS/SAC assignment. Disorderly conduct charges can be filed on students who fight on the VJHS campus or at any school related event.

### **Fireworks, Firearms, Weapons**

Students are prohibited from bringing to school or school-related activities firearms or any kind of weapons. Weapons shall include, but not be limited to knives of any size (including pocketknives), explosives (including fireworks of any kind), clubs, and razors. This prohibition shall not normally apply to school supplies such as pencils, compasses, and the like, unless those instruments are used in a menacing manner. School personnel may inspect lockers. Students found to be in violation of this policy will be subject to appropriate disciplinary action.

### **Hazing**

Hazing includes any willful act done by a student, either individually or with others, to another student for the purpose of subjecting the other student to indignity, humiliation, intimidation, physical abuse or threats of abuse, social or other ostracism, shame, or disgrace. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Students, who engage in hazing, either individually or in concert with other students, shall be subject to disciplinary action, including suspension if the circumstances warrant.

Any teacher, administrator, or other person employed by the district, or any student who observes any other student engaged in any form of hazing or has reason to know or suspect that a student or students intend to engage in hazing, shall report that fact or suspicion to the appropriate assistant principal or principal.

### **Public Displays of Affection/Romantic Relationships**

Vidor Junior High School faculty and staff recognize that romantic relationships are a natural and normal part of growing up. However, it should be remembered that school is not the time or the place for these relationships. While at school, students should observe a “hands off” policy. It is improper to kiss or snuggle close to one another in bodily contact at school. Students will also refrain from putting their arms around one another in a romantic relationship while at school.

### **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.

### **Eighth Grade Banquet and Dance**

The Vidor Junior High School Student Council hosts the 8th Grade Spring Celebration during the spring semester. ***Please understand that this is a school function for students currently enrolled as eighth***

***graders at the VJHS campus only.*** Students will be required to follow standard regulations and rules for student behavior. The dress code is as follows:

### ***Girls***

- Dresses or dressy pants outfits are required. After five formal wear is not required.
- Dresses must have some kind of shoulder strap (clear straps & spaghetti are fine).
- Dresses must be appropriate for a school activity without plunging necklines or backs, bare midriffs, or bare backs.

### ***Boys***

- Boys should wear dress clothes—dress shirt, slacks, and tie.
- Blue jeans and tee shirts are not allowed.
- Tuxedos and suit jackets are not required.

## **Eighth Grade Banquet and Dance Attendance and Discipline Requirements**

Students are not eligible to attend the Eighth Grade Banquet/Dance for the following reasons:

1. They were assigned to a SWIS/DAEP (Discipline Alternative Educational Placement).
2. They were assigned to ISS/SAC three (3) separate times or served a total of ten 10 or more days for any reason. [If a parent or student chooses for the student to have corporal punishment in lieu of ISS/SAC, each incident counts the same as one five-day discipline assignment to SAC.]
3. If the student was suspended for 1 day or more.
4. If the student has 10 unexcused absences, and the District filed compulsory attendance charges.

## **Laser Pointers and Markers**

Students are not allowed to have laser pointers or laser lights, or permanent markers in any form at VJHS or any school-related event. If a student has a laser pointer or light, it will be confiscated and the student will be assigned a discipline consequence.

## **CONTAGIOUS DISEASES/CONDITIONS**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students

who might have been exposed to the disease can be alerted. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

## 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

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.

### Personal Counseling

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should go by the office. 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 53, and **Child Sexual Abuse, Trafficking and other Maltreatment of Children** on page 24, and **Dating Violence** on page 36.]

## COURSE CREDIT

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 by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a

failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [For further information, see the school counselor and policy EHDB(LOCAL).]

### **CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject**

A student will be permitted to take an examination to earn credit for an academic course for which the student has had no prior instruction. The dates on which examinations are scheduled during the 2020-2021 school year are available in the counseling center. A student will earn credit with a passing score of at least 90 on the examination.

If a student plans to take an examination, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. [For further information, see the policy at EEJB (LOCAL).]

### **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, 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 and on the district’s website. [See policy FFH.]

#### **Dating Violence**

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

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

## **Discrimination**

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

## **Harassment**

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

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

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

## **Sexual Harassment and Gender-Based Harassment**

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

## **Retaliation**

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

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

## **Reporting Procedures**

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

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

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

## **Investigation of Report**

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

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

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

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

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

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

## **DISCRIMINATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

### **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.

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

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

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

## **DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS**

### **School Materials**

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

The school newspaper and the yearbook are available to students.

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

### **Non-School Materials from Students**

Students must obtain prior approval from the principal or assistant principal before selling, posting, circulating, or distributing more than 10 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 a bulletin board in the cafeteria 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.

### **Non-School Materials from Others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent for prior review. The superintendent or his 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.]

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 noncurricular-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**

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

There is an expectation and a requirement for students to dress in a neat and orderly fashion. While dress code regulations apply to the regular school day only, school personnel have an obligation to address and correct dress and personal appearance that causes distractions, confusion, and/or possibly harm to the individual when the student is in regular attendance or at a school-sponsored function.



When extremes in dress and/or personal appearance cause any of the aforementioned, the school will ask that the individual change into more appropriate attire and/or conform to acceptable personal grooming standards for the normal functioning of the school. The final decision regarding school attire and proper school grooming standards is left to the discretion of the school personnel. The following guidelines are offered and are subject to revision throughout the school year:

