

# Jane Justin School Parent Manual 2025-2026



- Designated a 2025-2026 School of Excellence by the National Association of Special Education Teachers
- Accredited by Cognia through 2028
- Attained a 95% Parent Satisfaction Score (91% return, 2024-2025)
- Achieved 1.7 months of academic growth for every month enrolled (2024-2025)

Jane Justin School

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School hours: 8:30 – 3:00 Monday – Friday

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## 2 MISSION AND VISION

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The Jane Justin School, in partnership with families<sup>1</sup> and the community, fosters the knowledge and life skills necessary for our students to achieve productive and meaningful lives while respecting and embracing the individuality of each child. To achieve this mission, the Jane Justin School responds to the changing needs of our students and their families with compassion and educational excellence.

It is the vision of the Jane Justin School to develop capable scholars, responsible citizens, and loyal friends prepared to succeed in every step of their educational journey.

## 3 MASCOTS

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The Jane Justin lower school mascot is the Trailblazer and the upper school mascot is the Pioneer. Trailblazers and Pioneers symbolize that perfect combination of strength, courage, resilience, and perseverance. Indeed, they are not satisfied with the status quo. They are in search of something better. They are leaders who seek to make the world a better place. They are scholars who challenge people to think differently. To be sure, each of you, and each of your children embody the characteristics of Trailblazers and Pioneers. No two children are the same. Each will blaze their own trail in this world. The journey will, no doubt, be full of challenges, but it will also be full of successes. Together, we will transcend the challenges and celebrate much success.

## 4 CHILD STUDY CENTER

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Jane Justin School is the educational day program in the Child Study Center. We share space with two other day programs: Autism Services and Behavior Disorders Clinic. For more information about these programs, please visit: [Applied Behavior Analysis | Child Study Center \(cookchildrens.org\)](https://www.cookchildrens.org/behavior-disorders-clinic)

As of October of 2023, Developmental Pediatrics and Psychology (programs formerly part of Child Study Center) are housed in the Jane and John Justin Institute for Mind Health in Cook Children's Dodson Specialty Clinics building. To learn more about the programs in this institute, and specifically how to apply for services, go here: [Jane and John Justin Institute for Mind Health at Cook Children's \(cookchildrens.org\)](https://www.cookchildrens.org/jane-and-john-justin-institute-for-mind-health). Please note that applications now require a referral from a physician. Jane Justin School personnel may not make referrals to developmental pediatricians.

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<sup>1</sup> Jane Justin School recognizes our students' families are made up of many special people. Primary caregiver(s) include parent(s) (biological, adopted, foster), grandparents, siblings, guardians, and other relatives and friends. All of these wonderful individuals are referred to as "parent(s)" in this manual to improve readability and celebrate the parenting village unique to each of our students.

## 5 STUDENT ORGANIZATION

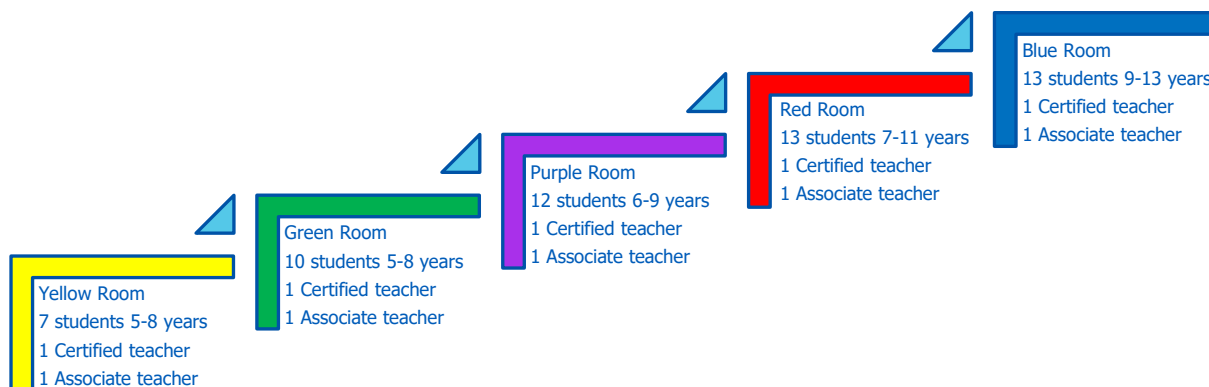
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The Jane Justin School operates a Lower School and an Upper School. The classrooms in each school are staffed by Certified and Associate Teachers, and supported by Assistant Principals. Additionally, Upper School employs job coaches. Because of the great diversity of skills in our student body, the Jane Justin School is ungraded. Classroom rosters are loosely built around age ranges and each classroom is named by a color in the Lower School and by a number in the Upper School.

### 5.1 LOWER SCHOOL

The Yellow, Green, Purple, Red, and Blue classrooms collectively cover 9 instructional levels (Preschool through 7<sup>th</sup> Grade). As such, parents should expect students to spend a minimum of 2 years in each classroom<sup>2</sup>. A student's movement from one classroom to another is determined by two factors: (1) the student's demonstration of the prerequisite skills required to be successful in the next classroom, and (2) available space. The schematic below illustrates our Lower and Upper School classroom organization.

#### Lower School



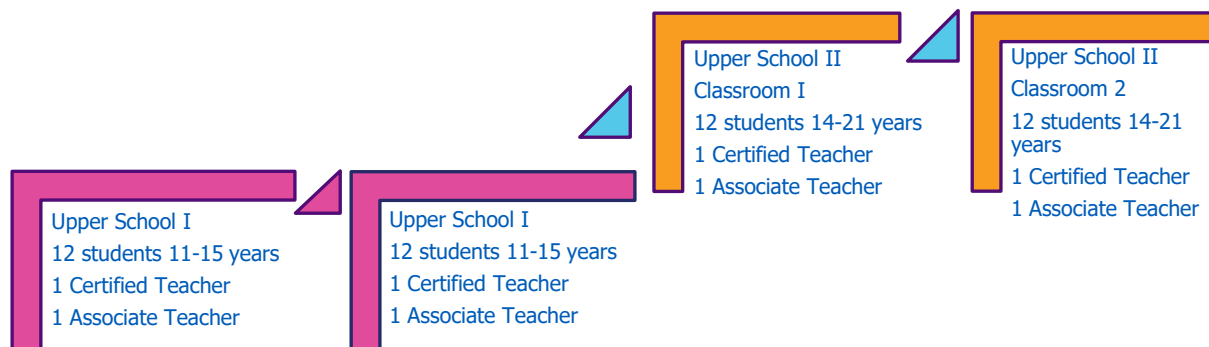
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<sup>2</sup> A note on classroom placement. All JJS Lower School teachers are prepared to teach all Lower School curricula. Classroom placement has no influence on curriculum content, level, or amount or pace of instruction. That is, classroom placement never limits a student's learning potential. Enrollment for more than one year in each classroom is normal, and a second year in the same classroom should never be considered retention or being held back.

## 5.2 UPPER SCHOOL

The Upper School includes one Upper School I classroom and two Upper School II classrooms. Depending on the student's age at enrollment, a student could spend one year or several years in any given classroom. Unlike the Lower School, there is only one major transition within the Upper School: the promotion from Upper School I to Upper School II. Once in Upper School II, although a student may move from classroom to classroom once or several times over the years, this move does not represent a change in support or the type of educational services offered. In addition to traditional classroom space, Upper School also contains a school store and a mock apartment. These ancillary spaces are used for instruction in independent living and vocational skills.

### Upper School



## 5.3 A TYPICAL DAY

Regardless of classroom or school (Lower and Upper), a typical day begins with the morning arrival period. The students are welcomed into the classroom and provided with activities to keep them productively occupied while the teacher finishes welcoming the remainder of the class. Immediately after, the students transition to either a circle time (younger students) or morning meeting (older students). Both activities are used to set the day's goals and impart information about upcoming events. The remainder of the morning is spent participating in personalized instruction, leisure activities, and independent work. Lunch and recess/physical education follow the morning's academic and social lessons, and the afternoon hosts a return to those lessons for extra practice. Depending on the day, students will also participate in music

and art classes. Upper School students may head off site for job training or community outings. At three o'clock the students are dismissed. Collectively, the day is characterized by highly engaged students and teachers who actively pursue individualized objectives. Smiles, success, and praise are ubiquitous features that help make learning fun. Thus, a typical day for JJS students is one where scholarship, friendship, and citizenship skills are constantly being shaped.

## 6 FACULTY AND STAFF

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Jane Justin School's administrative team consists of the Headmaster, Assistant Principals, Administrative Assistant, and Admissions Coordinator. The Headmaster and two Assistant Principals are clinicians specially trained in the techniques of classroom management, student learning, curriculum development, and data-based decision making.

Jane Justin School's faculty consists of Lead Certified Teachers, Associate Teachers, Job Coaches, and Enrichment Teachers.

All staff members operate from the perspective that learning is personal and that instruction must be individualized. You may read about our amazing faculty and staff on our website.

## 7 CULTURE

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Jane Justin School values a culture of kindness, patience, mutual respect, trust, and transparency, which extends to everyone in our community, including CSC and Cook Children's staff members.

