



San Felipe Del Rio C.I.S.D. Student – Parent Handbook

ACADEMIC POLICIES, PROCEDURES AND THE STUDENT CODE OF CONDUCT

AMENDED AND APPROVED BY THE BOARD OF TRUSTEES
DECEMBER 14, 2020

NOTICE OF AMENDMENT TO THE 2020-2021 STUDENT – PARENT HANDBOOK REGARDING ASSIGNMENTS/MAKE-UP WORK

Dear Faculty, Parents/Guardians and Students:

On December 14, 2020, the Board of Trustees approved an amendment to the 2020-2021 Student Parent Handbook in order to provide clarifying language regarding the submission of make-up work and assignments after an excused or unexcused absence. The revised language also provides details regarding any penalties that a student may incur for turning in late assignments. The amended policy regarding assignments and make-up work is as follows:

ASSIGNMENTS/MAKE-UP WORK (ABSENCES)

A student will be permitted to make up work, which includes including home assignments, projects, and/or tests due in any class because of an absence. Teachers may assign a late penalty to any project that is late in accordance with the timelines and expectations listed below:

Make-Up Work for Absences

Make-up assignments and assessments that are submitted within 5 days of the assigned due date due to an **excused** absence (i.e., documented medical appointment or school-sanctioned trip) shall not be imposed a "late" penalty, and shall be awarded 100% of the earned grade.

1. Make-up assignments submitted 6 days past the assigned due date due to an **excused** absence shall be considered late, and is subject to a "late" penalty as follows:
 - Late 6 days = 5-point penalty
 - Beyond 6 days = 5-point penalty for each day assignment is late

Note: *If a student is unable to complete assignments or make-up work due to a prolonged illness or hospitalization, then the student's make-up assignments will be considered due 5 days after the student has obtained a medical release to return to school. Penalties will be incurred if an assignment is received on the 6th day or thereafter as indicated above.*

2. Make-up assignments submitted past the assigned due date due to an **unexcused** absence shall be considered late, and is subject to a "late" penalty as follows:
 - One to five days late = 5-point penalty for each day the assignment is late
 - Beyond 6 days = teacher holds the sole discretion to accept work and assign a grade.

Students and parents are encouraged to conference with teachers to discuss a plan for submitting make-up work in the event an absence is known ahead of time (i.e., doctor's appointments, school-sanctioned trips, hospitalizations, etc.) so that the teacher and the student can plan work that can be completed before or shortly after the anticipated absence.

ASSIGNMENTS (LATE WORK)

Work that is turned in late due to any reason other than an absence will be subject to a 5-point penalty for each day that the assignment is late, as long as it is turned in within 6 days of the due date. Beyond the 6-day period, teachers may exercise their own discretion in determining if the late assignment will be accepted and a grade will be awarded.

The revised policy will take effect on Tuesday, January 20, 2021.

August 2020

Dear Parents and Students:

Welcome to the 2020–2021 school year! The San Felipe Del Rio C.I.S.D. Student Handbook contains vital information needed by both students and parents during the school year. It is generally organized alphabetically by topic. In this guide, San Felipe Del Rio Consolidated Independent School District may be referred to as “San Felipe Del Rio C.I.S.D.” or “SFDRCISD” or the “District”. “Students are addressed as “the student,” “students,” “the child,” or “children.” The term “the student’s parent” refers to the parent, legal guardian, or other person having lawful control of the child under an order of a court.

I highly encourage students and parents to be familiar with the SFDRCISD ***Student Code of Conduct***, which specifically outlines the District’s academic and non-academic policies and procedures as well as rules and regulations describing wrong or inappropriate behaviors, which may, in certain cases, violate state law. This handbook is intended to promote school safety and an atmosphere for learning. We believe that students can make responsible decisions regarding their behavior when they understand the rules and the consequences of violating them.

Students, we ask that you read the Student Code of Conduct carefully and that you participate attentively during presentations on this topic at school. If you need help, ask for it before a problem arises. ***Parents***, since your support is critical to success at school, we ask you to read the document and counsel with your children about its importance. By working together, we can keep our energy focused upon our primary goal; student learning. Our campus principals and/or their designees are always available to explain or assist in translating any part of this document in a language understood by parents of students whose primary or home language is not English.

Please sign and return the added acknowledgment so we may know you have received and reviewed this recently revised Student Handbook and the Student Code of Conduct with your child. Please return the completed form to your child’s campus within a week from the time that the student receives their copy. If you have any questions regarding this Handbook or the District’s policies, you may contact your school or the District’s Office of Student Services at 830-778-4170.

Thank you for your support.

Carlos H. Rios, Ed. D
Superintendent of Schools

2020 - 2021

San Felipe Del Rio Consolidated Independent School District Student-Parent Handbook

315 Griner St. • Del Rio, TX 78840

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2020 - 2021

San Felipe Del Rio Consolidated Independent School District Student-Parent Handbook

The Parent-Student Handbook is designed to serve as a guide and reference for students and parents. The Handbook will help you become familiar with the school and its educational programs. It will also acquaint you with the privileges and responsibilities of being a student in the San Felipe Del Rio CISD. This document is updated annually and may at times be updated during the school year. Please visit our website for the most up-to-date version.

SAFETY IN OUR SCHOOLS

One of the District's main priorities is to provide learning environments that are safe and orderly. This is a challenge that our schools cannot accomplish by themselves. It is our belief that parents, students, staff and community members acting together can help keep our schools safe. Please take the time to discuss the importance of reporting any information that will help keep schools safe. "If you see something, say something and do something". You have the option to report anonymously on the Online Anonymous Reporting Form at <http://dashboard.sfdr-cisd.org/ReportBully/ReportBullying>.

INFORMATION FOR PARENTS

Visit the school district's website to access additional information on the following topics:

School Locator

<https://www.sfdr-cisd.org/parents/school-locator/>

Skyward Parent Portal (access to student's grades/attendance)

<https://skyward.iscorp.com/scripts/wsisa.dll/WService=wsedusanfelipedelriotx/seplog01.w>

SFDR CISD Transportation Department

<https://www.sfdr-cisd.org/parents/transportation/>

Child Nutrition Services

<https://www.sfdr-cisd.org/parents/child-nutrition/>

Planning Protocol Dashboard (Curriculum Information)

<http://dashboards.sfdr-cisd.org/>

Texas Assessment Portal (information about the STAAR test and understanding your child's scores)

<http://texasassessment.gov/families/>

SFDR CISD Board Policy Manual

<https://pol.tasb.org/Home/Index/1180>

COMPLIANCE STATEMENT

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the San Felipe Del Rio Consolidated Independent School District to comply fully with the non-discriminating provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). San Felipe Del Rio C. I.S.D. makes positive efforts to employ and advance in employment all protected groups.