- Sleeveless shirts/blouses, tank tops, halters, see-through blouses, or tops with low neck lines are not permitted. All shirts/blouses must have sleeves, short or long. "Cold-shoulder" or "cut-out shoulder" shirts are allowed but must have a minimum of 2 inches of material from the neckline to the open shoulder.
- Midriffs and backs must not be exposed; tops must be long enough to tuck into pants when arms are raised.
- Jeggings and/or leggings are not considered a pant. They may be worn under an appropriate length dress/skirt.
- Jeans or other apparel should not be deliberately mutilated. Any holes that are above the knee should be patched and jeans should be properly hemmed.
- Jeans or pants should fit and should be worn at the waist. They should not be wider than the foot at the cuff and should not be longer than the bottom of the heel.
- Inappropriate patches, pictures, symbols, writing, slogans, or quotes-either attached to or painted on clothing are not to be worn.
- Pants should not have excessive pockets, buckles, or straps down the pant leg. (Carpenter style is acceptable).
- Shorts and skorts should be knee length. Capri style pants must come to mid-calf.
- Dresses and skirts should be at or below the kneecap. Exceptions will be made for extra-curricular activities.
- Trench coats will not be allowed.
- Hair should be neat, clean, and well groomed. Students will not be allowed to wear un-natural hair colors such as purple, green, orange, etc.
- Extremes in make-up and face paint are not permitted.
- Shirts shall be neat, clean, and buttoned except for the top button.
- Beards, Mustaches, and Sideburns must be clean and well-groomed.
- Earrings are permitted. Nose piercings are allowed in the nostril, with a single stud (no hoops). No septum piercings or any other visible body piercings will be permitted for any student, including tongue rings and spacers.
- Tattoos should be covered at school.

- Clothing which desecrates the flag; advertises narcotic, alcoholic, or tobacco products; or contains sexual references or innuendos are prohibited.
- Caps or hats are not allowed in the buildings. Caps should be worn in an appropriate manner. Caps will not be worn backward. Caps/hats worn in the building are subject to being confiscated. No bandanas or sweat bands allowed on campus.
- Billfold chains are prohibited.
- No excessive makeup, jewelry, or accessories is allowed.
- Shoes must be worn at all times-no slippers.
- No pajamas or “pajama-like” pants and sleepwear are allowed.

### **Dress Code for Students Assigned to DAEP (SWIS)**

When students are assigned to DAEP, they are required to follow the school dress code with the following additional requirements:

- All students wear blue jeans or slacks with a belt and enclosed shoes.
- All students wear white collared shirts tucked in so that the belt is visible.
- No coats, jackets, sweaters, or sweatshirts may be worn over clothing in the classroom. Students will be required to remove them when they enter the room.

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

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

For safety purposes, the district permits students to possess personal cell phones. Students use of these devices is permitted before and after school, and during lunch: however, these devices must remain turned off during the instructional portions of the day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as Chromebooks, laptops, tablets, or other portable computers.

If a student uses a telecommunications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

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

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 71 and policy FNF.]

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

### **Unacceptable and Inappropriate Use of Technology Resources**

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

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

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

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

### **Possession and Use of Other Personal Electronic Devices**

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

### **Headphones/Earbuds**

Headphones/Earbuds may be used for instructional purposes. Students may wear ONE earbud during transition and while in the cafeteria. If seen at any other time, VJHS staff will confiscate them and students will be allowed to pick them up after school. Headphones are not to be used/worn during parent pick-up or bus time.

## END-OF-COURSE (EOC) ASSESSMENTS

End-of-course (EOC) Assessments are requirements for selected courses in grades 9-12. If a student is enrolled in a high school credit course that requires an EOC assessment, the student is subject to the same requirements as a high school student. Currently, this applies one advanced class at VJHS: Algebra I.

## ENGLISH LEARNERS

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.

In order 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 72, 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

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

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

[See **Transportation** on page 75.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at **UIL Parent Information Manual**; a hard copy can be provided by the coach or sponsor of the activity on request. To report a

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

[See **UIL Texas** for additional information on all UIL governed activities.]

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.

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 15 extracurricular absences. A student may be allowed additional absences for extracurricular activities if he/she is passing all subjects and obtains prior approval from the campus principal. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

## **Standards of Behavior**

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

## **Extension of School Day**

Extra-curricular activities are viewed as an extension of the school day. All rules governing regular school day activities apply to all extracurricular activities held on any campus within the school district; violations of these rules will be handled accordingly. Students assigned to any of the district's alternative education programs and/or expelled from school will not be allowed to participate in extracurricular activities.

## **Grade Requirements**

A student participating in University Interscholastic League (UIL) and extra-curricular activities will be suspended from participation after a grading period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class (other than an identified honors or advanced class). This suspension continues for three weeks. The grades will be subsequently reviewed at the end of each three-week period; the suspension will be removed if the student's grades are equal to or greater than the equivalent of 70 in all classes.

## VJHS CLUBS AND ORGANIZATIONS

Stricter codes of conduct and consequences may be established for members of student clubs and performing groups such as the band, choir, drill team, cheerleaders, and athletic teams. Sponsors of these clubs and organizations 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 *VISD Student Code of Conduct* or by local policy will apply in addition to any consequences specified by the organization's standards of behavior. [For further information, see the policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-Curriculum Related Groups** on page 70.]

### Brigettes and Cheerleaders

Tryouts for VJHS Brigettes and Cheerleaders will be held during the second semester for participation during the 2020-2021 school year. In order to be eligible to try out for Brigettes and Cheerleaders, the student must be enrolled in VISD and will be promoted to seventh or eighth grade at Vidor Junior High School. Current year report cards will be checked, and candidates must have an overall average of at least 70 in all classes for the six weeks prior to tryouts as well as the first semester.

Any student who has been assigned ISS more than once or more than 5 days, administered corporal punishment in lieu of ISS, suspended or expelled, filed on for attendance or has been assigned to discipline alternative educational placement (DAEP) will be automatically eliminated from the try-out auditions. Additional information concerning continuance and discipline can be found in the group's constitutions and will be distributed by the sponsors. Parents are required to read the group's constitution and sign an audition and entry agreement before a student is permitted to participate in the try-out process.

### Future Teachers of America: Barbara Hagler Chapter

The FTA at Vidor Junior High was chartered in the fall of 1996 with the help and continued support of the Vidor Junior High School Chapter. The purpose of this club is to give students insights into the career of an educator. This organization offers the student a chance to learn and practice leadership skills, organizational skills, and cooperative learning skills. The club participates in a variety of activities including an opportunity to attend the district convention. Any student who maintains a passing average in every class and meets attendance requirements for school may choose to be a member of this club. However, the membership door is only opened once a year for a period of about three weeks. Students must also pay a \$10.00 membership fee, which covers state and district dues since our club is affiliated with both district and state FTA.

## FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.

- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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. [For further information, see policy FP.]

## FUNDRAISING

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

## GANG-FREE ZONES

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

## GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

# GRADING GUIDELINES

Vidor ISD Grading Policy Guidelines								
MS/JH (5-8th) Per each 6 week grading period	Daily Grades <small>Homework, classwork, quizzes requiring fewer than 3 days to complete</small>				Major Grades <small>Any weekly, unit, or cumulative test, major assignments that require 1-5 days to complete</small>			
	Minimum # of Daily Grades	Weight of Daily Grades (% of total)	Post to Skyward	Late Work Penalty for Daily Grades (if any)	Minimum # of Major Grades	Weight of Major Grades (includes performance assessment)	Post to Skyward	Late Work Penalty for Major Grades (if any)
<b>All Departments</b>								
All Students with consideration of IEP's and 504 plans	6	40%	Within 5 school days	1st day - 10 pts, 2nd day - 20 pts, 3rd day - 30 pts No acceptance after end of 3-wk progress period	3*	60%	Within 7 school days	1st day - 10 pts, 2nd day - 20 pts, 3rd day - 30 pts No acceptance after end of 3-wk progress period
*GT/Honors Classes are only allowed to retest once a 6 weeks for each class					<b>*Performance Assessments</b>			
					Performance Assessments are optional, but must be common throughout the grade level and aligned to IRS.			
					Minimum # of Performance Assessment Grades	One of the Major Grades per 6 weeks		Post to Skyward
					1			10 school days

Any major grade must be common throughout the department.

**Work to Improve Grades:**  
 Within each 3-week progress reporting period, teachers will provide students opportunities to re-learn and reassess TEKS/curriculum. For each assignment and assessment, teachers will re-teach and allow students an opportunity to show mastery of taught objectives. The highest possible grade that can be earned and recorded on the reassessment is a 70. The teacher will make a note in the gradebook of the dates and grades of the re-teach/reassessment. The teacher will need to establish and articulate to students and parents a process for re-teach and reassessment of assignment or test.  
 The following assessments are not subject to the reassessment guidelines: 6-week tests, performance assessments, student projects, and benchmark tests.

These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Additionally, these guidelines outline the procedures for Late Work grading.

See **Report Cards/Progress Reports and Conferences** on page 64 for additional information on grading guidelines. See **Course Credit** on page 35 and **Standardized Testing** on page 72 for additional information regarding EOC assessments.

## Grading Scale

The grading scale that will be used on student report cards at Vidor Junior High School is as follows: A—90 to 100; B—80 to 89; C—75 to 79; D—70 to 74; and F—69 and below.

## GRADUATION

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and



Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A Personal Graduation Plan will be completed for each high school student. The high school counselor will meet with eighth graders in the spring in order to register students for high school.

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

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

### **Students with Disabilities**

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

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. 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.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. 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.

### **State 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. [For further information, see the principal or counselor and the policy at E] (LEGAL).]

### **HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

## HAZING

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 22 and policies FFI and FNCC.]

## HEALTH-PHYSICAL AND MENTAL

### Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications.

In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea –suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

The school nurse's office is located in the 500-wing. Students leaving school because of illness should have permission from the nurse. After the nurse has contacted the student's parents or guardian that the student is being sent home, the student should officially sign out in the front office. A student wishing to go to the nurse should go only during class time and with a permit from the teacher. Students should not go between classes, except in an emergency.

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

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

### Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on 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.

As noted at **Bacterial Meningitis** on page 55, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

## Head Lice

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent and inform the parent that the child will need to be picked up from school and will need to stay home until after the initial treatment is applied. After the student has undergone one treatment, the parent is required to check in with the school nurse to discuss the treatment used. Evidence of this treatment (receipt) must be presented to the school nurse. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return. If students are referred with chronic or repeat cases of head lice, the school nurse or campus principal may require that the student be lice and nit free before being readmitted to class.

The district will provide notice to parents of elementary school students in the 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

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

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

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

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

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

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

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

## VISD Medication Procedures

State law requires school personnel to adhere to very strict guidelines when giving medication at school. The guidelines for administering medication at school are as follows:

1. Medication cannot be given without written permission of parents.
2. There is a required form that must be completed and signed by the parent or guardian; it can be obtained from the health office at the school.

3. Prescription medication cannot be given unless it is in the original container with the prescription number, name of the physician, name of student and directions for giving it.
4. If there is an order from a physician, over the counter medication can be administered for specific reasons and for a limited amount of time, provided it is in the original container and has an age-appropriate dose on its label.
5. No medication can be administered by the nurse unless it is properly marked and can be identified.
6. VJH students may transport medication to school to the nurse. Students are required to bring the medication to the health office immediately upon arriving to school.
7. The parental request to administer medication at school form should be sent with all medication.
8. Students are not allowed to have medication in their purses, lunches, lockers or on his/her person. The only exception to this rule is prescribed asthma or anaphylaxis medication with written authorization from the doctor and parent. The documentation must be given to the school nurse prior to the student having the medication.

Parents will need to pick up medication left at the end of the school year, prior to the last school day. Medication will not be sent home with the students. All medication not picked up will be destroyed.

### **Asthma and Severe Allergic Reactions**

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal. See also **Food Allergies** on page 55.

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).]

### **STEROIDS**

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

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

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

## 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 post-vention (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:

- **Counseling** on page 35 for the district's comprehensive school counseling program;
- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 3 for the district's procedures for recommending a mental health and counselor contact information;
- **Physical and Mental Health Resources** on page 49 for campus and community mental and physical health resources; and

## Physical Activity Requirements

### Junior High/Middle School

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

## Temporary Restriction from Participation in Physical Education

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

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

## Physical Fitness Assessment

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 grade level counselor 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 and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

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

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

## Special Health Concerns

### Bacterial Meningitis

Please see the district's website <http://www.vidorisd.org> for information regarding meningitis.