**Kindness.** We are committed to creating a positive and respectful environment by frequently sharing compliments and celebrating achievements, solving conflict quickly and constructively, extending grace whenever possible, and acknowledging that we are all doing the best we can.

**Patience.** We are committed to creating an environment in which people feel safe to make mistakes, understand the short and long term goals of our mission, and can confidently stay the course even when progress seems slow.

**Mutual respect.** We are committed to creating a community in which *every* member is heard, valued, and appreciated and expects nothing less from others.

**Trust.** We are committed to cultivating relationships in which people can depend on others. We value relationships in which parents, teachers, students, and administrators can confidently rely on one another to make sound educational decisions and work toward a shared vision of the child's future.

**Transparency.** We are committed to creating a community in which feedback is freely and respectfully given and openly received without repercussion; in which members are almost as comfortable having difficult conversations and giving unpleasant news as they are when sharing compliments and achievements.

JJS faculty and staff host forums throughout the year which provide opportunities to discuss how we translate our culture into action.

## 8 PERSONAL PLAN

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The device that enables truly individualized instruction at the Jane Justin School is the personal plan—the one-page form that describes a student’s current objectives in every curriculum area and serves as a record of every lesson that occurs during each week. This is the form that allows one teacher to explain to another what and how a student was taught and how well the lesson went. The second teacher can then extend the work of the first with great consistency. Anyone who can read the plan and knows the curriculum can see what a student did every day.

The personal plan is also a record for parents. As soon as you can read the plan, you too will know all the details of your child’s day.

At the beginning of each week, a new personal plan is constructed based on the experience of the previous week. The current personal plan, along with all prior plans for the current quarter, is kept in the student’s folder. That folder also contains the student’s curriculum sheets as well as a graph that displays their progress in every curriculum area during the current school year. All of these records are meant to be shared with you. If an entry does not make sense, please ask. The better you understand everything in the folder, the better we can collaborate in creating the best possible educational program for your child.

## 9 CURRICULUM

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To help students reach their full potential, JJS offers a curriculum that is coherent, unified across all classrooms, and capable of accommodating preschool – 12<sup>th</sup> grade instructional levels. The curriculum is deliberate. Just as you measure your child’s growth in height with marks on the kitchen door, you can watch your child’s progress in each curriculum area. Please visit the Resource Documents tab in your Family Portal to view the JJS Curriculum Guide.

## 10 UPPER SCHOOL CURRICULUM SHIFT

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All JJS Upper School students experience a shift away from traditional academic curriculum toward a program that emphasizes functional academics, activities of daily living (cooking, housekeeping, money management, etc.), vocational skills, and social skills. The composition of a student’s curriculum is determined through assessment of their academic progress and their annual transition goals, and how quickly that shift begins is based on each student’s unique repertoire. This re-alignment begins during the first year of enrollment in the Upper School, and is evaluated annually during transition meetings (see section below on Transition Planning). It is important to note that as long as students are benefiting from enrollment in traditional academic programs, they will continue to work on skills in these domains. We will never discontinue teaching academic skills if the student is benefiting from that instruction. The following schematic illustrates our age-based planning approach:

Age	Academic		Non-Academic
12-14	<p>Middle School years. Teaching focuses on traditional academic core curriculum and functional academics.</p> <p>Goal is to continue on in academic areas that will benefit students and to meaningful skills necessary for employment and independent living.</p>		<p>Teaching social and other pre-employment skills and basic daily living skills. Assess student strengths and preferences.</p>
15-17	<p>Early High School years. Teaching focuses on functional academic skills and completion of diploma course requirements.</p> <p>Goal is to teach functional academic skills necessary for employment and independent living. Transition planning begins.</p>	<p>Teaching vocational and daily living skills. Assign internal jobs to students and possibly secure work. Potential to start internship program at age 16.</p> <p>Goals are to expose students to different jobs within CSC and the community, and to prepare student for some level of independent living.</p>	
18-19	<p>Late High School years. Apply academic skills to situations outside of classroom setting. Goal is to maintain and generalize skills to meaningful contexts.</p>	<p>Teaching focuses on supervision of job skills in a work setting, either at CSC or in the community, and independent living skills.</p> <p>Goals are to secure paid or volunteer-based employment, to identify and work toward adult career goals, and to secure independent living arrangement.</p>	

## 11 GOALS OF UPPER SCHOOL I AND UPPER SCHOOL II

The primary goal of Upper School I is to continue developing skills in core academic subjects (reading, writing/oral expression, and math), and in social skills. We know that imparting as much of these skills as possible will only increase our students’ ability to live productive and meaningful adult lives. The secondary goal is to prepare students to succeed in Upper School II.

The overarching goal of Upper School II is to ensure students graduate with the skills they need to succeed on their chosen post-graduation path. For more on our Paths to Success, please see below.

## 12 UPPER SCHOOL II PATHS TO SUCCESS

Once students move to Upper School II (high school years), we start to narrow our focus on providing instruction specifically tailored to each student’s chosen path to success. Jane Justin School offers three paths to success. Think of them as college majors. Students declare them, and once that happens, their future coursework is focused and defined by their chosen major.

At the end of the 10<sup>th</sup> grade year, during the annual transition meeting, students will select a path to success from the below options:

### **12.1 PATH TO SUCCESS: EMPLOYMENT**

Students hoping to move directly from graduation to work chose the employment path. Once on this path, students spend a good amount of their time during Junior and Senior year in our Career Readiness Program working with our Job Coaches. Our goal for students on the employment path is to impart the skills they need to secure employment, and to facilitate a transition to a community partner/organization who will continue to support the student's development in the workforce post-graduation. Examples of community partners include Texas Workforce Commission and the Bridges Program. Please see Section 13 for more information on our Career Readiness Program.

### **12.2 PATH TO SUCCESS: POST-SECONDARY EDUCATION**

Students hoping to continue academic development after high school chose the post-secondary education path. Once on this path, students will spend the majority of their time Junior and Senior year in our classrooms, preparing to enroll in some kind of post-secondary institution: certificate program, college/university, vocational/technical school, community college, or online learning. Our goal for students on this path is to impart the skills they need to succeed at their chosen post-secondary institution. Examples of post-secondary institutions that have programs for adults with disabilities include Tarrant County College and UNT-ELEVAR.

### **12.3 PATH TO SUCCESS: INDEPENDENT ADULTHOOD**

Not all students will be interested in, or ready for moving immediately from graduation into work or school. These students chose the independent adulthood path. On this path, students spend the majority of their time Junior and Senior year in our classrooms and daily living spaces, preparing to participate meaningfully in adult life. Our goal for students on this path is to impart the skills they need to achieve independence, and to connect them with community resources and organizations who can support their continued growth and development, whether they decide to pursue employment/post-secondary options, or not.

### **12.4 UPPER SCHOOL COMMUNITY-BASED LEARNING**

To meet the goals broadly outlined in the age-based planning model, the Upper School classrooms must extend beyond our four walls. Community-based learning opportunities occur at least monthly and may include field trips to museums or community events, library trips, going off-campus for lunch, and off-campus leisure opportunities (e.g., bowling or going to the movie theatre). Community-based learning opportunities offer a chance for students to learn and practice skills outside of the classroom setting, and will teach them how to access available community resources.

Upper School teachers will notify parents of off-site learning at minimum two weeks before the scheduled event. To participate in these opportunities, parents must sign a transportation

release and a permission slip at the beginning of each year. Some outings will require a small fee, but should rarely exceed \$10 per student.

Only students in good standing will be able to participate in community-based instruction. Students who engage in problem behavior during the school day or during a community outing will not be eligible to participate in the next scheduled opportunity. Please visit the Resource Documents tab in your [Family Portal](#) to view the JJS Code of Conduct, and to review the Off-site Handbook.

## 13 UPPER SCHOOL CAREER READINESS PROGRAM

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Upper School operates a 3-tiered career readiness program for students in Upper School I and II. This program is supported by classroom teachers, job coaches, and the Upper School Assistant Principal.

**Tier 1: On-site work-based learning.** Students just beginning career exploration may participate in one of several job opportunities within Child Study Center. These experiences are meant to be sampled and students will typically work in any given position for up to 9 months. Examples of on-site jobs include CSC barista and breakroom attendant, CSC Employee Care Cart attendance, classroom assistant, and administrative support assistant.

Eligibility: All Upper School I and II students

**Tier 2: Community partner work-based learning.** Students who have gained experience working within the center and who meet criteria for off-site placement will serve on work crews. Work crews are small groups of students who travel to various businesses and complete volunteer work on a regular schedule. We will release our community partners for the 2025-2026 school year in August.