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281. FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- 1) acceptance policies on student transfers from other school districts;
- 2) operation of school bus routes or runs on a non-segregated basis;
- 3) nondiscrimination in extracurricular activities and the use of school facilities;
- 4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- 5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- 6) nondiscriminatory practices relating to the use of student's first language; and
- 7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

For more information about your rights or grievance procedures, contact the Title VII and Title IX Coordinator (Sandra T. Hernandez), Administrative Director, 315 Griner St., Del Rio, TX 78840, or call (830) 778-4073; or Section 504 Coordinator (Dr. Diana Aguirre), Special Education Director, 900 Cantu Rd., Del Rio, TX 78840, or call (830) 778-4253.

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SECTION A – ACADEMIC POLICIES & PROCEDURES

Elementary, Middle and High School

ACADEMIC INTEGRITY

All students are expected to be honest and to display a high standard of integrity in the preparation and presentation of work for credit in all classes. The attempt of any student to present as his / her own work such work not honestly performed will be regarded as a Category IV offense under the Student Code of Conduct, which may subject the offender to a grading penalty and/or disciplinary action. School staff will contact the parents or guardians of any student who is found to be in violation of this policy.

1. Cheating
Dishonesty of any kind on a test or examination, written assignment, or project; illegal possession of test or examination questions; the use of unauthorized notes during a test or examination; obtaining or giving information about a test or examination from or to another student; assisting others to cheat or altering grade records are instances of cheating.
2. Plagiarism
Offering the work of another as one's own work without proper acknowledgment is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical material taken from books, encyclopedias, magazines, internet sources, and other reference works or from the themes, reports or other writings of a fellow student has plagiarized.

The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

ASSIGNMENTS/MAKE-UP WORK (ABSENCES)

A student will be permitted to make up work, which includes including home assignments, projects, and/or tests due in any class because of an absence. Teachers may assign a late penalty to any project that is late in accordance with the timelines and expectations listed below:

Make-Up Work for Absences

1. Make-up assignments and assessments that are submitted within 5 days of the assigned due date due to an excused absence (i.e., documented medical appointment or school-sanctioned trip) shall not be imposed a "late" penalty, and shall be awarded 100% of the earned grade.
2. Make-up assignments submitted 6 days past the assigned due date due to an **excused** absence (i.e., documented medical appointment or school-sanctioned trip) shall be considered late, and is subject to a "late" penalty as follows:
 - Late 6 days = 5-point penalty
 - Beyond 6 days = 5-point penalty for each day assignment is late

***Note:** If a student is unable to complete assignments or make-up work due to a prolonged illness or hospitalization, then the student's make-up assignments will be considered due 5 days after the student has obtained a medical release to return to school. Penalties will be incurred if an assignment is received on the 6th day or thereafter as indicated above.*

3. Make-up assignments submitted past the assigned due date due to an **unexcused absence** shall be considered late, and is subject to a "late" penalty as follows:
 - One to five days late = 5-point penalty for each day the assignment is late
 - Beyond 6 days = teacher holds the sole discretion to accept work and assign a grade.

Students and parents are encouraged to conference with teachers to discuss a plan for submitting make-up work in the event an absence is known ahead of time (i.e., doctor's appointments, school-sanctioned trips, hospitalizations, etc.) so that the teacher and the student can plan work that can be completed before or shortly after the anticipated absence.

Please remember that even though absences may be excused or unexcused, all absences account for the 90% threshold concerning state law on attendance for credit or final grade.

ASSIGNMENTS (LATE WORK)

Work that is turned in late due to any reason other than an absence will be subject to a 5-point penalty for each day that the assignment is late, as long as it is turned in within 6 days of the due date. Beyond the 6-day period, teachers may exercise their own discretion in determining if the late assignment will be accepted and a grade will be awarded.

AWARDS FOR ACHIEVEMENT

Academic excellence should be recognized and rewarded. Award assemblies may be held throughout the school year at each campus' discretion. Recognizing and rewarding their effort can motivate students to accomplish tasks that will broaden and deepen their understanding.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grades Only)

The District offers career and technology programs in the following career clusters:

- Architecture & Construction
- Arts & Audio Visual Technology
- Business Management
- Education & Training
- Finance
- Health Science Technology
- Hospitality and Tourism
- Human Services
- Information Technology

- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Math
- Transportation

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

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

For information about your rights or grievance procedures, contact the Title IX Coordinator, Mrs. Sandra Hernandez, at Central Administration, 315 Griner St., Del Rio, Texas, and 830-778-4073.

COLLEGE CREDIT COURSES (Secondary Grades Only)

Students in grades 9-12 may earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and partnership with Southwest Texas Junior College, Angelo State University, University of Texas; and
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation. Additional information is available from the counselor, and through policy EHDD (Legal) and (Local) in the District's policy manual.

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

COMPLAINTS AND CONCERNS

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed online at [FNG\(LOCAL\)](#). The complaint forms can be accessed online at [A copy of the complaint form](#) may be obtained online at [FNG\(EXHIBIT\)](#), or in the principal's or superintendent's office.

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

- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

COUNSELING

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary, Middle and High School Grade Levels

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

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

Elementary, Middle and High School Grade Levels

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;

- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

Personal Counseling

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

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

[See **Mental Health Support**, and **Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence**]

COURSE CREDIT (Secondary Grades Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the student's final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

CREDIT BY EXAM for Advancement/Acceleration

If A Student Has Not Taken A Course

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

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the District's website. A student may take a specific examination only once per testing window. The only exceptions to the published dates will be for any examinations administered by another entity to accommodate a student experiencing homelessness or by a student involved in the foster care system.

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

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

Students in Grades 1–5:

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a

District administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12: A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

CREDIT BY EXAM for Credit Recovery **If A Student Has Taken the Course/Subject** **Grades 6-12**

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

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

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

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

A student may not use this exam to regain eligibility in any extra-curricular activity.