\* **NOTE:** DSHS requires at least one meningococcal vaccination **on or after the student's 11th birthday, unless the student received the vaccine at age 10.** Also note that entering-college students must show, with limited exception, evidence of receiving a-bacterial meningitis vaccination within the five-year period prior to enrolling in-and taking courses at an institution of higher education. Please see the school-nurse for more information, as this may affect a student who wishes to enroll in a-dual credit course taken off campus. [See **Immunization** on page 50 for more information.]

### 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

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at <https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>. The district's management plan addresses employee training, dealing with common food allergies, and specific strategies for dealing with students diagnosed with severe food allergies.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. Texas Senate Bill 27 requires every student file to contain a Food Allergy Form. The district's food allergy management plan can be accessed at <http://www.vidorisd.org>.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis. [See policy FFAF and **Celebrations** on page 24.]

### Seizures

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. For more information, contact the school nurse. For more information, see “**A Student with Physical or Mental Impairments Protected under Section 504**” on page 12.

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

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

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

## **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:

- The Vidor Junior High School nurse, Regina Peddy, at 409-951-8995 or 409-951-8970.
- The Vidor Junior High School counselor, Meredith Mallet or Heather Clayton at 409-951-8970

### **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 <http://www.vidorisd.org>.

- 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 campus counselors, Meredith Mallet or Heather Clayton at 409-951-8970 further information regarding these procedures and access to the District Improvement Plan.

### **Emergency Medical Treatment and Information**

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school would need to have written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

### **Emergency Procedure Information**

This is the most important record parents will be asked to complete; it is the link between home, parents, and school. The school makes no provision to take students home or care for them in the health office all day, nor will school personnel transport students home. It is very important that parents help us by planning for as many eventualities as possible and by providing a way to contact parents or the persons they designate to assume responsibility for their child.

Parents should please complete all blanks requested on Skyward and discuss with their friends and relatives the fact they have listed their numbers and that they may be called. All information listed as confidential will be protected. Remember to update Skyward or notify the school health office if telephone numbers or other information on the card changes during the year.

### **Illness/Accident Criteria**

Parents or guardians will be contacted and students will be sent home under the following circumstances: (1). suspected contagious disease, (2). fever of 100 degrees or greater, (3). persistent vomiting and/or diarrhea, or (4). an injury that requires the attention of a physician.

### **School Health Advisory Council (SHAC)**

During the preceding school year, the district's School Health Advisory Council held monthly meetings. Additional information regarding the district's School Health Advisory Council is available from the campus principal. [See also the policies at BDF and EHAA.]

## **LAW ENFORCEMENT AGENCIES**

### **Questioning of Students**

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

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

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

## Notification of Law Violations

The district is required by state law to notify:

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

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

## LEAVING CAMPUS

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

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

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

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

### 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.

## **LOCKS AND LOCKERS**

Locks and lockers are assigned at the beginning of the school year. All efforts should be made to take care of the lockers. Writing, marking, or placing decals on a locker is prohibited. Students must use only the locker assigned to them and must not change lockers unless permission is granted from the assistant principal. Lockers are subject to inspection at any time and should be kept clean.

Students are furnished locks for their lockers. If the lock is lost or damaged, the student will be required to pay for the lock. The cost of a replacement is \$5.00.

The following rules should be followed:

1. Students are not allowed to share lockers.
2. The lock must be on the locker and locked appropriately at all times.
3. Students should not share their combination with anyone. The student is responsible if the lock is lost or stolen.

## **Lost and Found (All Grade Levels)**

A “lost and found” room can be found in the 100 building. If your child has lost an item, please encourage him or her to check with a custodian who can let them in the “lost and found” room. The district encourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

## **MAKEUP WORK**

### **Makeup Work Because of Absence**

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

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

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

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

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

A general guideline for time to turn in missed assignment is: The student gets 1 day for every day missed to complete the missed assignments after the student returns to school. For example, if a student misses one day, he/she needs to complete and return the make-up work at the next class. If the student misses five days

of school, he/she has five class days to make up and turn in the work. Additional time can be given to the student by the teacher if necessary.

### **DAEP Makeup Work**

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

### **In-School Suspension (ISS) and Out of School Suspension (OSS) Makeup Work**

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

## **NONDISCRIMINATION STATEMENT**

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, disability, age, 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 admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary 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: Dr. Travis Maines, Assistant Superintendent of Human Resources, 120 East Bolivar, Vidor, Texas 77662, 409-951-8704. 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, for concerns regarding discrimination on the basis of disability: Kerri Clark, Director of Special Education, 200 South Archie, Vidor, Texas 77662, 409-951-8710.
- All other concerns regarding discrimination: See the superintendent, Dr. Jay Killgo, 120 East Bolivar, Vidor, Texas 77662, 409-951-8714.

[See policies FB(LOCAL) and FFH(LOCAL).]

## PARENT AND FAMILY ENGAGEMENT

### 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 of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 35 and **Academic Programs** on page 20.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (409) 951-8970 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 64.]
- Becoming a school volunteer. [For further information, see the policy GKG]
- Participating in campus parent organizations. Parent organizations include: VJHS Parent Teachers Organization (PTO), VJHS Volunteers, and 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 the policies at BQA and BQB, and contact your child’s counselor or the principal.

- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See the policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 57.]
- Attending board meetings to learn more about district operations. [See the policies at BE and BED for more information.]

## PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 6.]

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

## PRAYER

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

## PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 7 and 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics, and either science or social studies.

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

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

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



assessment. The student's score on an EOC assessment will count for 15 percent of the final grade for the course in which the student is enrolled and will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student 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 only be required to take an applicable state-mandated assessment for the course in which he or she is enrolled.

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

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

Certain students—some with disabilities and some classified as English learners— may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, diagnostician, or the special education coordinator.

## **PERSONAL GRADUATION PLAN**

A Personal Graduation Plan (PGP) will be prepared for any student in the junior high or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9.