Eligibility:

- Upper School I students in their final year who are planning to enroll in Upper School II
- Upper School II freshman, sophomores, and juniors
- Upper School II seniors who have selected the employment path

**Tier 3: Internship program with community partners.** JJS partners with various departments at Cook Children's Medical Center and with The City of Forth Worth (new in 2025-2026) to host job training experiences for students. The goal of this program is to impart valuable job skills to JJS students and to potentially provide a path to employment. There are four levels within our internship program: Career Preparation, Unpaid Apprenticeship, Paid Internship, and Employment. It is important to note that not all students will participate in this program (we have many other community partners who provide job training) and students who do are not guaranteed to participate at every level. More information will be provided to parents once students are invited to participate in this program. See below for eligibility criteria:

## Eligibility

- **Level 1: Career Preparation.** Juniors and seniors who are at least 16 years old
- **Level 2: Unpaid Apprenticeship.** Juniors and seniors who are at least 16 years old *and* have selected the employment path
- **Level 3: Paid Internship.** Seniors who are at least 17 years old, have selected the employment path, and have received an invitation from a department to participate in a paid internship. Please note that because these internships are paid for by Child Study Center, there is a fixed number of opportunities each year. It is possible that a student could be invited to participate in a paid internship, but could not accept because all paid internship slots were filled.
- **Level 4: Employment.** Post-grads who are at least 18 years old, have been offered employment, and are able to meet all pre-employment requirements (these will vary by the organization offering employment). Please note that Jane Justin School has no control over another department or organization's willingness or ability to extend a job offer.

## **13.1 TRANSPORTATION**

JJS owns a 15-passenger van and a 5-passenger sedan. These vehicles (the JJS fleet!) are the primary mode of transportation to all community outings and off-site job placements. The vehicles are driven by an approved staff member at all times. Students are expected to follow the code of conduct while riding in the vehicles. Students who violate the code of conduct will not be allowed to participate in off-site opportunities until the issue has been resolved.

We may also continue to use UBER/LYFT on occasion. It is our policy that a staff member must accompany a student or group of students in the vehicle at all times.

Each Upper School students must have a signed transportation release on file by the first day of school.

## **14 TRANSITION PLANNING**

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Transition planning is a collaborative, required component of the Upper School and begins informally during Upper School I students' final year before transitioning to Upper School II, and formally for all students during their first year of enrollment in US II (typically freshman year, but sometimes later).

**Please note that this is new for the 2025-2026 school year. Previously, all US I and US II students participated in transition planning and annual meetings. Because Upper School I students are focused primarily on academic growth, comprehensive transition planning is not warranted until they are preparing to move to Upper School II. Please see section 17.3 for more information on parent conferences for Upper School I students.**

Transition plans are reviewed annually, or when changes are necessary to ensure students are working toward meaningful goals that align with their vision of the future.

Transition planning is an ongoing process of collecting information on individual student's needs, preferences, and interests as they relate to the demands of current and future work, educational, living, personal, and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the individualized education program. In sum, the transition plan identifies how to get from where a student is currently performing to where he or she needs to be to meet their goals.

**Transition Team.** The transition team is a group of individuals who work together to ensure a successful transition from school to adult life. The transition team oversees each student's transition plan and graduation plan. The following individuals *must* serve on a student's transition team:

Student  
Student's parent(s)/guardian(s)  
Student's teacher(s)  
Student's advocate (see section below)  
Upper School Assistant Principal  
Upper School Job Coaches

Additional members *may* include:

School Headmaster  
Outside professional(s)  
Additional family members

**Student Advocates.** Beginning in the 2024-2025 school year, every Upper School student is assigned an advocate. The advocate roles are filled by JJS Job Coaches. An advocate's primary responsibility is to provide an additional layer of support to the students on their team, particularly as it relates to their growth in independence and job readiness.

**Parent roles and responsibilities.** The role of the parent(s) or legal guardian(s) in this process is critical. The transition meeting serves as a meaningful opportunity for family members to be involved in their child's life. Further, family support and involvement increases the likelihood that students will be able to identify and meet their goals. We understand that planning for the future can bring parents mixed emotions, especially when considering the barriers and challenges their children will likely face, but we hope transition planning can mitigate these feelings of uncertainty and replace them with feelings of excitement and optimism.

Every transition plan has a section to track progress on parent responsibilities, and thus will be reviewed annually. Examples of parent responsibilities include, but are not limited to:

- Helping the student secure an Identification Card
- Securing a bank account for student
- Promoting independence in the home as much as possible

- Connecting with the community organizations identified to support your student post-graduation
- Scheduling a final psychoeducational evaluation for your student (see section 15)
- Actively participating in the hard conversations (discussing issues like guardianship/supported decision making, talking to your child about his/her diagnosis(es), long term care for your child and what it looks like, etc.).

### Schedule.

Upper School I students will follow the Lower School parent conference schedule with two exceptions:

1. During every Quarter 3 parent conference, Upper School I teachers will review student progress on the "Preparing for Upper School II" checklist.
2. For Upper School I students planning to transition to Upper School II the following year (i.e., incoming freshman), the Quarter 3 parent conference will result in the identification of 2-3 transition goals which aim to broadly prepare them to succeed during their first year in high school.

Upper School II students will follow the transition meeting schedule outlined below:

- All Upper School II students have three standard parent conferences each year, following the Lower School parent conference schedule.
- Transition meetings for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders occur during the Quarter 4 parent conference in early May.
- Transition meetings for 12<sup>th</sup> graders occur during the Quarter 1 parent conference in early October.

Path to Success selection (again, think of it as college major selection!) happens during the 10<sup>th</sup> grade transition meeting in late April/early May.

## 15 ASSESSMENT AND ACHIEVEMENT RECORDS

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### 15.1 LOWER SCHOOL

Jane Justin Lower School administers achievement testing as a means to assess student progress during the school year. Students are tested annually in May of each year. New students are also tested in August to determine placement. Testing results are shared with parents during parent conferences (Q4 for returning students, Q1 and Q4 for new students). Depending on a child's age and abilities, they may receive one or more of the following assessments (you may select the link to learn more about each assessment):

- [Woodcock-Johnson Tests of Achievement](#)
- [Kaufman Survey of Early Academic and Language Skills](#)
- [Vineland Adaptive Behavior Scales](#)
- [Adaptive Behavior Assessment System](#)

- [Grey Oral Reading Test](#)

## 15.2 UPPER SCHOOL

Upper School I students receive an assessment of key academic skills every May, the Adaptive Behavior Assessment System every two years, and other assessments as needed. Upper School II students receive the Grey Oral Reading Test every May, the Adaptive Behavior Assessment System every two years, and other assessments as needed. Please see below to learn about some of the common Upper School assessments.

- [Kaufman Test of Educational Achievement](#)
- Vineland Adaptive Behavior Scales
- Adaptive Behavior Assessment System
- Grey Oral Reading Test
- [Assessment of Functional Living Skills](#)
- [Essentials for Living](#)
- Battery of additional formal and informal surveys and questionnaires related to the transition to adulthood

## 16 PSYCHOEDUCATIONAL EVALUATION REQUIREMENT

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Beginning in the 2024-2025 school year a recent (within 3 years) full psychoeducational evaluation (neuropsychological evaluation, Full and Individual Evaluation from previous school) is *required* for:

- All new students, Lower and Upper School
- Current students transitioning to Upper School

We *strongly* encourage current lower school students who have not gone through this process to do so.

This type of testing should be completed by a licensed psychologist or a qualified public school special education team (e.g., diagnostician, psychologist, SLP, OT, etc.). This service is not offered at Jane Justin School.

These evaluations are a comprehensive assessment of your child's intellectual, academic, and behavioral functioning. The goal of the process is to enhance everyone's ability to help your child be as successful as possible. This process is *not* a way to label your child, limit their potential, categorize them in anyway, or stigmatize them. Similarly, it is not helpful to delay evaluation until you feel your child is more "ready" or will perform better on the tests. This only interferes with the ability of your child's teachers and clinicians (including pediatricians) to work together to best serve them. We certainly understand that this process can be daunting, expensive, and potentially cause emotional distress. If you are experiencing any of these barriers, please speak with the Headmaster or Assistant Principals.

## 17 MEASURING PROGRESS

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Traditional schools hold the amount of instruction constant and let the amount students learn vary. Each semester some students will learn more, others less. The variable outcome is then labeled with different letter grades (A, B, C, D, or F) at the end of a set interval. Unlike traditional schools, the Jane Justin School varies the amount of instruction needed to ensure mastery (A<sup>+</sup>) and pays little attention to fixed intervals of time. Students are different, and they progress through each curriculum domain at different rates. Our job is to see that every student masters each step and enjoys the same pride of achievement regardless of time. Because we teach all skills to the mastery level, the critical unit of measurement becomes the number of steps (skills) mastered in a given amount of time. At the end of each week, we count the total number of steps mastered during the week and that number is plotted on a curriculum step graph. The updated step graph is sent home each week along with a behavior graph for posting on the refrigerator. Updated copies of those graphs are also available in each student's curriculum folder.

At the end of each 9-week quarter, report cards are presented during parent conferences. The report card details the curriculum domains in which the student is enrolled and the number of curriculum steps (skills) mastered during the previous quarter. These quarterly report cards are yet another way to celebrate each student's accomplishments.

In addition to the quarterly step reports, students enrolled in High School coursework will receive a "traditional" report card with letter grades. Letter grades are determined by steps, attendance, and effort. Please visit the Resource Documents tab in your [Family Portal](#) to view the Upper School Grading Policy and Graduation Guide and learn more about the High School program.