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

Honors Waiver – No Pass, No Play

The following guidelines will be used to exempt high school students who do not make a 70 average in an Advanced Placement, Dual credit or honors course from the no pass–no play provision.

1. A student seeking a no pass–no play waiver for honors classes must fill out the District form. (Students in a regular class are not eligible to apply for a no-pass, no-play waiver.)
2. A student should have the expectation he or she will receive a maximum of one waiver per semester.

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television. If a student wishes to enroll in a correspondence course or a distance-learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, to earn credit in a course or

subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the District may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (Secondary Grade Levels)

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

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

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extra-curricular activities.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extra-curricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on District premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.

- Fees for lost or damaged school issued electronic devices, unless covered by school insurance.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

See policy [FP\(LEGAL\)](#) for additional information on student fees, fines, and charges.

Families are responsible for paying all fees associated with extra-curricular programs, including clubs, parking, athletics, fine arts, UIL academics, and academic supervision prior to participation.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made in writing to the Superintendent or designee, and must include evidence of inability to pay.

GRADING GUIDELINES

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

Report Cards and Progress Reports

Report cards with each student's grades or performance and absences in each class will be issued during the week following the end of each six-week grading period.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance is near or below 70, or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal or Superintendent pursuant to board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. Guidelines for grading shall be clearly communicated to students and parents. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. See [EIA\(LOCAL\)](#).

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

Report cards and unsatisfactory progress reports have a signature sheet that must be signed by the parent or guardian and returned to school. The report card will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Communications concerning student progress will also be made through the Skyward Parent Portal, a secure website that serves as an additional resource will assist in strengthening the partnership and dialogue between parents and teachers. Parents can use the portal to check grades, view attendance records and access curriculum documents. The [Skyward Parent Portal](#) can be found under the "Parent Link" tab on the SFDRCSID website at www.sfdr-cisd.org.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Substance Abuse Prevention and Intervention, Suicide Awareness and Mental Health Support, and Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence**]

Psychological Exams, Tests or Treatment

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

GUIDELINES FOR CLASSROOM SUCCESS

Students are expected to be in class on time and ready to begin class when the tardy bell rings. Students are expected to follow individual class rules as determined by the teacher. Students should bring all materials and equipment required for each class. All assigned notebooks, books, and study materials should be brought to each class. Items that are distracting such as radios, tape recorders, electronic games and devices, stuffed animals, cameras, etc., are to be left at home. Eating candy and other foods or consuming drinks will not be allowed in the classroom.

Students will benefit from the class if they participate to the best of their ability. Preparation for the next day's classes should be planned and completed prior to the student's return to school the next day. Students who do not follow these guidelines for classroom success may receive:

1. a verbal warning (from teacher)
2. a written notification (from teacher) to the parent or guardian or telephone call to the parent or guardian
3. a referral to a school counselor
4. a referral to a school administrator

Regular Class Periods

Students are expected to attend all regularly scheduled classes assigned to them. Students are expected to participate in all class activities and complete all assigned schoolwork. Students will be expected to conduct themselves in a proper manner and follow all classroom regulations.

Curriculum Diagnostic Benchmarks

SFDRCSID has established consistent timelines and curriculum for each grade level, course and/or subject area. Students take District Curriculum Diagnostic Benchmarks after significant units of instruction. The results are used to guide new instruction and re-teaching, determine students' strengths and weaknesses in the TEKS (Texas Essential Knowledge and Skills), and determine whether instructional interventions are needed.

Results may also be shared with parents during conferences to keep them abreast of their child's progress.

HOMEBOUND PROGRAM

Homebound services may be requested for a student who is unable to attend school due to illness or injury during the school term. Such services are available to students whose projected absence from school is four weeks or longer. A medical examination by a medical doctor practicing in the United States is required. For information, contact your school counselor.

HOMEWORK

Students will receive homework assignments. Please help your student by providing the time, place, cooperation and encouragement needed to complete assignments.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the District.

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

Grades 1–8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

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

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

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

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

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the

student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. For the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

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

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

A personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

Students will also have multiple opportunities to retake end-of-course (EOC) assessments.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities.

Gifted And Talented Program

Texas Education Code 29.121 defines a "gifted and talented student" as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- 1) exhibits high performance capability in an intellectual, creative, or artistic area;

- 2) possesses an unusual capacity for leadership; or
- 3) excels in a specific academic field.

SFDRICSD Identification

Identification is conducted in accordance with policy EHBB. General screening of students for the gifted and talented (GT) program is conducted in the spring of each year.

Students may be nominated for the GT program at any time by teachers, counselors, parents, students themselves, or any other interested parties. Identification and selection of students for participation in the GT program is conducted in accordance with policy EHBB.

Campus and Central Office support is available for assistance in seeking appropriate interventions for potential GT students. For further information, please call your child's campus or 830-778-4099.

Students with Dyslexia and Related Disorders

From time to time students may be tested and, where appropriate, treated for dyslexia and related disorders in accordance with programs, rules and standards approved by the state. The program approved by the state must include screening at the end of the school year of each student in Kindergarten and each student in 1st grade. Parents will be notified should SFDRICSD determine a need to identify or assess their student for dyslexia and related disorders.

Students screened and found to exhibit characteristics of dyslexia and related may participate in a dyslexia intervention program on the campus.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

For more information, call the Office of Special Education Services at 830-778-4250.

Students who Have Learning Difficulties or who Need Special Education or Section 504 Services

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or an administrative employee of the District, the District must respond no later than **15 school days** after receiving the request. At that time, the District must give the parent prior written notice of whether it agrees or refuses to

evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the District agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Diana Aguirre, Ed.D. For more information regarding Special Education referrals, please contact the **Office of Special Education Services at 830-778-4253**. Offices are located in the Raymond Haynes Administration Complex, 900 Cantu Rd.

Section 504 Referrals

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. [See policy FB.]

The District has standards and procedures for the evaluation and placement of students in the District's Section 504 program. The District has also implemented a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,

- An impartial hearing with an opportunity for participation by the parent and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Diana Aguirre, Ed.D. For more information regarding Section 504 referrals, please contact the **Office of Special Education Services at 830-778-4253**. Offices are located in the Raymond Haynes Administration Complex, 900 Cantu Rd.