The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and the policy at EIF (LEGAL).]

## **RELEASE OF STUDENTS FROM SCHOOL**

Attending and participating in classes are essential elements to student success. If possible, appointments with doctors, orthodontist, and other health care providers should be scheduled at times when the student will not miss instructional time. If a student is to be signed out of school early, it must be before 3:00 PM. Students will not be allowed to check out after 3:00 PM. If a student misses 30 minutes or more of their last period class, it will count as an absence and a doctor's note is required.

Students who leave school during the day must follow the campus sign-out procedures before leaving the campus and bring a note documenting the reason for the absence to the attendance secretary when they return to school. Otherwise, students will not be released from school at times other than at the end of the school day. If a student becomes ill during the school day, the student should receive permission from the

teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

## REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

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

At the end of the fourth week of a six-week grading period, parents will be given a written progress report if their child's performance if the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 62 for how to schedule a conference.]

Teachers follow the grading guidelines that have been approved by the principal or superintendent pursuant to the board-adopted policy and are designed to reflect each student's academic achievement 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 the policy at EIA (LOCAL).] Questions about grade calculation should first be discussed with the teacher or counselor; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL). The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

### 1st Semester Progress & Report Card Dates

1st Six Weeks	Date	2nd Six Weeks	Date	3rd Six Weeks	Date
Progress Report	09/01/20	Progress Report	10/13/20	Progress Report	12/01/20
Last Day of Grading Period	09/18/20	Last Day of Grading Period	10/30/20	Last Day of Grading Period	12/18/20
Report Card	09/25/20	Report Card	11/06/20	Report Card	01/08/21

### 2nd Semester Progress & Report Card Dates

4th Six Weeks	Date	5th Six Weeks	Date	6th Six Weeks	Date
Progress Report	02/02/21	Progress Report	03/23/21	Progress Report	05/04/21
Last Day of Grading Period	02/19/21	Last Day of Grading Period	04/09/21	Last Day of Grading Period	05/27/21
Report Card	02/26/21	Report Card	04/16/21	Report Card	06/04/21

## Progress Reports & Report Card Averages

The grade on the progress reports and six weeks report cards consists of the following: 40% daily grade average and the 60% test grade average. A minimum of 6 daily grades & 3-major grades are required for the six weeks.

Semester grades consist of a weighted average of the six weeks plus the semester exam.

## Grading Guidelines—Reteach and Retest

Non-mastery of objectives as indicated by a test grade of less than 70 demonstrates that a student must receive additional instructional input in the form of individual instruction, additional assignments, peer tutoring, homework, tutorial or practice, etc. An opportunity to retest must be given to any student who fails to demonstrate the necessary 70% mastery on tests, including the semester test.

The time of retest will be at time mutually determined by the teacher and the student. The average of the failing grade and the retest grade will become the new grade but not to exceed 70. For example, if the failing grade is 60 and the retest grade is 90, the average of the two is 75, but a 70 is the recorded score.

The student should schedule a retest with the teacher no later than three weeks after the original test was administered. If additional tutorial time is needed, the teacher has the discretion to reschedule the retest at a later time.

## Honors/Pre-AP/Concurrent Credit Waivers for Eligibility

Any student in a class designated Honors, Pre-AP, AP, or a concurrent credit college class who fails the class with a grade no lower than 60 may be eligible for a waiver for participation in extracurricular activities. This waiver will be for a three-week period under the following conditions:

Waiver request must be made and submitted to the principal before the end of the grace period. A student has a seven-day grace period after the end of a grading period before they become ineligible.

- Daily tutorials must be attended in the class the student is failing.
- At the end of the waiver period the student must be passing all classes to remain eligible.
- A student may get only one waiver per school year.

VJHS classes that meet the criteria for a waiver are as follows: Algebra I

## RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

## SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns at locker number 1111.
- 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

At the beginning of the school year, the District will make available to students and parents a low-cost student accident insurance program. Premiums will be paid to and all claims will be submitted through the principal's office, but the District shall not be responsible for cost of treating injuries or assume liability for any other costs associated with an injury. Before participating in a school-sponsored trip outside the District or in school-sponsored athletics, students and parents must purchase the accident insurance or show proof of insurance or sign a form rejecting the insurance offer and waiving any claim against the District for any injury which may result.

### Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Each classroom should have posted a map showing the evacuation route for that classroom. During drills, students are to follow their teacher's directions and to conduct themselves in an orderly fashion while waiting for the signal to return to class. When given the return signal, students should return to their classrooms.

### Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

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

### Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care

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

### **Emergency School-Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early 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 or restrict access to the building because of an emergency, the district will alert the community via SKYLERT.

**(See Communications-Automated, on page 28 for more information.)**

## **SCHOOL FACILITIES**

### **Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator, at 409-951-8771.

All buildings (inside and outside), grounds, furniture, and equipment should be kept clean and free of marks or other damages. Trash cans are placed at convenient locations both inside and outside the buildings. Students are encouraged to use these trash cans, rather than littering the campus. Students should take pride in their school and make its cleanliness a unified effort.

### **Food and Nutrition Services**

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and, eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to 2 charges or up to \$3.40, whichever occurs first, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment for any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing

attention to the student. Parents may log into the website [www.myschoolbucks.com](http://www.myschoolbucks.com) to monitor and check your child's account.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see the policy at CO.]

### **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 principal. [See policy FFA for more information.]

### **Pest Management Plan**

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further 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 Ed Prochaska, the district's IPM coordinator at 121 University.

### **Conduct Before and After School**

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

### **Library Services**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the school day during the following times with a teacher's permission: Before School, During Lunch, After School

The library has a varied collection of books and other materials on many subjects and offers many opportunities for research and study. The library is open for teachers' and students' use each day from 7:45 a.m. to 4:00 p.m.