## 18 PARENT COLLABORATION WITH LEARNING GOALS

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### 18.1 HOMEWORK

Jane Justin Lower School does not require homework in the Yellow, Green, Purple, and Red classrooms. The reasons for this are because: 1) data do not support the claim that homework improves learning, 2) homework is a frequent source of difficulty between parents and children and we want your evenings to be free from additional stress (especially because the bang isn't worth the buck), and 3) despite the many unique strengths our parents possess, it would be unfair for us to expect them to be able to deliver the specialized teaching techniques our students need.

We do, however, recognize that other schools require homework and will begin assigning it to students in the Blue Room, or younger students as requested by parents (particularly if a transition to a more traditional school is near on the horizon).

Jane Justin Upper School does assign homework and homework completion accounts for a percentage of each course's final grade (for High School students). However, Upper School

homework is unique and individualized to each student's repertoire. Typically, a homework assignment consists of the completion of a task in either the home or community setting that the student has recently mastered at school. For example, a student enrolled in a functional math program might have recently learned how to take money out of an ATM machine. For homework, we may ask parents to use a specific app to record their child taking money out of a different ATM machine outside of school hours. This same procedure may be extended to hundreds of skills, including cooking, cleaning, self-care, shopping, accessing leisure activities, etc. The goal of Upper School homework is to ensure generalization of skills; that is, to ensure that what the student is learning here, they can demonstrate in other, more meaningful environments.

## **18.2 PARENT INVOLVEMENT AT HOME**

Because the generalization of skills is so important, and not always guaranteed for students with learning or developmental disabilities, beginning in the 2024-2025 school year, we are offering opportunities for parents to collaborate more explicitly with teachers to promote more meaningful student learning.

Quick review: generalization happens when learning that occurs in one context spreads to other contexts, seemingly automatically. For example, when a child learns math facts using flashcards, he can then demonstrate mastery of them on the computer or in a written workbook format without any further instruction. A second example, a child learns to read the words *hat, man, and tap*, and can now read, without additional teaching, *tan, nap, pat, ham*, etc. A third example, a child learns how to greet friends entering his area during play and then does the same thing at a park playground with his parents over the weekend.

Generalization is a process and can sometimes feel like magic, but it is typically the result of very good teaching. Our teaching strategies are designed to promote generalization, but often, more strategies are needed to fully see skills learned here happen at home. And this is where you come in!

Jane Justin School teachers will begin to offer explicit information and tools for parents to use at home to support learning in specific areas. All of this is optional, and there is no pressure for parents to participate. More information will be shared for how to access and use these resources in the fall.

## **18.3 PARENT CONFERENCES**

Jane Justin parents are invited to attend a minimum of four quarterly parent conferences during the school year. The first three parent conferences are scheduled over the course of a week at the end of each quarter. The final parent conference is scheduled for the last day of school. Please refer to the school calendar for parent conference dates.

Parents may schedule additional conferences on an as-needed basis. Teachers are available to meet by appointment from 3:15-4:00 pm and, depending on the teacher's schedule, occasionally in the morning before school. Please note that teachers are not available to meet

during the school day, and although they may respond to emails or phone calls during their breaks, please expect that they will do so at the end of the day.

The Head of School and Assistant Principals are also available to meet upon request.

## **18.4 PARENT COMMUNICATION**

**FACTS Family Portal.** Parents may access several types of important information via the FACTS [Family Portal](#):

- Calendar of events
- Directory. If you opt-in to being listed in the Directory during the enrollment process, your information will appear here. You may also sort by your child's classroom to see his or her classmates. This is the perfect place to find contact information for play dates and birthday parties.
- Resource Documents. This is the section frequently referenced in this manual. You will find all sorts of good information here, including copies of all important documents (parent manual, calendar), along with several policies.

**Communication Folders.** Good communication between parents and staff is essential for student progress. One of the ways JJS communicates with parents is through the use of communication folders. When information is scheduled to be sent home, it will be delivered through a communication folder placed in your child's backpack. It is the responsibility of the parent to check their child's backpack every day to see if the communication folder has been sent home. When the folder has been sent home, it is important to carefully read all the information it contains and promptly complete any required action (e.g., signing paperwork and sending it back to school).

**School Calendar.** It is the responsibility of parents to consult the Jane Justin School calendar on a regular basis to stay informed about scheduled events. Although reminders will be provided via email, postings, and the blue communication folders, it is best to frequently review the calendar. New calendars are distributed in May of each school year. The calendar is also uploaded to the FACTS Family Portal. Copies of the calendar are posted outside each classroom and on the general bulletin boards. Copies are also laminated onto the blue communication folders. Additional hard copies are available from the school's office at any time and you may also reference it here: [2025 2026 JJS School Calendar](#)

**Email.** Over the years, JJS has reduced the amount of paper sent home to families and now nearly exclusively communicates both clinical and non-clinical information to parents via email. Email addresses are collected during the enrollment process through FACTS. It is the parent's responsibility to ensure the emails are entered correctly, and to update them as needed. Additionally, should parents want other family members to receive communication, they may add them in FACTS via the Family Portal. Please contact the office if you need help with this task.

**Monthly Look Aheads.** In addition to the parent manual and school calendar (available on our website and on FACTS), the office sends out monthly look aheads to preview upcoming events and provide reminders about deadlines and due dates.

**Remind.** The school uses the Remind app to send out reminders about upcoming events, weather alerts, and other special announcements. Information on how to sign up for Remind will be shared during Parent Orientation. Classroom teachers may also have a separate Remind account for their families, but this is offered at the discretion of the teacher. Remind should only be used for one-way communication from teachers to parents. Please call or email teachers directly rather than using Remind, particularly if the topic is sensitive. Members of the JJS Administrative Team do not use Remind.

**Social Media.** Jane Justin School has a private Instagram and Facebook page. The Instagram account is managed by JJS staff and the Facebook page by parents. Only children who have signed social media consents on file will appear on these pages. Both have strict community guidelines and function as places to share good news, fun pictures, and resources. We respectfully ask parents to refrain from asking clinical or educational questions, or sharing critical feedback. We invite this information, but request it be discussed directly with staff members.

Please note that it is against Cook Policy for JJS staff members to connect with parents via social media, and staff members may not accept a friend or follow request on any social media platform from a parent.

**Classroom observation.** JJS is committed to promoting a culture of transparency and will accommodate parent requests to observe their child's classroom. Due to the unique population we serve, our students and their families are entitled to special confidentiality assurances. If you would like to observe your child's classroom, please schedule an appointment with your child's Assistant Principal so that appropriate provisions may be arranged beforehand.

**Lunch dates.** Parents are invited to eat lunch with their student on special occasions (e.g., birthdays). Adults eating lunch with students will do so in a space separate from the child's classroom. Unfortunately, and especially as we continue to grow, these spaces are extremely limited. Parents are welcome to take their child off-campus for lunch or eat on the playground. Due to our space constraints, and issues mentioned in the section above, we kindly ask parents to minimize the number of lunch dates throughout the school year.

**Personal cell phones.** It is against Cook policy for staff members to share their personal cell phone numbers with parents. We have arranged numerous ways for parents to communicate with staff, and vice versa. If you are having trouble communicating with your child's teacher, or any staff member, please reach out to the Headmaster.

## 19 PARENT OPPORTUNITIES TO VOLUNTEER

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Jane Justin School parents have dozens of ways to participate in school-related events. Indeed, parent participation is a crucial factor in building a robust school community. Some of the ways to participate simply involve attending events with your child. Others opportunities are organized through the Parent Teacher Organization (PTO). The JJS PTO is a group of faculty, staff, and parents who work together to plan, promote, and host activities in three broad categories: student enrichment, teacher appreciation, and school events.

The quantity and quality of the activities in these categories depend heavily on the PTO. One of the characteristics of the JJS staffing model is to run a lean administrative staff. Although this helps ensure resources are allocated to where they are needed most: the teachers, their classrooms, and the students, it also means we do not have staff members dedicated to event planning or fundraising. PTO volunteers are largely responsible for these things. Please see the PTO Manual in the Resource Documents tab in your [Family Portal](#) for a description of the program. Be assured that there are opportunities for all, and participation is never forced, nor does it influence the quality of your child's educational programming.

## 20 ATTENDANCE

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Good attendance is critical for success at Jane Justin School. We are dedicated to maximizing the amount of instruction our students receive during the 6.5 hours they are here each school day. Absences and late arrivals can add up quickly and have detrimental effects on learning outcomes. For example, arriving just 5 minutes late each day translates to the loss of 15 hours of instructional time.

The attendance policy at JJS is based upon the compulsory school attendance laws in the state of Texas. Chronic absenteeism and/or tardiness are grounds for dismissal and the denial of enrollment for the next academic school year. Further, poor attendance may also affect scholarship awards.

We understand children get ill, have appointments, and go on vacation. When communicated properly, these events are excused and do not count against a child (although we still want to minimize these absences as much as we can).

### 20.1 COMMUNICATING ABSENCES, LATE ARRIVALS, AND EARLY DISMISSALS

Absences, and planned late arrivals and early dismissals related to appointments should be communicated with your child's teacher, as soon as possible, but no later than 24 hours before. Teachers add this information to a calendar to ensure staff are in the office to facilitate checking the student in or out for the day. Late arrivals and early dismissals not communicated are likely to result in a delay because office staff are frequently in and out of the office, and may not be immediately available.