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The District will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

English Language Learners

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

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

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

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

For more information on services for English Language Learners, contact the Bilingual/ESL Program services (Office of Curriculum & Instruction) at **830-778-4122**.

Students Who Are Homeless

(All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact **Homeless Student Services** (Office of Federal and State Programs) at **830-778-4153**.

STUDENT AND PARENT AGREEMENT FOR THE ACCEPTABLE USE OF THE DISTRICT'S ELECTRONIC COMMUNICATIONS SYSTEM

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the District's network, servers, computer workstations, telephones, peripherals, applications, databases, library catalog, online resources, Internet access, e-mail, online class activities and any other technology designated for use by the District for students, and use of such resources is restricted to approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these District resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. Students and their parents should be aware that e-mail and other electronic communications using District computers are not private and will be monitored by District staff. [See policies at [CQ](#) and District Acceptable Use Policy at Section C.]

Please note that Internet access is part of the District's Electronic Communications Systems. The Internet is a network of many types of communication and information networks, which are used frequently in classroom assignments and include access to library materials and purchased online databases. Some material accessible via the Internet may contain content that is illegal, inaccurate, or potentially offensive to students (or their parents). It is possible for students to access (accidentally or otherwise) these areas of content. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be each student's responsibility to follow the rules for appropriate and acceptable use.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to

review with your child <http://beforeyoutext.com>, a state-developed program that addresses inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the District's computer security will be disciplined in accordance with the Student Code of Conduct and, in some cases, the consequence may rise to the level of expulsion.

Some Rules For Appropriate Use

- Students must only open, view, modify, and delete their own computer files, unless they have specific mission from a teacher or staff member to do otherwise.
- Internet use at school, which includes cell phones, must be primarily related to school assignments and projects.
- Students may be assigned individual accounts to District resources and must use only those accounts and passwords that they have been granted permission by the District to use. All account activity should be for educational purposes only.
- Students are responsible at all times for their use of the District's Electronic Communications System and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.

Inappropriate Uses

- Using the District's Electronic Communications System for illegal purposes (e.g., gambling, pornography, computer hacking).
- Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- Sharing your username and password with others, borrowing someone else's user name (i.e., teacher or student), password or account access.
- Purposefully opening, viewing, using, or deleting files belonging to another system user without permission.
- Electronically posting personal information about yourself or others (i.e., addresses, phone numbers, pictures).
- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus or other malicious programs onto the District's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually-oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Wasting or abusing District resources through unauthorized system use (e.g. online gaming, Internet radio, downloading music, watching videos, participating in chat rooms, checking personal e-mail, etc.).
- Gaining unauthorized access to restricted information or network resources.

Consequences for Inappropriate Use

- Suspension of access to the District's Electronic Communications System;
- Revocation of the District's Electronic Communications System account(s); and/or
- Other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

Note: The student agreement to abide by these guidelines must be renewed each academic year.

LIBRARIES

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the times set by the individual campus. Each campus library supports the curriculum and provides a wide variety of materials suitable to the interest and abilities of students in their pursuit of knowledge and love of reading. In order for each school to maintain a high quality collection, students learn responsibility in caring for library materials. If library materials are lost or damaged, the student is expected to pay for them.

Librarians and teachers select materials for each campus library following comprehensive District guidelines which have been established to ensure that up-to-date, accurate information is provided for students' curricular needs and that materials appropriate to the interests, age, maturity, and reading skills level of all students at that campus are available. Because of this need for a broad range of materials, a student may have access to materials that address issues that may be beyond the maturity level of that student. Parents of all students are urged to be aware of their child's choices and to take the opportunity to discuss such materials with them. These issues can lead to good family discussions and learning experiences.

If a concern arises about the selection that a student has made from the library, that concern should be discussed with the campus librarian or principal.

PARENT AND FAMILY ENGAGEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Guidance and Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at [phone number] for an appointment. The teacher will usually return your call or meet with you during his or

her conference period or before or after school. [See Report Cards and Progress Reports]

- Becoming a school volunteer. [For further information, see policy GKG and Volunteers]
- Participating in campus parent organizations. Parent organizations include: [list current organizations].
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the SFDRCSID Chief Instructional Officer.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council (SHAC)]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

Attending board meetings to learn more about district operations. Regular board meetings are held on the 3rd Monday of each month at 6 p. m. at the Student Performance Center and Administration Building at 315 Griner St. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the SPC and online at www.sfdr-cisd.org [See policies at BE and BED for more information.]

TITLE I PARENTAL INVOLVEMENT PROGRAM

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. San Felipe Del Rio Consolidated Independent School District is designated as a Title I District.

Title I Parental Aides are assigned at each campus district-wide to provide parent support such as informative trainings in English and Spanish throughout the school year on topics such understanding federal, state and local assessment standards and how they can monitor their children's academic progress and attendance. Parental Aides also assist parents as a liaison between school personnel and home. They often conduct home visits, phone calls, and relay other information through the use of media, to assist with building relationships that instill trust and respect of the school and family culture.

The main goal of the Parental Aide is to empower parents and to make them feel welcome at all campuses. Please contact your child's school for more information regarding trainings and procedures for volunteering.

Campus	Name	Phone No.
Blended Academy	Lolis Zylka	778-4681
Buena Vista Elem.	Concepcion Arrañaga	778-4611
Del Rio Freshman	Laura Rivera	778-4413
Del Rio High School	Carolina Almaguer	778-4348

Del Rio High School	Dora Briseno	778-4319
Del Rio Middle School (7 th)	Angelica Hurtado	778-4534
Del Rio Middle School (8 th)	Clarissa Jimenez	778-4543
Dr. Fermin Calderon Elem.	Lorena Martinez	778-5448
Dr. Lonnie Green Elem.	Amie Cardenas	778-4763
Garfield Elem.	Ofelia Gonzalez	778-4719
Irene Cardwell Elem.	Julie Ortiz	778-4658
Irene Cardwell Elem.	Jenifer Reyna	778-4639
Irene Cardwell Elem.	Antonieta Rodriguez	778-4647
Irene Cardwell Elem.	Mari Rios	778-4646
Irene Cardwell Elem.	Santa Sandoval	778-4642
Irene Cardwell Elem.	Carla Santos	778-4648
Irene Cardwell Elem.	Gabriela Vaquera	778-4648
Lamar Elem.	Estela Gomez	778-4738
North Heights Elem.	Elida Adams	778-4781
Ruben Chavira Elem.	Kimberly Martinez	778-4666
San Felipe Memorial Middle School	Maria Gaona	778-4569

PARENT-TEACHER CONFERENCES AND VISITORS

Parents who desire private conferences with teachers or the principal should contact the school in advance to arrange conferences during the school day. [For further details regarding procedures see Visitors in Section B of this handbook.]