Students are limited to two (2) books at a time. There is a five-cent per day charge for overdue books. Students are not allowed to check out books until the books are turned in and arrangements are made to clear the fine record. Overdue book reminders are sent out each six weeks. Food, candy, gum, soft drinks, etc. are not permitted in the library. Any student who persists in talking or creating a disturbance in any way will be asked to leave the library and may lose his or her library privileges.

### **Use of Hallways During Class Time**

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

### **Use by Students Before and After School**

Certain areas of the school are 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, beginning at 7:20 a.m.

- Cafeteria

The following areas are open to students before school, beginning at 7:30 a.m.

- Library
- Tutorials in classrooms

The following areas are open to students before school, beginning at 8:00 a.m.

- Cafeteria
- 100, 200, 300 Buildings (with pass for tutorials or restroom)
- Commons Area
- Library

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

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

### **Meetings of Non Curriculum-Related Groups**

Student-organized, student-led non curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).A list of these groups is available in the principal's office.

### **School-sponsored Field Trips (All Grade Levels)**

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

## **Food and Beverage**

No food or beverage except clear plastic, bottled water will be allowed in all buildings. No glass bottles or containers will be allowed on campus.

## **Cafeteria Procedures**

The cafeteria has a hot lunch line and a snack/salad bar, which operates during each of the two lunch periods. The lines move quickly, allowing students sufficient time to eat. A menu is posted weekly. Meals in the cafeteria may be purchased daily or paid for in advance. Each student should know his/her identification number used for purchasing food. Identification numbers should not be shared. Students may add money to their accounts, but they must have written permission from their parents to give to the cashier in order to withdraw money. Students will be allowed to charge only two times. Prior charges must be paid before they will be allowed to charge again. All returned checks will have a \$15.00 service charge, plus the amount of the check.

The District participates in the National School Lunch Program and offers free and reduced price meals based on a student's financial need. Information can be obtained from the counseling center or the cafeteria manager.

Parents may bring in food items during lunch for their child only. Food brought by a parent must be delivered to their child during lunch time by the parent. Food items will not be able to be left in the front office to be delivered to any child. Parents are encouraged to stay and eat with their child. State law mandates that lunch may be brought by the parent for their child only and no other students.

Students are reminded to clean their eating areas and throw away their trash before leaving the cafeteria. Students not following the cafeteria rules are subject to disciplinary action.

## **Telephone Use**

Students may use the school telephone after obtaining permission from school personnel. Only emergency telephone messages will be delivered to students in class. The telephones at school are for business and emergency use only. If a child is ill, the nurse will place a call to the parent. Students need to make prior arrangements for social occasions and cannot use the business telephones for making arrangements.

## **SEARCHES**

### **Searches in General**

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

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



If there is reasonable suspicion to believe that searching a student's person or belongings 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**

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

### **Telecommunications and Other Electronic Devices (All Grade Levels)**

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 42 for more information.]

### **Trained Dogs**

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

### **Drug Testing (Secondary Grade Levels Only)**

Random drug testing is a requirement in VISD for students in grades 7-12 who wish to participate in extracurricular activities and/or drive any motorized vehicle on campus. Please see VISD policy at (LOCAL) FNF online at <http://www.tasb.org/policy/pol/private/181907> or contact the campus principal for additional information. [See Steroids on page 52.]

### **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

## SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, and migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Heather Watson or Jamie Hagler, Coordinator of Assessment, Gifted and Talented Program, and Dyslexia, at 120 E. Bolivar, 409-951-8736 or 409-951-8737.

## STANDARDIZED TESTING

### STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page 63 for additional information.]

STAAR Alternate 2 **is available** for **eligible** students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee. STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

END-OF-COURSE (EOC) is given to students taking Algebra I in the 8<sup>th</sup> grade.

## STUDENT ID'S

Student ID's must be worn around neck on the outside of clothing at all times. There will be a \$4.00 replacement fee for ID made after the original ID has been issued. Defacing or tampering with ID will require a new ID & a replacement fee of \$4.00. Any student wearing an ID other than their own will have to relinquish said ID to her or his assistant principal.

### Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently

placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

Please contact Ms. Janet Bradley, who has been designated as the district's foster care liaison, at 409-951-8716 with any questions.

### **Students Who Are Homeless (All Grade Levels)**

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

Please contact Ms. Janet Bradley, who has been designated as the district's foster care liaison, at 409-951-8716 with any questions.

### **STUDENT SPEAKERS**

The district provides students the opportunity to introduce the following school events: the Veteran's Day Program, the Pledges of Allegiance and the minute of silence. Students are eligible to introduce these events if they are members of the National Junior Honor Society or the VJHS Student council.

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

### **SUMMER SCHOOL (All Grade Levels)**

Students participating in summer school for credit recovery purposes will be eligible to earn a maximum grade of 75.

### **TARDINESS**

The definition of tardy is late or the student arrives to the class after the tardy bell rings. When the tardy bell rings the classroom doors are closed. A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

### **TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS**

State-approved textbooks are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator. A student who is issued a damaged book should report the damage to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent; however, the student will be provided textbooks for use at school during the school day.

The following are facts each student needs to know about his/her textbooks.

- The textbooks are issued to each student according to the number on the barcode on the book.
- Students should put their name in their books upon receiving them. However, we do not check books in by anything but the barcode number on the book.
- Students are responsible for all textbooks issued to them.
- Lost or stolen books must be paid for.
- Damaged books will be charged for at the full price of the book.
- Damage Fines:
  - Cover (Front/Back \$5.00)
  - (Torn Off \$10.00)
  - Page damage (\$2.00 p/pg)
- Textbooks should be covered at all times.
- Do not share a locker.
- Do not loan someone your books.
- Do not leave your books in the classrooms.
- You are not allowed to register unless textbook charges are cleared.
- Payment arrangements for lost books can be made with the assistant principal and the campus bookkeeper.
- Any student failing to return a book issued by the school shall lose the right to free textbooks until the book is returned or paid for by the student, parent, or guardian. However, a student will be provided textbooks for use at school during the class period.

## TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

[See **Bullying** on page 22 and **Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504 Services** on page 12, for other transfer options.]