## 20.2 LOWER SCHOOL LATE ARRIVAL POLICY

For many reasons, late arrivals, especially those that are unplanned, can be very disruptive. Each classroom begins every morning with a group instruction lesson in language and problem solving development and/or social skills. These lessons are critical to student progress over the course of the year. Because it is a group instruction format, students who are regularly tardy will not be able to participate in this curriculum. Further, to eliminate disruption from morning group instruction time, students who arrive late will not be able to enter the classroom until the time that is designated on the classroom door (usually between 9:00 and 9:30). If you do not arrive on time, you are expected to wait with your child until group instruction is over. You may not drop your child off in the office or with an administrative staff member.

There are two exceptions to this policy. First, if you have alerted your child's teacher that you will be late due to an appointment, please bring the child to the office upon arrival and an office staff member will escort the student to class. Second, if there is a major traffic delay, we will delay group instruction until students have arrived at school. We expect that these exceptions are rare. These tardies are typically excused.

## 20.3 UPPER SCHOOL LATE ARRIVAL POLICY

Tardiness causes the same problems in the Upper School as it does in the Lower School. However, because we encourage parents to drop their Upper School students off and not enter the building, the policy is different. Upper School students arriving after 8:30, whether planned and excused, or unexcused, **MUST** enter through the Jane Justin School door on the north end of the circle drive and check-in with the Administrative Assistant before walking to class. Further, because attendance is a part of Upper School students' grades, *unexcused* tardies will result in a lower attendance grade. Please see the grading policy in the Resource Documents tab in your [Family Portal](#).

## 21 DISCIPLINE POLICY

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We recognize that parents and caregivers are the primary educators of their children, and understand that discipline begins at home and is maintained at school by faculty and staff. It is essential for students to experience parents and teachers working together cooperatively. The solidarity of this partnership empowers students to focus on the development of self-discipline, the ultimate goal of our discipline policy.

All people need to understand limits and boundaries and follow clear and concise guidelines for expected behavior. Students are expected to show courtesy and respect to each other, adults, themselves, and property. Defiance, violence, insubordination, or any other behavior that infringes on the learning process is not tolerated.

Students and parents will be treated with respect by the faculty and staff at JJS, and in turn, the faculty and staff expect to be treated with respect by students and parents (there's that

mutual respect value!). Please see the JJS Code of Conduct for a more detailed explanation of our discipline policy in the Resource Documents tab in your [Family Portal](#).

### **21.1 A NOTE ON AGGRESSIVE PLAY AND PLAY WITH WEAPONS**

Jane Justin School faculty and staff work very hard to promote calm, peaceful environments, both inside the classroom and outside on the playground and in in the community. As such, we do not allow toy weapons (guns, swords, etc.) to be brought to school (including as part of a Halloween costume). Further, we will redirect play when we observe students building weapons (out of blocks, for example), or using an object outside as a weapon. We will also restrict access to violent video games, or games with heavy weapon use.

### **21.2 INTERVENTION TECHNIQUES**

It is the policy of The Jane Justin School to use positive approaches to behavior management that encourages appropriate behavior in an effort to replace inappropriate behavior. Positive reinforcement is the primary teaching procedure used by the staff of the Jane Justin School to promote the acquisition of pro-social behavior. Spanking or paddling is not allowed. When clinically appropriate to do so, a brief period of "time-out" from positive reinforcement may be used to reduce problem behavior. If significant problem behavior persists, an individualized treatment protocol will be developed in cooperation with the student's parents.

### **21.3 HOME CONTRACTS**

To foster the cooperative partnership between the Jane Justin School and its families, we offer a Home Contract Program to help parents manage mild to moderate problem behavior that occurs outside of the school. A home contract is a tool that can help parents manage challenging behavior (e.g., noncompliance, protesting, and tantrums). In general, it specifies what the student is to do and what the reward will be for doing so. The specified behaviors are incompatible with the target problem behavior. For example, if your child does not stay in bed at night, his home contract item would say, "Remember, stay in your own bed all night." When children meet the appropriate behavior(s) specified in their home contract, they earn reward time at school; if they do not, they will miss reward time and engage in a corrective activity. Home contracts are not designed to address more serious problem behavior such as aggression, property destruction, or food refusal.

Remember, behavior management begins at home and to see changes in your child's behavior, you must first change your own. The addition of a home contract *alone* is unlikely to result in lasting behavior change. Before you begin, we require that you first meet with the Assistant Principal to discuss your concerns regarding your child's behavior at home. From there, you will be asked to discuss various behavior management techniques, collect data on your child's behavior at home, and you may be asked to read a chapter or two to help support your success in implementing a home contract. Then we ask that you schedule a meeting to discuss the home contract and strategies for successful program implementation at home. Once the home contract is in place, you will be required to bring the data you collect back to the center (i.e., whether or not your child met the home contract each morning). Your child's teacher will work with the Assistant Principal to track the data and monitor your child's success. Changes will be made to the

home contract accordingly. Additionally, you will be required to schedule a quarterly meeting with the Assistant Principal to discuss your child's data, their success, and possible changes to the home contract. We recommend that you schedule these meetings immediately prior to or following your parent/teacher conference.

If you are interested in creating a home contract for your child, please contact the school secretary by phone (682) 303-9287 and schedule an appointment to meet with the Assistant Principal.

## **22 HEALTH POLICIES**

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JJS is committed to wellness. The school nurse will notify you if your child becomes ill at school. It will then be your responsibility to contact your child's physician if treatment is needed. It is important for the health of the other children and adults that your child does not come to school when ill. If your child falls ill, please let us know so that we may notify others in our community as needed. The notification will occur via email and will not reveal your child's name. A child may NOT attend school with fever, vomiting, diarrhea, or any contagious illness.

A child having one or more of the following symptoms will be sent home:

- Fever (100.5 degrees or higher)
- Suspected contagious disease
- Vomiting
- Diarrhea

A student may not return to school until their temperature is normal (98.6 degrees Fahrenheit) and they are free of vomiting and diarrhea for 24 hours without the aid of fever reducing, nausea, or anti-diarrheal medications. Some illnesses have other requirements for children to return (e.g., a doctor's release). The school nurse will share this information with you when you notify her of your child's illness.

A note on Head Lice: American Academy of Pediatrics in 2015 recommends that a healthy child should not be excluded from school because of head lice or nits (eggs). We do, however, recommend that you provide treatment to your child if he or she has head lice and nits. Over-the-counter medications are adequate in many cases, but you may want to seek guidance from your child's primary care pediatrician regarding the best treatment.

### **22.1 IMMUNIZATION POLICY**

Jane Justin School requires students to submit immunization reports upon applying for enrollment, and during re-enrollment every year. Students who do not have immunization reports on file will not be admitted.

### **22.2 ANNUAL PHYSICAL EXAMINATION**

Upon enrollment and before the first day of school each year, you must turn in an annual physical examination form signed by your child's regular pediatrician. This form is included in the

enrollment packet families receive each year. This is not the same as chart notes from your child's well visit.

### **22.3 MEDICATION POLICY**

Medication may be administered to a student during school hours only if a written order, signed by the attending physician and dated within the past twelve months is in the student's file. The authorization form must also be signed by the parents. Parents must notify the school nurse when prescriptions are changed or discontinued by the attending physician.

Any medication to be given at school must be checked-in with the school nurse. All medication must be in the original prescription bottle. You can request the pharmacy to put the medication in two labeled bottles: one for home and one for the classroom, if medication must be given during school hours. Prescription refills should be supplied monthly.

Before the nurse can administer medication, the required paperwork must be reviewed and on file. The medication form includes a section to be completed by your child's physician, so please plan accordingly. Once signed by your child's physician, return the medication form to the school nurse. The nurse will count the medication with you and ask you to verify the amount. You may check medication in as often as you would like. However, please keep in mind that each time you drop off medication you will be asked to wait and verify the amount.

Aspirin, cough medication, eye drops, ear drops and other over-the-counter (OTC) medication can only be administered with a physician's written order and when the medications are in their original containers. Any medication, including OTC medication, sent in without being checked-in first will not be administered.

### **22.4 SPECIFIC MEDICAL PROTOCOL**

If your child has a medical condition that requires a specific medical treatment (e.g., seizure disorder or severe allergies), please inform the school of the condition and request a treatment protocol (usually referred to as a seizure plan, or allergy plan) from your child's physician. This plan must indicate specifically what should be done should the condition or episode occur. If the plan includes administration of additional emergency medication (e.g., Epi-pen or Versed), this medication must be checked-in with the school nurse. Your child will not be admitted to school until we have a plan of care from the physician *and* staff have received any necessary training.

### **22.5 PEDIATRIC ROUNDS**

The Headmaster and Assistant Principals accompany the Medical Director on pediatric rounds in the school twice each month. The purpose of pediatric rounds is to provide a mechanism by which the Medical Director may observe how well JJS students are functioning in the classrooms. The pediatric rounds are particularly helpful for coordinating treatment for students who are also current patients of Cook developmental pediatricians.

## 22.6 SERVICE ANIMALS

The only types of animals allowed to enter the building are service animals. Pets are not allowed in Child Study Center. Some service animals are specifically trained to perform tasks for people with disabilities. As such, service animals are working animals, not pets.