PARENTAL RIGHTS

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

CONSENT, OPT OUT AND REFUSAL RIGHTS

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

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

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

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The school counselor will notify the student's parent within a reasonable amount of time after he/she learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

- Middle school and high school counselors will provide a TCHATT Referral Form to parents of students in grades 8-12 to access TCHATT Services and information regarding other available counseling options.

- Elementary school counselor will provide parents with information on how to access local counseling options.

The district has also established procedures for staff to notify the school counselor regarding a student who may need intervention.

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

For further information, see Mental Health Support

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

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the District will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the District's website, on any campus or classroom website, in printed material, by video, or by any other method of mass communication. The District will also seek consent before displaying or publishing an original video or voice recording in this manner.

Requesting Notices of Certain Student Misconduct

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP). However, the District will comply with any applicable court order of which it has knowledge.

Requesting Professional Qualifications of Teachers and Staff

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

Requesting the Use of a Service Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten District business days before bringing the service animal on campus. The District will try to accommodate a request as soon as possible, but will generally do so within **ten** District business days. Service animals will be permitted on campus in compliance with policy FBA (Legal).

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible"

student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights are:

- The right to inspect and review student records within 45 days after the date the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the District must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that, as soon as a student:

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student:

- When District or school officials have what federal law refers to as a "legitimate educational interest" in a student's records.
- Legitimate educational interest may include:
 - Working with the student,
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or

- Investigating or evaluating programs.

- School officials may include:
 - Board members and employees, such as the Superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including District health or medical staff);
 - A person or company with whom the District has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see Objecting to the Release of Directory
- Information.]

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

Requests for Inspection or Release of Student Records

The principal is custodian of all records for currently enrolled students at the assigned school. The Student Services Coordinator is the custodian of all records for students who have withdrawn or graduated. Subpoenas and requests for release of student records are requested through the Administrative Director.

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

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

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

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading policy. [See Finality of Grades at FNG (LEGAL)]

The District's policy regarding student records is found at [FL\(LOCAL\)](#) and is available at the principal's or superintendent's office.

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

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten (10) school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information.**]

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests.

School-sponsored/school-affiliated purposes: are those events/activities that the District conducts and/or sponsors to support the District's educational mission. Examples include, but are not limited to:

- 1) Extra-curricular programs or events (e.g., school plays, concerts, athletic events, graduation ceremony);
- 2) Publications (e.g., newsletters, yearbook, etc.);
- 3) Honor roll and other student recognition lists; and
- 4) Marketing materials of the District (e.g., print media, website, videos, newspaper, etc.).

If a parent does not object to the use of his or her child's information for these school sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

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

The District has designated the following categories of information as directory information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

- 1) Student's name;
- 2) Address; and
- 3) Telephone listing.

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education. [See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education.]

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

Participation in Third-Party Surveys

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.

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

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

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information: The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning the private information listed above, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

Note: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent may inspect:

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

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

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into the District's health education classes.

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

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

- When it is to be used for school safety;

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

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

Limiting Electronic Communications Between Students and District Employees

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

For example, a teacher may set up a district-approved social networking page, or App, for his or her class that has information related to class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a District employee with responsibility for an extra-curricular activity must communicate with a student participating in that activity. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

Removing a Student from Instruction for Religious or Moral Beliefs

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

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

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

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

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Teen Pregnancy Prevention Project – Val Verde Regional Medical Center (Grades 7-8)

Big Decisions - Healthy Futures of Texas (Grade 9)

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

You may also review your child's student records, which include:

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

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

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

Parental Role in Certain Classroom and School Assignments

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

Safety Transfers/Assignments:

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

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the principal for more information.

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

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

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

Students in the Conservatorship of the State (Foster Care)

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the District's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the District's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

A Student Who Is Homeless

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration, Course Credit**, and **Students who are Homeless** for more information.]

Students who Receive Special Education Services with Other School-Aged Children in the Home

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

PARKING AND PARKING PERMITS (SECONDARY ONLY)

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

Students must request a parking permit and pay a fee of \$15 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

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

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

PRAYER (ALL GRADE LEVELS)

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

SUMMER SCHOOL

Elementary and Middle School:

Summer Intervention is available for students who are subject to the Student Success Initiative (SSI) requirements and who were not **successful on the first or second administrations of the STAAR grades 5 or 8 mathematics or reading assessment**.

For students in the remaining grades, the District may offer an Optional Extended Year Program for credit recovery in reading and mathematics.

Freshman and High School Students:

At the high school level, students who do not meet expectations on any of the five EOC exams have the opportunity to participate in interventions prior to retesting in June.

Based on need and availability, a limited number of courses may be offered for credit recovery and credit accrual. A tuition fee will be charged for high school courses.

Summer school provides an excellent opportunity for students who may wish to make up credits because of time lost from an extended illness, failure of a subject, or a desire to review a subject in preparation for more advanced work. Students wishing to attend summer school should seek information and approval from their counselor.

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

Textbooks and other District-approved curriculum and instructional materials are provided to students free of charge for each subject of class. Any books must be covered (book cover) by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course

and course objectives. A student who is issued a damaged item should report the damage to the teacher.

Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. The District may reduce or waive the payment requirement if the student is from an educationally disadvantaged family. Release of student records, including transcripts, will be delayed pending payment for lost or severely damaged textbooks.

TRANSCRIPTS (High School)

The District maintains an academic achievement record, or transcript, of student scholastic achievement and test scores. Copies of a transcript may be obtained on request. Students who want copies of transcripts sent to colleges, employers, or other agencies should make their requests early, and must complete the proper forms in the registrar's office before school, at the beginning of the lunch hour or after school. Transcripts do not include SAT and ACT scores; therefore, students must request that those scores are sent directly to colleges and universities from The College Board or ACT. Official transcripts will be sent to schools or agencies designated by the requesting student. Transcripts will be given to parents and/or students needing them for presentation to prospective employers in a sealed envelope.