## TRANSPORTATION

### School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

## Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's website.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the VISD Transportation Department, 951-8760.

See the *VISD Student Code of Conduct* for provisions regarding transportation while in disciplinary alternative education program (DAEP).

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, 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 bus or van.
- Not possess or use any form of tobacco on school buses.
- 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 bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the *VISD Student Code of Conduct*; bus-riding privileges may be suspended or revoked.

## Parent Pick Up

If students do not ride the bus, and are transported to and from school in private vehicles should arrive at school no earlier than 7:20 a.m. and they should be picked up no later than 4:15 p.m. Students arriving at school or taken home in private vehicles must be picked up or dropped off in the designated parent pick up area. This area is located on the north side of the campus by the football field. Students are not allowed to be picked up in any other area.

The long covered walk parallel to North Tram is for school buses pick up and drop off before the first bell in the morning and after the dismissal bell in the afternoon. The driveway entrances and bus lanes are to be clear for bus traffic; parents cannot park and wait for their child.

Students are not allowed to cross the bus lanes before or after school. All parent pick up should take place in the parking lot beside the football field. Students are not allowed to meet parents on the frontage road side of

the campus or on Tram Road. Students who do not follow these guidelines will be subject to the following discipline consequences: detention hall and/or ISS/SAC.

## **Vehicles**

Junior high students are not permitted to drive motor vehicles on campus.

## **VANDALISM**

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

## **VIDEO CAMERAS**

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak directly with the principal, who district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

## **VISITORS TO THE SCHOOL**

### **General Visitors**

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

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

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

## 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.]

## Visitor Tracking System— Raptor Identification System

As part of Vidor ISD's initiative to increase safety and security, we have installed a "RAPTOR" system on our campus. The online Raptor system screens all visitors to determine if they are included in a database listing sex offenders from 48 states. All campus visitors will be required to swipe their driver's license to receive a visitor's pass. If cleared by the system, their name and picture will be printed on an adhesive badge for wearing while on campus.

### *Frequently Asked Questions*

**What is the Raptor System?** Raptor is a computer software system that enhances school security by reading visitor drivers' license, comparing information to a sex offender database, alerting campus administration if a match is found, then (assuming no match was made) printing Visitor badges that includes a photo.

**How does it work?** Drivers' license information is compared to a database that consists of registered sex offenders from 48 states including Texas. If a match is found, a campus administrator is notified so school access can be denied to that visitor.

**Why is Vidor ISD using this system?** *Student safety is our highest priority.* The system is an efficient method for checking the status of a visitor as a potential sexual predator. The system also quickly prints visitor badges that include a photo, the name of the visitor, time and date.

**I just moved to Texas, can I use my photo ID from another state or country?** Raptor will read any state issued photo ID from anywhere in the US, Mexico and many other countries, including US military ID's.

**How much time should I allow at the front office for check in?** The *first time* you sign in with the Raptor system, you should expect to wait for about 1-2 *minutes* while the scanner inputs your ID into the system.

## 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 Vidor Junior High School at 409-951-8970 for more information and to complete an application. The district does require state criminal history background checks. Subject to exceptions in accordance with state law and district procedures, volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

## WITHDRAWING FROM SCHOOL

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance.

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

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities

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

**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*. Students in the DAEP will be separated from students not assigned to the program. The DAEP will focus instruction on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

**DFPS** is the Texas Department of Family Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**EOC (end-of-course) assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the Every Student Succeeds Act.

**FERPA** refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

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

**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 one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

**SHAC** stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

**STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.**

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

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

## APPENDIX I:

### 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 <http://www.vidorisd.org/board.php>. Below is the text of Vidor ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING  
on 02/21/2012

FFI(LOCAL) Adopted

**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

#### BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

#### DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person  
or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an  
intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

**EXAMPLES:** Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**RETALIATION**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

**EXAMPLES OF RETALIATION:**

Examples 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.

**STUDENT REPORT**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

**EMPLOYEE REPORT**

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

**REPORT FORMAT**

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct, and bullying, the investigation under FFH shall include a determination on each type of conduct.

**INVESTIGATION**

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. Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

**NOTICE TO PARENTS**

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

**DISTRICT ACTION BULLYING**

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

**DISCIPLINE**

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

**CORRECTIVE ACTION**

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

**TRANSFERS**

The principal or designee shall refer to FDB for transfer provisions.

**COUNSELING**

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

**IMPROPER CONDUCT**

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. 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.

A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level. Retention of records shall be in accordance with CPC (LOCAL). 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 Web Site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

**APPENDIX II:**  
**Acknowledgment of Electronic Distribution of**  
**VJHS Student Handbook Form**

My child and I have been offered the option to receive a paper copy of or to electronically access at [www.vidorisd.org](http://www.vidorisd.org) the Vidor Junior High School Student Handbook and the Student Code of Conduct for 2020-2021.

I have chosen to:

- Receive a paper copy of the Vidor Junior High Student handbook and the Student Code of Conduct for 2020-2021.
  
- Accept responsibility for accessing the Student Handbook and Student Code of Conduct by visiting the website at [www.vidorisd.org](http://www.vidorisd.org).

Printed Name of the student:

---

Signature of the student:

---

Signature of the parent:

---

Date:

---

**APPENDIX III:  
Use of Student Work in District Publications**

Occasionally, the Vidor Independent School District wishes to display or publish student artwork or special projects on the district’s Web site and in district publications. The district agrees to only use these student projects in this manner.

**Parent: Please circle one of the choices below:**

I, parent of \_\_\_\_\_ (student’s name), **(do give)**  
**(do not give)** the district permission to use my child’s artwork or special project on the district’s Web site and in district publications.

Parent’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX IV:**  
**Parent’s Response Regarding Release of Student**  
**Information to Military Recruiters and Institutions of Higher Education**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requesters without prior written consent [See **Release of Student Information to Military Recruiters and Institutions of Higher Education on page 5** for more information.]