For educational purposes, the administration of Child Study Center does allow non-service animals on the premises during occasional visits from the Fort Worth Zoo and other reputable agencies.

## 22.7 ALLERGIC REACTION PREVENTION

JJS is a latex and nut-free facility. Latex gloves and balloons will not be used in the school. Vinyl gloves and Mylar balloons are permitted. All areas children (students and patients) occupy in Child Study Center are nut-free. This includes classrooms and the lunch room. Please avoid sending meals or snacks that contain nut-based products, as some of the children we serve have severe nut allergies. There are a number of nut alternative products. If you need suggestions for substitutions, please let us know. Our goal is to ensure that all of our students remain safe, happy, and healthy.

## 23 TECHNOLOGY POLICY

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JJS recognizes the potential negative side effects of excessive screen time and is dedicated to protecting the health, safety, and academic success of its students. As such, we are committed to monitoring technology use and limiting screen time in all of our classrooms. This policy has been revised for the 2025-2026 school year in response to parent and staff concern about internet safety. Please see the JJS Technology and Screen Time Policy located in the Resource Documents in your [Family Portal](#) for a complete description.

## 24 ENRICHMENT, PHYSICAL EDUCATION, AND RECESS

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Jane Justin School offers many forms of student enrichment. Students participate in art and music classes 1-2 times per week throughout the school year. Additionally, the PTO coordinates enrichment opportunities during and after school (these options change year to year and information for the current school year is shared in August).

Jane Justin does not staff a physical education teacher, primarily because we do not have a gymnasium or other facility to host PE activities. All students enjoy a 30 minute recess and/or outdoor PE run by classroom teachers every day, weather permitting. In general, our lower elementary classrooms conduct a traditional recess during which students play a few group games and then play on the playground. Our upper elementary classrooms offer a more formal outdoor PE experience during which students participate in structured games and activities. Upper School students participate in a variety of leisure activities on the playground, in addition to participating in community navigation (walking around our community).

We do understand how important movement is to our students. When it is raining, teachers provide indoor movement activities to replace outdoor recess/PE. Many of our morning routines

(morning circle, morning meeting) incorporate physical activity, and we promote movement breaks during the day for students as needed. Your child’s teachers will discuss specific information about how their classroom incorporates recess/PE/movement during Orientation.

## **25 LOGISTICS: DRESS CODE AND SCHOOL UNIFORM**

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The complete Jane Justin School uniform must be worn each day unless otherwise specified. Your child’s uniform should be clean and neat in appearance. The following guidelines have been established to promote safety and to minimize distractions.

- Leather shoes or athletic footwear may be worn with the school uniform.
- Sandals, open-toed shoes, platform shoes, or “roller” shoes are not permitted.
- Pants must be hemmed or cuffed, fitted by length and size with no cuts, holes, or tears.
- Spirit shirts, including all JJS event and CSC shirts, may be worn every Friday with jeans. Jane Justin School partners with Flynn O’Hara to provide school uniforms to families. Families may shop online at [flynnohara.com](http://flynnohara.com) (enter the state and name of the school to find our page) or in-store at 363 Carroll Street, Fort Worth, 76107.

Students are required to wear shirts that have the JJS logo embroidered on them. All embroidered items and plaid items must be purchased directly from Flynn O’Hara. Flynn O’Hara sells pants, skirts, and a variety of other items including outerwear, but families may also purchase these items elsewhere. If shopping elsewhere, please be mindful of school colors.

To help off-set the cost of purchasing new uniforms, the school accepts the donation of used uniforms so that those uniforms may be resold at a modest price of \$5 per article. If you would like to donate or purchase used school uniforms, please visit our school store during school store hours (updated each semester and posted on the door).

### **25.1 CASUAL DRESS DAYS**

The following days have been designated as “casual dress” days. Casual dress simply means non-uniform attire. Clothing worn on these days must be clean, neat, in good condition, age appropriate, and free of offensive images and text. If you have a question about the appropriateness of an article of clothing, please visit the school office. For safety reasons flip-flops are not permitted.

2025-2026 Dates for Casual Dress:

- 10/24 Pumpkin Patch
- 10/31 Fall Party/Trick-or-Treating/Q1 Awards
- 11/7 Wrangler Run Prep Day
- 11/21 Thanksgiving Feast
- 12/19 Winter Party
- 1/30 Trailblazer Day/Q2 Awards
- 2/13 Valentine’s Day Party

- 4/2 Egg Hunt/Spring Party/Q3 Awards
- 5/8 Family Fun Day
- 5/14 Q4 Awards/Last Day of School
- 7/17 Last Day of Summer School

Your child is also permitted to wear casual clothes on his or her birthday.

In addition, you may purchase casual dress tickets for \$2.00 apiece. There will be multiple opportunities to order casual dress tickets from the office and be billed through FACTS. The sale of each ticket will directly benefit the Jane Justin School PTO. While there is no limit on the number of tickets you may purchase at any given time, use of casual dress tickets is limited to once per week. Casual dress tickets are not needed for the regularly scheduled casual dress days listed above.

## **26 LOGISTICS: ARRIVAL AND DISMISSAL**

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### **26.1 LOWER SCHOOL ARRIVAL**

Classrooms open at 8:15 AM and instruction begins promptly at 8:30 AM. From 8:15 AM to 8:30 AM teachers greet parents and students at the door. This is a time for parents and teachers to exchange brief pieces of information. Because of the academic and social needs of an entire class, teachers are not able to accommodate impromptu conferences during this time or when class starts at 8:30 AM. If you have information that requires more than a few minutes to deliver, please call the office to schedule an appointment. We will be happy to accommodate you in every way possible.

### **26.2 UPPER SCHOOL ARRIVAL**

Upper School parents will drop their children off by the main entrance off Ballinger Street. There will be one staff member posted by the entrance every morning to ensure safety. Upper School students will navigate to their classrooms independently using their access cards.

### **26.3 DISMISSAL**

Dismissal will occur in the circle drive off Collier for Lower and Upper School students. Parents will not enter the building for dismissal. We will begin releasing students to the first 5 cars in each car line at 2:45 pm and continue until all students have been picked up for the day.

The 2025-2026 school year brings an additional 9 students to our student body, which means another 9 cars in an already very backed up car line. To prevent long lines and unsafe situations along Texas Street, we will follow these dismissal procedures:

1. All Yellow and Green Room parents will line up along Collier facing south (facing Lancaster). This is essentially a 2<sup>nd</sup> parallel pick-up line. The first car will pull all the way up to the cone, and then subsequent cars will pull in behind. JJS staff will bring students to these cars, parents may get out of their car to help load their child, but should not cross the main car lane.

2. Purple, Red, Blue, Upper School I, and Upper School II parents have two choices:
  - a. Continue to use the standard car line.
  - b. Park in any spot around the center not marked "patient parking" and walk to pick up your child. If you choose this, please avoid parking along Collier Street so we do not add more congestion to the Yellow/Green pick-up line.

By following these procedures (and assuming 1 car for each child), we will have 81 cars to filter through the main car line. This is three *fewer* cars than we had last year, so hopefully, this will go a little smoother. A couple of other things that will also help:

1. No chit-chatting in the car line. If you need to speak to a teacher, please park and walk in.
2. Follow the rules. Yellow and Green Room families park along Collier, everyone else in the main car line. No skipping the car line. If you prefer to not wait in the car line, please park and walk in.
3. Arrive closer to 3:00 than 2:45. The car line is the longest from about 2:40-2:55. Once we start approaching 3:00, the line is very short, usually not even extending past the circle drive.

Students will only be released to parents/guardians and individuals listed on the approved pick-up list. If a person other than the student's parent/guardian attempts to pick up a student, the driver's license of that person will be checked by a staff member to ensure safety.

## **26.4 LATE PICK-UP**

School ends at 3:00 pm. Parents have until 3:10 to pick up their child up. Timely pick-up is important because our teachers have meetings and planning time scheduled every day of the week beginning promptly at 3:15. If you are late to pick up your child, you will be billed for extended care services according to the following schedule:

\$10 flat fee for being late. This will be charged automatically for all pick-ups after 3:10

After 3:15, \$1.00 for every minute late

A few examples: If you arrive at 3:12 to pick your child up, you will be billed the flat fee of \$10.00. If you arrive at 3:25 to pick your child up, you will be billed \$20 (the flat fee plus an additional \$1 for every minute after 3:15). Late pick-ups will be billed through the finance department.

Please understand that late pick-up should not be used as child-care. That is, you may not choose to pay \$25/day just to pick your child up at 3:30.

The late pick-up policy applies to after school enrichment classes as well. However, the fee schedule is different:

\$20 flat fee for being late. This fee is charged the first minute past pick-up time (usually 4:00 or 4:15).

After 5 minutes has elapsed, an additional \$1.00 for every minute late is charged.

The late fee for after school enrichment is double because it is important our staff members are able to meet their own after work commitments (e.g., picking up their own children, attending class, getting home to their family, etc.).