Students are provided with the number of official transcripts requested. Official transcripts may be picked up from the District Registrar 24 hours after the request has been submitted except at the end of the semester.

District Registrar
Raymond Haynes Administration Complex 900 Cantu Rd.
Del Rio, Texas
830-778-4097

GPA and class rank are recalculated at the end of each semester and updated transcripts are not available until the end of the third business week after the end of the semester.

WITHDRAWING FROM SCHOOL (ALL GRADE LEVELS)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is 18 or older, who is married, or who has been declared by a court of law to be an emancipated minor, may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

HIGH SCHOOL

Classification of Students

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

Classification	Credits Earned
Grade 10 (Sophomore)	5
Grade 11 (Junior)	10
Grade 12 (Senior)	15

College Preparatory

SFDRCSID is building a college-bound culture. The entrance requirements of colleges vary. Students should check the catalogue of the college they plan to attend and follow the particular recommendations of that college. The Career and College Readiness Center maintains a library of college catalogues for students' use. Students may write the college of their choice for additional catalogues. Counselors will assist the individual students in selecting a college that best meet their particular requirements.

College bound students should plan their high school curriculum in order to be well prepared for college entrance.

College Preparatory Testing Programs

Students who plan to attend college are encouraged to take the Scholastic Aptitude Test (SAT) and/or American College Test (ACT) at some time during their 10th, 11th, and/or 12th grade year. Scores are valid for up to five years and remain in the students' files with the testing company for that time period. Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. Materials for registering for these tests are available in the Counseling/Guidance Office or in the Career and Readiness Center on the high school campus.

College Night

College Night will be held at Del Rio High School annually. All college-bound students are encouraged to attend. Numerous colleges and universities provide valuable information for students during College Night. Parents will be notified through campus communiqués.

College and University Admissions and Financial Aid

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

- Completes the distinguished level of achievement under the Foundation High School Program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1,500 out of 2,400 (or the equivalent) on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the valedictorian or the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

GRADUATION EXERCISES

Only those students who have completed all requirements for graduation will be permitted to participate in graduation ceremonies.

Mid-Year and Three-Year Graduates

In order for a student to graduate in less than four years from the District, the following criteria must be met:

- 1) The student will have earned the total number of units of credit as prescribed by the Board of Trustees.
- 2) The parents and the student, or the student if 18 or over, will submit a written request to the principal of the high school the student is attending, indicating that the student intends to graduate early. This request shall be submitted during the first two weeks of the semester in which graduation requirements will be met.

The high school principal and the student's counselor will review the request and, if the criteria are met, the student will be graduated at the end of the appropriate semester. The student will be allowed to participate in that year's graduation exercises subject to compliance with the administrative directions of the principal of the high school.

GRADUATION (High School Only)

Requirements for a Diploma

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

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following end-of-course (EOC) assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

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

Foundation Graduation Program

Every student who enters grade 9 in a Texas public school in the 2014–2015 school year and thereafter will graduate under the “foundation graduation program.” This program includes “endorsements,” which are paths of interest that include Arts and Humanities; Business and Industry; Multidisciplinary Studies; Public Services; and Science, Technology, Engineering, and Mathematics (STEM). Students must specify upon entering 9th grade the endorsement they wish to pursue. Earned endorsements will be noted on student transcripts. The foundation graduation program also involves the term “distinguished level of achievement,” which denotes the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student. [See **Personal Graduation Plans**.]

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in

a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

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

Required Credits

The foundation graduation program requires completion of the following credits:

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

The school counselor and campus principal can provide additional information on the number of credits required to graduate under the foundation school program.

Note: The following additional considerations that may apply in some courses:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program (which will be included on a transcript and is normally required to be considered for automatic admission to a Texas four-year college or university), a student must complete an endorsement and take Algebra II as one of the four required math credits.
- **Physical Education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally-determined credit-bearing course for the required credit of physical education. This

determination will be made by the student's ARD committee, 504 committee, or other campus committee, as applicable.

- **Language other than English:** Students are required to earn two credits in the same language other than English to graduate. A student may substitute computer programming languages for these credits.

A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.

In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The District encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering 9th grade and his or her parent. Before the end of 9th grade, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from a secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. A student may, with parent permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed each spring to enroll in courses for the upcoming school year.

Note: The District may require completion of certain courses for graduation even if the courses are not required by the state for graduation. Also note that not all courses are offered at every secondary campus. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about the transfer or other alternatives.

Certificate of Coursework Completion

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

Students with Disabilities

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

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

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

National Honor Society

Each high school campus has a chapter of the National Honor Society. In order to be eligible, a student must have sophomore, junior, or senior standing, have spent at least one semester at the school, and have achieved the minimum cumulative average set by the faculty council. Students who are eligible are rated by faculty members on service, honor, leadership and character. Election of eligible members is decided by the faculty council. Students who are inducted as members are expected to maintain the standards of the National Honor Society. Failure to do so may result in suspension and/or dismissal from the organization.

Rank in Class

Class rank is determined by a student's Grade Point Average (GPA). Grade Point Average is the average of all semester grades awarded credit and shall be computed by using the total number of grade points earned by the student each semester. They shall be used exclusively to calculate the grade point averages for the purpose of ranking students. High school credits earned prior to 9th grade shall be considered Regular Academic Courses for purposes of weighing grades. Passing grades earned through correspondence courses or credit by exam shall be included when calculating grade point average. Although the grade point average is ascertained for seniors who graduate at mid-term or during the summer, these seniors shall not be ranked.

Note: Due to COVID-19, students in the 2019–2020 thru 2023-2024 class cohorts will receive a numerical semester grade for the Spring 2020 semester. However, for GPA purposes, they will only be recorded as pass/fail, and the GPA will only reflect student work completed through the end of the 3rd six-week grading period (Fall 2019 Semester), unless a student and their parent/guardian notify the Director of PEIMS Data Quality, Compliance and Accountability at P.O. Drawer 428002 Del Rio, TX 78842 in writing by the end of the 5th six-week grading period of the student's high school graduation year, that they are irrevocably opting to have the numerical semester grade for the Spring 2020 semester count for GPA purposes.