**Parent:** Please complete the following only if you do not want your child’s information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of \_\_\_\_\_ (student’s name), request that the district not release my child’s name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent’s Signature \_\_\_\_\_ Date \_\_\_\_\_



**APPENDIX V:  
NOTICE AND CONSENT FOR SURVEYS**

In the event that a survey or screening is conducted that concerns private information a Notice and Consent for Surveys Form will be completed and sent home for parents to sign. [For more information, see, **“Opting Out” of Surveys, and Activities, and Inspecting Surveys on pages 5.**]

Date: \_\_\_\_\_

Grades: \_\_\_\_\_

Activity: [*Name of Survey*]

Summary: This is an anonymous survey that asks students questions about:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You must sign and return this consent form no later than [*date*] if you permit your child to participate in this survey. Please contact [*school official*] at 409-951-8970 if you have any question regarding this activity.

If you wish to review any survey instrument or instructional material used in connection with any projected information survey, please submit a request [*school official*]. You will be notified of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

---

Parent’s Signature Date

**APPENDIX VI: 2020-2021 ELIGIBILITY CALENDAR**

*Students must have been promoted from the previous grade prior to the beginning of the current school year to be eligible the first 6-weeks.*

<b>GRADING PERIOD (GP)</b>	<b>ELIGIBILITY</b>	<b>DATE</b>
1st GP - 3 Weeks Evaluation	Not Applicable	Sept 1
Progress Reports Mailed/Issued		Sept 1
1 <sup>st</sup> GP - End		Sept 18
Report Cards Issued on 9/25/20	<b>GAIN OR LOSE AT 3:45 PM</b>	Sept 25
2nd GP - 3 Weeks Evaluation		Oct 13
Progress Reports Mailed/Issued		Oct 13
	<b>GAIN</b>	Oct 20 at 3:45 PM
2 <sup>nd</sup> GP – End		Oct 30
Report Cards Issued on 11/6/20	<b>GAIN OR LOSE AT 3:45 PM</b>	Nov 6
3 <sup>rd</sup> GP - 3 Weeks Evaluation		Nov 20
Progress Reports Mailed/Issued		Dec 1
	<b>GAIN</b>	Dec 7 at 3:45 PM
3 <sup>rd</sup> GP – End		Dec 18
Report Cards Issued on 1/8/20	<b>GAIN OR LOSE AT 3:45 PM</b>	Jan 12
4 <sup>th</sup> GP - 3 Weeks Evaluation		Jan 25
Progress Reports Mailed/Issued		Feb 2
	<b>GAIN</b>	Feb 2 at 3:45 PM
4 <sup>th</sup> GP – End		Feb 19
Report Cards Issued on 2/26/20	<b>GAIN OR LOSE AT 3:45 PM</b>	Feb 26
5 <sup>th</sup> GP - 3 Weeks Evaluation		March 12
Progress Reports Mailed/Issued		March 23
	<b>GAIN</b>	March 29 at 3:45 PM
5 <sup>th</sup> GP – End		April 9
Report Cards Issued 4/16/20	<b>GAIN OR LOSE AT 3:45 PM</b>	April 16
6 <sup>th</sup> GP - 3 Weeks Evaluation		April 30
Progress Reports Mailed/Issued		May 4
	<b>GAIN</b>	May 7 at 3:45 PM
6 <sup>th</sup> GP – End		May 27
Report Cards Issued/Mailed		June 4

**APPENDIX VI: Corporal Punishment**

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct. (See policy FO and the SCOC) Also, please read the information on the use of corporal punishment in your child’s student handbook.

The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

I have read the information on the use of corporal punishment in Vidor ISD for the 2020-2021 school year.

\_\_\_\_I **do** give permission for corporal punishment to be administered.

\_\_\_\_I **do not** give permission for corporal punishment to be administered.

Signature of Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_

Name of student \_\_\_\_\_

Campus \_\_\_\_\_

Grade \_\_\_\_\_

## **Appendix VIII:**

### **Notices Regarding Directory Information and Parent's Response Regarding Release of Student Information**

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Vidor ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing September 1, 2020.

This means that the District must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the District in writing not to do so. In addition, you have the right to tell the District that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The District is providing you with this form so that you can communicate your wishes about these issues.

For the following school-sponsored purposes: student recognition activities, yearbook, student newspaper, printed programs for extracurricular activities, and news releases to local media. Vidor ISD has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **E-mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Degrees, honors, and awards received**
- **Dates of attendance**
- **Grade level**
- **Most recent school previously attended**
- **Participation in officially recognized activities and sports**
- **Weight and height, if a member of an athletic team**
- **Enrollment Status**
- **Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.**

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

**Appendix VIII:**

**Notices Regarding Directory Information and Parent’s Response  
Regarding Release of Student Information (continued)**

**2020-2021 RELEASE OF STUDENT  
INFORMATION**

I, Parent of, (student name) \_\_\_\_\_

**do not give** the district permission to use the information in the above list for the

specified school-sponsored purposes.

Parent or Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Vidor Independent School District

120 East Bolivar • Vidor, Texas 77662 • (409) 951-8700

## Parent Contact Procedure for the Health Office

If your student is excluded from school for any medical reason it is the parent or guardian's responsibility to provide prompt transportation for the child. Students that are deemed ill or suspected to have any communicable issue cannot be transported home on the school bus due to potential spreading of that contagion.

In the event of an emergency, if the school nurse or administrator is unable to reach the parent/guardian or emergency contact, CPS may be called and notified and the student will be transferred to the nearest Emergency room for treatment per the school nurse's judgment.

In the event of non-emergent issues and the school nurse is unable to reach the parent/guardian or emergency contact, CPS may be called and notified and the student will remain in the nurse's office until the parent/guardian arrives.

The school will make every effort to contact the parent including, as a last resort, sending a VISD officer to the house to make contact with the parent/guardian.

If at any time during the school year the contact numbers change, please contact the school registrar and nurse to update the records. You may either call or send a written note to school with the student that includes the new information. This will assist the school nurse in providing the best care for your student while keeping the parent/guardian aware of any situation regarding their student.