## **26.5 PARKING AND THE DRIVE-THROUGH**

It is our collective responsibility to make the morning arrival and afternoon departure a safe and expeditious experience. There are 3 entrances on the east side of the building. The first entrance leads into the school, the second entrance leads into the Applied Behavior Analysis Department, and the third entrance leads into the main lobby (and also to the JJS Upper School). Parallel to the three east entrances is a drive-through. When you enter the drive-through, please remain alert and look for children who may step into the road. This is particularly important at the Jane Justin School because many of the children we serve have a variety of conditions that may put them in jeopardy (e.g., impulsivity, poor coordination, non-compliance). In addition, many of the children we serve are only just beginning to learn how to be safe in dangerous situations.

To help maintain safety and the flow of traffic in the drive-through, several signs are posted. Please notice that the drive-through contains speed bumps and that there is no parking on the left side. Use of the drive-through is for student loading and unloading only. To accommodate visits longer than 10 minutes, parking is available on the street or in the north parking lot.

Please park on the street or in the north parking lot for visits to the school for training, meetings, and PTO-related events. We must keep the drive-through clear for the arrival and departure times for children enrolled in the Applied Behavior Analysis Department.

Please also notice that the drive-through and stretch of Collier and Ballinger Streets outside of the school is designated as a school zone. As such, cell phone use is illegal in the school zone area.

Finally, no child may be left unaccompanied in a car at any time. We understand that it is tempting to let your sleeping toddler stay buckled in his car seat when you run in quickly to drop-off your student. But this practice is not safe. You must bring all children into the school with you each and every time you enter it.

## **27 LOGISTICS: ENROLLMENT**

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Enrollment begins when a family fills out an Application through FACTS (link available on our website). The Admissions Coordinator, Headmaster, and Assistant Principals review the application and determine whether to schedule a 1-hour visit with the family or to refer to another school or therapy program. There is a \$30 fee for all applicants. If potential families are unsure about applying, they may submit an inquiry rather than an application. The Admissions Coordinator will respond to all inquiries and help the family determine whether they should go through the application procedure. There is no fee associated with the inquiry process.

During the 1-hour visit to the Jane Justin School, a potential student is welcomed and participates in an informal educational assessment. The results of that assessment are then presented before the school's admissions committee. The admissions committee members include the Headmaster of the school, the Admissions Coordinator, the administrative assistant, and all faculty.

It is the collective responsibility of the admissions committee to determine whether the resources of the Jane Justin School are adequate to provide the appropriate special education to the child. In making this determination, several factors are considered. Those factors include the degree of developmental delay and behavior patterns that may limit the child's ability to benefit from classroom instruction, such as high levels of stereotypy, aggression, or self-injury. These factors are then considered in the context of the educational needs of the students already enrolled in the classroom. In the end, the members of the admissions committee ask the following question: "Will the Jane Justin School be able to meet the child's educational needs without compromising the success rates of the existing students?" If the answer to that question is "No," referrals are made to put the child in contact with services better matched to his or her unique educational needs. When the answer is "Yes," and space is available, enrollment is offered and continues on a year-to-year basis.

## **27.1 REFERRAL FILE**

If the admissions committee determines that the Jane Justin School can accommodate the special needs of a child, but space for that child is not currently available, the committee will offer to place the child's application in the School's referral file. The referral file is not a wait list. A wait list implies that children are enrolled on a first-come, first-served basis. The referral file is a collection of student applications approved by the school's admissions committee. When space becomes available in the Jane Justin School, every child whose application resides in the referral file will be considered for enrollment. After considering each application in the referral file, the school's admissions committee will offer enrollment to the student whose special needs may be best accommodated.

## **27.2 REGISTRATION AND RE-ENROLLMENT**

Registration and re-enrollment begins in January via FACTS. A \$500 non-refundable registration fee must be paid to secure a student's placement for the fall semester. The \$500 non-refundable registration fee will be applied toward the total tuition. The deadline for payment of the fee is posted on the school calendar. Failure to pay the registration fee by the due date will result in the student's placement being forfeited. Please see the calendar for important enrollment due dates.

## 28 LOGISTICS: TUITION AND FEES

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The 2025-2026 regular school year tuition (i.e., summer school is not included) for the Green, Purple, Red, and Blue classrooms is \$18,500. The tuition for the Yellow classroom is \$19,500. The Yellow classroom has a higher tuition because it maintains a considerably tighter student-to-teacher ratio. Tuition for the Upper School is \$19,500.

### 28.1 FINANCIAL ASSISTANCE

The Jane Justin School has an internal financial assistance program to provide a limited number of partial scholarships on the basis of financial need. Occasionally, external scholarships become available from other community organizations. Applications for these scholarships may be obtained in the school office.

During January, the scholarship application process begins for summer school and the following school year. See the school calendar for information regarding deadlines to submit paperwork.

Scholarship applications that meet the stated deadlines will be considered if funds are available.

To apply for financial assistance, the responsible party must complete the appropriate forms and submit them according to accompanying instructions and timelines. A copy of the most recently completed and signed income tax return (including the 1040 form, all schedules, and W-2s) must also be provided. Families receiving financial assistance must comply with the Jane Justin School rules, policies, and financial obligations to maintain receipt of the scholarship funds. All Child Study Center accounts must be current before families will be permitted to apply for financial assistance and/or receive a scholarship.

In addition to financial need, the Scholarship Committee will also consider the number of unexcused days a child was absent from school, the number of unexcused days a child was tardy to school, and the number of unexcused days a child left school early. Moreover, the committee will also consider the level of parental involvement in the Jane Justin School community by examining participation in the PTO and serving in other volunteer capacities.

### 28.2 PAYMENT OPTIONS

Parents select payment plans during enrollment and re-enrollment on FACTS. There are three options:

1. Payment in full prior to August 1<sup>st</sup> – With this option, families get a \$480 discount.
2. Two payments August 1<sup>st</sup> and January 1<sup>st</sup>. There is a one-time fee associated with this payment plan.
3. Monthly payment plan. With this option, tuition is payable in 10 monthly installments beginning August 1<sup>st</sup>. There is a one-time fee associated with this payment plan.

Note: Once a family selects a payment plan, tuition payments are automatically drafted according to the selected schedule. Parents may enroll with a bank account (no fee) or with a credit card (standard credit card fee applies – usually around 2.8% per transaction).

### **28.3 ENROLLMENT REQUIREMENTS**

To maintain enrollment in Jane Justin School, the following requirements must be met:

- The ability to make adequate progress with the Jane Justin School classrooms (determined by the school’s admissions committee)
- Completion of and compliance with the Parent Agreement Form and Code of Conduct which indicates a willingness to work collaboratively and productively with the Jane Justin School.
- An annual physical examination by your child’s regular pediatrician.
- A submitted immunization record.
- All school information forms and releases completed and signed by the dates indicated.

### **28.4 REFUNDS AND EARLY WITHDRAWAL**

No refund or reduction in tuition or fees will be made for withdrawal, absence, or dismissal.

### **28.5 PAYMENT ON ACCOUNT**

Families are expected to comply with the terms of their tuition payment agreements. In the event that FACTS notifies Child Study Center that they are dismissing a family from the monthly payment program due to a poor payment history, the family will be required to submit payment in full for the remaining tuition balance to Child Study Center Finance Department. Failure to do so will result in dismissal from the school.

### **28.6 DELINQUENT ACCOUNTS**

Families experiencing financial hardship during the school year are encouraged to discuss the situation with Child Study Center Finance Director in a timely manner.

All tuition payments are due on either the first or fifteenth day of the month. If a student’s account becomes 30 days delinquent, the student will not be permitted to attend school until all delinquent tuition and late fees have been paid.

If a student is dismissed due to a delinquent account, no school records will be provided or released until the account is settled.

Enrollment for the following year will not be offered until all financial obligations have been fulfilled.

Chronically delinquent accounts will be turned over to an outside collection agency that will submit a report to a credit-reporting bureau.

## 29 LOGISTICS: OTHER THINGS TO KNOW

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### 29.1 LUNCH

Parents are responsible for providing their children with a well-balanced lunch including a drink, appropriate utensils, and napkins. Students may bring food that needs to be heated in a microwave provided that it requires no more than 2 minutes of heating. Food that requires heating in the microwave must be sent to school in microwave-safe containers that are labeled with your child's name. Please do not send food in a can or box that needs to be prepared (e.g., canned soup) or frozen meals that require more than 2 minutes of heating. The lunch teacher does not have enough time to prepare these items during a 30 minute lunch.

### 29.2 AWARD CEREMONIES

Because acknowledging student achievement is important for building self-confidence and self-esteem, the JJS Lower School conducts quarterly classroom award ceremonies. The ceremonies are held every 9 weeks at the end of the school day (2:30 PM to 3:00 PM) in each classroom. During the ceremonies, the teachers assemble the students, confer award certificates, and celebrate success. It is a wonderful social opportunity for everyone involved, and parents are encouraged to attend.

### 29.3 CLASSROOM PARTIES

JJS Lower School hosts several classroom parties throughout the year. These often coincide with Award Ceremonies. Parents are encouraged to attend classroom parties.

JJS Upper School also celebrates holidays and special events with classroom parties. To promote independence and to provide opportunities similar to same-aged peers in more traditional schools, these parties are for students only.

### 29.4 SAFETY AND SECURITY

Child Study Center is committed to providing a safe and secure environment for students, patients, faculty, and staff.