To avoid confusion, although numerical grades will be awarded for the Spring 2020 semester, credits will be awarded on a Pass/Fail basis with no GPA implications for the semester, unless a student and their parent/guardian affirmatively requests, as directed above, to have their numerical grades count for GPA purpose—which decision will be final and not subject to further change.

Seniors (Class of 2020) are afforded the opportunity to declare that they are irrevocably opting to have the numerical semester grade for the Spring 2020 semester count for GPA purposes through 5:00 PM, May 29, 2020. Students and their parent/guardian shall submit their declaration in writing to their high school principal (including by e-mail).

Students taking dual credit courses will be awarded a passing numerical grade from the institution of higher learning ranging from 60 -100. Any numerical grade awarded by the institution of higher learning for the Spring 2020 semester, which ranges between a 59.5 to 69.9, will automatically post to an SFDRCISD transcript as a 70; and the student will be awarded the credit with no GPA implications.

Weighted Grade System

The District shall categorize and weight courses in three tiers, in accordance with the terms outlined below.

Six-Point Scale Courses

Eligible AP and dual credit courses shall be weighted on a six-point scale.

Five-Point Scale Courses

Eligible pre-AP and advanced academic courses shall be weighted on a five-point scale.

Note: If a student takes a practicum or COOP class, the student will have an opportunity to earn 5 or 6 points according to the class they are taking. For additional information, please contact your counselor.

Four-Point Scale

Classes not designated as eligible AP, pre-AP, dual credit, or advanced academic courses shall be weighted on a four-point scale.

Weighted Grade Point Average

The District shall convert semester grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Six-Point Scale	Five-Point Scale	Four-Point Scale
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

Traditionally, the positions of valedictorian and salutatorian are awarded to the two top ranking students. To be eligible for valedictorian or salutatorian honors, students shall have been continuously enrolled into the District high school during the final four regular semester immediately preceding graduation, and shall have completed all state and District requirements for graduation. To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.

In case of a tie, the valedictorian shall be chosen according to the following criteria:

- The student with the greater number of the highest weighted courses shall be considered first.
- If a tie still remains, the student with the highest numerical grade average of the highest weighted courses taken shall be the valedictorian.

Schedule Changes

SFDRCSID high school builds its master schedule according to students' selections of courses. The course selection process is designed to encourage careful decision-making by students and their parents based on information regarding graduation, college entrance and career requirements.

In order to ensure the integrity of each student's decisions and of the master schedule thus developed, individual schedule change requests will only be considered according to the following guidelines and in the given time frames.

1. Parent signatures are required for all course or level change requests.
2. Changes needed because of clerical errors will be made upon recognition of the error.
3. Decisions concerning schedule changes will be made based on careful consideration of their impact on the student's academic standing in their class.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT – Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Please note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the District as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8

- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

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

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

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

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

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

- Algebra I;
- English I and English II;
- Biology; and
- United States History.

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

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

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

An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

– SECTION B –

DISTRICT POLICIES AND PROCEDURES

NONDISCRIMINATION STATEMENT

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Sandra T. Hernandez, Administrative Director, Student Performance Center and Administration Building, 315 W. Griner Street, P.O. Drawer 428002, Del Rio, Texas 78840, (830) 778-4073. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person.

Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator Dr. Diana Aguirre, 504 Coordinator, 900 Cantu Road – Annex I, Del Rio Texas 78840, (830) 778-4250.

For all other concerns regarding discrimination, see the superintendent: Dr. Carlos Rios, Student Performance Center and Administration Building, 315 W. Griner Street, P.O. Drawer 428002, Del Rio, Texas 78840, (830) 778-4007.

ADMISSION REQUIREMENTS

General Eligibility

The board or its designee shall admit into the free public schools of the District all persons who are at least five and under 21 years of age on September 1 of any school year in which admission is sought if any of the following conditions exist:

1. The person and either parent reside in the District.
2. The person does not reside in the District, but one of the parents resides in the District and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the person.

3. The person and his or her guardian or other person having lawful control under an order of a court resides in the District.
4. The person is under the age of eighteen and has established a separate residence in the District apart from his or her parent, guardian, or other person having lawful control under an order of a court, and has established that the person's presence in the District is not for the primary purpose of participation in extra-curricular activities. The board is not required to admit such person, however, if the person has:
 - a. Engaged in conduct that resulted in removal to an alternative education program or expulsion within the preceding year;
 - b. Engaged in delinquent conduct or conduct indicating a need for supervision and is on probation or other conditional release for that conduct; or
 - c. Been convicted of a criminal offense and is on probation or other conditional release. When admission is sought for a child who has established a separate residence in the District from his parent, guardian, or other person having lawful control under an order of a court, the Board of Trustees or its designee shall determine whether an applicant qualifies as a resident of the SFDRCISD.
5. The person is a homeless child [See also policy FDC]
 - a. A child is "homeless" under the McKinney-Vento Homeless Education Act, if the child lacks a fixed, regular, and adequate nighttime residence. This includes:
 - (1) Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - (2) Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - (3) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - (4) Migratory children living in circumstances described above. "Migratory child" means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
 - b. A child is homeless, under the state law, regardless of the residence of the child, either parent, or the child's guardian or other person having lawful control, if:

- (1) the child does not have an appropriate residence to spend the night; or
 - (2) the child has a primary nighttime residence in a supervised publicly- or privately-operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
6. The person is a foreign exchange student placed with a host family that resides in the District by a foreign exchange program. The District has applied for and received a waiver limiting the number of foreign exchange students the District will accept each school year. The District will accept six foreign exchange students at the regular high school. All paperwork for foreign exchange students is processed by the Department of Student Services at the SFDRCISD Administrative Offices.
 7. The person resides at a residential facility, as defined in Texas Education Code 5.001, located in the District. For purposes of enrollment, a person who resides in a residential facility is considered a resident of the district in which the facility is located.
 8. The person resides in the District and is eighteen or older or the person's disabilities of minority have been removed.
 9. The person does not reside in the District but the grandparent of the person resides in the District and provides a substantial amount of after-school care for the person as determined by the board. (Policy FD)

Minor Living Apart

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney recognized as valid and enforceable under Texas law or an "Authorization Agreement for Nonparent Adult Caregiver" as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Any such student who has engaged in misconduct that results in an assignment to an alternative education program or an expulsion shall not be permitted to attend a District school.