All entrances to Jane Justin School are secured with locks and alarms. Unauthorized individuals may not enter JJS spaces and should a student attempt to elope from a classroom, the very loud door alarm would trigger, and staff members are trained to respond accordingly.

Access to the secure areas of the building is limited to faculty and staff. Parents and visitors are not able to enter the school without a staff member.

All classrooms are automatically locked from the outside and these locks are checked throughout the day. Only staff members with classroom keys can unlock classroom doors (locking classroom doors is the most effective physical deterrent in reducing mortality in the event of a school shooting).

All staff members go through semi-annual safety training to practice responses to various threats: fire, severe weather, bomb threat, violent intruder, etc. JJS participates in bi-monthly whole-school fire drills and an annual severe weather drill.

JJS does not have a dedicated security office. However, Cook Security frequently rounds by the Center, is often present during drop-off and pick-up, and arrives on scene quickly if needed.

Child Study Center is monitored with security cameras in the hallways, on the playground, and in the parking lot.

We sincerely hope we never experience a significant safety threat, but we are prepared if it happens.

## **29.5 INCLEMENT WEATHER**

In the event of severe weather conditions, the Jane Justin School will follow the decision of Child Study Center regarding closings and delayed openings. Decisions to close or delay the opening of Child Study Center will be called into Channel 5 by 6:30 AM. Channel 5 will then announce on TV and their website that "Child Study Center" rather than the "Jane Justin School" will be closed or delayed. A text will also be sent to your mobile phone if you choose to sign up for this service. For those who leave early in the morning and travel a long distance to come to Child Study Center, please know that there is often a lag between the time we call Channel 5 and the time the information is posted. Although school may not close during some hazardous driving conditions, it is understood that some children will be unable to attend due to the travel distance involved. In such cases, please notify the school by phone if your child will not be attending school on a particular day due to inclement weather.

Because of the low probability of closing Child Study Center due to inclement weather, the Jane Justin School does not schedule "make-up" days. Please note that a child's tuition will not be adjusted due to an inclement weather day.

## **29.6 ITEMS FROM HOME**

Occasionally, it is appropriate for your child to bring a special toy or favorite game. Please consult your child's teacher before sending items from home.

## **29.7 PRIVATE TUTORING AND BABYSITTING**

In an effort to avoid the potential conflicts of interest that can arise from dual relationships, the staff members of the Jane Justin School do not provide private tutoring or babysitting services for currently-enrolled students.

## **30 PARENTAL RIGHTS**

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Child Study Center maintains educational records for your child that contain personal information such as dates of attendance, level of development, record of immunizations, intervention

programs, and correspondence. Parents / legal guardians of children enrolled in the Jane Justin School are entitled to inspect and review the records pertaining to their child. A request for review should be made in writing and addressed to the Headmaster and Director of Child Study Center. If a parent should disagree with any part of their child's record, they are entitled to challenge the contents.

A parent who has concerns about the staff of the Jane Justin School or its procedures should follow the steps outlined below:

1. Initially, discuss your concerns with the teacher or staff person involved.
2. If satisfaction has not been reached, contact your school's Assistant Principal.
3. If satisfaction has not been reached, contact the Headmaster of Jane Justin School.
4. If satisfaction has not been reached, contact the Director of Child Study Center.

## **31 FREQUENTLY ASKED QUESTIONS**

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### **Do you have any openings?**

The Jane Justin School maintains a full enrollment at all times. When a child is transitioned to another school, another child from a younger classroom within the school is promoted to fill the vacancy. This process typically pushes the enrollment opening to the youngest classroom. A child whose application resides in the referral file and who is of an appropriate age for the classroom in which the opening exists is then accepted into the program.

### **Do you have a "Waiting List?"**

The Jane Justin School does not maintain a "waiting list" because the term implies that students are enrolled on a first-come, first-served basis. The Jane Justin School does, however, maintain a referral file. The referral file allows us to offer enrollment to students whose repertoire and age can best be accommodated by the classroom in which the enrollment opening exists.

### **What kinds of students do you serve?**

The Jane Justin School serves children with developmental, learning, and intellectual disabilities. The school is not limited to serving any one particular diagnosis. Any child with a disability who can function well within the context of the student-to-teacher ratios we offer will be considered for enrollment. Children whose special needs require a tighter ratio are referred to Child Study Center's Applied Behavior Analysis Department and/or other schools in the area. Children with significant emotional or behavioral health needs are not (yet) candidates for the Jane Justin School.

### **What is the age range of children you serve?**

The Jane Justin School serves children between the ages of 5 and 21 years old.

### **What is the grade range of the school?**

The Jane Justin School offers a curriculum that covers instructional levels preschool through 12<sup>th</sup> grade. JJS Upper School also offers an Adult Transition Academy for young adults who have met the diploma requirements for graduation, but who would like to continue to participate in college and career readiness instruction.

**Are your teachers certified?**

Yes, every classroom has a lead certified teacher.

**What is your student to teacher ratio?**

Yellow Room = 3:1

Green Room = 5:1

Purple Room = 6:1

Red Room = 6.5:1

Blue Room = 6.5:1

Upper School I = 6:1

Upper School II = 6:1

**What is the cost of tuition?**

The 2025 / 2026 regular school year tuition for the Green, Purple, Red, and Blue classroom is \$18,500. The tuition for the Yellow classroom is \$19,500. The Yellow classroom has a higher tuition because it maintains a considerably tighter student-to-teacher ratio. JJS Upper School tuition is \$19,500.

**Do you offer financial assistance?**

The Jane Justin School offers a need-based scholarship program. Families may apply for a scholarship upon enrollment. The financial need of a family is determined by a 3<sup>rd</sup> party organization. The Scholarship Committee of Child Study Center uses the information provided by the 3<sup>rd</sup> party to determine the amount of scholarship to award.

**What are your hours of operation?**

The morning drop-off begins at 8:15 AM and continues until 8:30 AM. The afternoon pick-up time is 3:00 PM.

**Do you offer extended care?**

Not at this time.

**What does your calendar look like?**

The Jane Justin School calendar is similar to that of the Fort Worth Independent School District. School begins in mid-August and ends in late-May.

**Do you offer a summer school program?**

The Jane Justin School offers a summer school program that typically runs 6 weeks in June and July. Regular school year tuition does not include summer school.

### **How do I apply to the Jane Justin School?**

1. Visit our website at [www.childstudycenter.org](http://www.childstudycenter.org). Navigate to the school page and select the Online Application link.
2. Follow the instructions to apply, or select "Request More Information" to speak with a school representative.
3. Schedule a time for your child to visit the school.

### **What will happen during my child's visit to your school?**

The visit will last between 1 and 2 hours. Upon arrival, the child will be taken to the classroom that is best suited to his or her age. While the child gets comfortable in the classroom, the child's parents will meet with the Admissions Coordinator, and maybe also the Assistant Principals and Headmaster, of the school. The Admissions Coordinator will ask the child's parents to describe the behavioral, developmental, and academic challenges that have led them to seek out the services of the Jane Justin School. The Admissions Coordinator will then describe how the Jane Justin School operates and give the parents the opportunity to ask questions. The Admissions Coordinator will then tour the parents through the entire school. At the end of the tour, the Admissions Coordinator will leave the parents in the waiting room so that she may return to the classroom and assist the teacher in gathering information for the school admissions committee.

Information gathered during the visit will be presented during a school admissions committee meeting. If the committee determines that the services offered by the Jane Justin School are well matched to the special needs of the child, placement of the child's application in the referral file is offered. If, however, the committee determines that the services offered by the Jane Justin School are not well matched to the special needs of the child, recommendations are made to seek the services offered by the Child Study Center's Department of Applied Behavior Analysis as well as other schools in the area.

### **Does there need to be a certain IQ score for admittance?**

IQ is not a consideration for enrollment in the Jane Justin School. However, the mean IQ in the school is 85 (range 40 to 138). The majority of students have an IQ between 65 and 100. For more information, please see the answer to the frequently asked question-"What kinds of students do you serve?"

### **Do the children have to have a certain diagnosis to attend?**

The Jane Justin School serves children with a wide array of developmental and learning disabilities. We are not limited to serving children with any one particular diagnosis. Some children who attend the school do not have a formal diagnosis, but do have documented skill deficits. For more information, please see the answer to the frequently asked question-"What kinds of students do you serve?"

**Do the children have to see a developmental pediatrician in order to attend the Jane Justin School?**

The students of the Jane Justin School are not required to see one of Cook's developmental pediatricians. However, many of our students do see one of our pediatricians for developmental following, education regarding diagnosis, and medication management.

**Is a referral required to visit and/or attend the JJS?**

A referral from a doctor is not necessary to have your child considered for enrollment in the Jane Justin School. Interested parents who have a child with special developmental or educational needs are welcome to contact the school's office at 682-303-9287. If they have not done so already, families will be asked to submit an inquiry or an application via FACTS before the visit is scheduled.

**What paper work should I bring with me to the initial visit?**

It is not necessary to bring paperwork to the initial visit unless additional reports have become available since the time the appointment was made. In that case, copies of any additional information regarding your child's development should be brought so that it can be reviewed and added to the application.