Proof of Admission Eligibility

The District requires evidence that a person is eligible to attend the public free schools of the District at the time it considers an application for admission of the person. The board or its designee shall establish minimum proof of residency acceptable to the District, available in policy [FD\(LOCAL\)](#). When admission is sought under item 4 above, the board shall determine whether an applicant qualifies as a resident of the District and may adopt reasonable guidelines for making that determination as necessary to protect the best interest of the District/students.

Acceptable documents for verifying address include current electric and cable utility bills, sales or lease agreements, or other legal documents which validate proof of residency.

On occasions where a family cannot meet District requirements for proof of residency (i.e., when a family has recently moved in with another family), the resident and the parent/guardian must complete a notarized Affidavit of Residence, and must annually renew this affidavit to verify the parent's shared residency.

Withdrawal – Minor Students

A student under age eighteen may be withdrawn from school only by a parent.

Withdrawal for Non-Residence

The District may withdraw any student who ceases to be a resident.

High School Equivalency Certificate

A student who has received a high school equivalency certificate is entitled to enroll in a public school in the same manner as any other student who has not received a high school diploma.

Substitute for Parent or Guardian (Power of Attorney)

The board may allow a person showing evidence of legal responsibility for a child other than an order of a court to substitute for a guardian or other person having lawful control of the child under court order. (Policy FD)

Students in Foster Care

A student placed in foster care by an agency of the state or a political subdivision, and whose foster parents reside in this District, shall be permitted to attend District schools free of any charge to the foster parents or to the agency. No durational residency requirement shall be used to prohibit such a student from fully participating in all activities sponsored by the District.

A student who was enrolled in primary or secondary public school before the student entered the conservatorship of DFPS and who is placed at a residence outside the attendance area for the school or outside the District is entitled to continue to attend the school in which the student was enrolled immediately before entering conservatorship until the student successfully completes the highest grade level offered by the school at the time of placement without payment of tuition. The student is entitled to continue to attend the school regardless of whether the student remains in the conservatorship of DFPS for the duration of the student's enrollment in the school.

Court-Ordered Student

A court may not order an expelled student to attend a regular classroom, a regular campus, or a school district alternative education program as a condition of probation unless the juvenile board for the county in which the District's central administrative office is located has entered into a memorandum of understanding with the board concerning the supervision of and other support services for students in alternative education programs.

If a court orders a student to attend an alternative education program as a condition of probation once during a school year and the student is referred to juvenile court again during that school year, the juvenile court may not order the student to attend an alternative education program in the District without the District's consent until the student has completed successfully any sentencing requirements.

Students in Protective Custody of the State

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

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

Please contact Director of Student Services, who has been designated as the District's liaison for children in the conservatorship of the state, with any questions.

Students Enrolling with Disciplinary Alternative Education Placements

In accordance with Texas Education Code § 37.022, if a school district or charter school takes disciplinary action against a student and the student subsequently enrolls in another district before the expiration of the period of disciplinary action, the district in which the student enrolls may continue the disciplinary action under the terms of the order or may allow the student to attend regular classes without completing the period of disciplinary action. Disciplinary action includes suspension, expulsion, placement in alternative education program or other limitation in enrollment eligibility of a student by a district.

Legal Surname

A student must be identified by the student's legal surname as it appears on the student's birth certificate or other legal document suitable as proof of the student's identity, or in a court order changing the student's name.

Required Documentation

At the time of enrollment, the person authorized to enroll the child shall immediately furnish a record showing that the child has the immunizations required by Texas Education Code § 38.001, or proof that the child is not required to be immunized, or proof that the child is entitled to provisional admission.

Not later than the thirtieth day after the date a parent or other person with legal control of a child enrolls the child in a SFDRCSISD school, the parent or other person, or the school district in which the child most recently attended school, shall furnish to the District all of the following:

1. The child's birth certificate or another document suitable as proof of the child's identity as defined by the commissioner of education in the *Student Attendance Accounting Handbook*.
2. A copy of the child's records from the school the child attended if he or she was previously enrolled in a school in Texas, in another state, or in another country.

Students shall not be denied enrollment or be removed solely because they fail to provide the required documentation in items 1 and 2, above.

Child in DFPS Possession

The District shall enroll a child without the required documentation if the Department of Family and Protective Services (DFPS) has taken possession of the child. DFPS shall ensure that the required documentation is furnished to the District not later than the thirtieth day after the date the child is enrolled.

Inconsistent or Missing Documentation

If a child is enrolled under a name other than the name that appears in the identifying documents or records, the District shall notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying records and the name under which the child is enrolled.

If the required documents and other records are not furnished to the District within 30 days after enrollment, the District shall notify the police department of the city or the sheriff's department of the county in which the District is located and request a determination of whether the child has been reported as missing.

Students Under Eleven

On enrollment of a child under eleven years of age in a school for the first time at the school, the school shall:

1. Request from the person enrolling the child the name of each previous school attended by the child;
2. Request from each school identified in Item #1 the school records for the child and, if the person enrolling the child provided copies of previous school records, request verification from the school of the child's name, address, date, and grades and dates attended; and
3. Notify the person enrolling the student that not later than the thirtieth day after enrollment or the ninetieth day if the child was not born in the United States, the person must provide:
 - a. A certified copy of the child's birth certificate; or
 - b. Other reliable proof of the child's identity and age and a signed statement explaining the person's inability to produce a copy of the child's birth certificate.

If a person enrolls a child under eleven years of age in school and does not provide the valid prior school information or documentation required, the school shall notify the appropriate law enforcement agency before the thirty-first day after the person fails to comply.

False Information

When accepting a child for enrollment, the District shall inform the parent or other person enrolling the child that presenting false information or false records for identification is a criminal offense under Texas Penal Code § 37.10 and that enrolling the child under false documents makes the person liable for tuition or other costs as provided below.

A person who knowingly falsifies information on a form required for a student's enrollment in the District is liable to the District if the student is not eligible for enrollment, but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee the District may charge or the amount the District has budgeted per student as maintenance and operating expense, whichever is greater.

Exceptions to Age and Residency Requirements

In general, students are enrolled in District schools and programs only if they meet the age and residence requirements as defined by state law. However the following exceptions are allowed, subject to tuition, in some situations.

1. Students who move out of the District during the school year and who are permitted to remain in their former school under continuing enrollment guidelines, except that a student may be

granted permission to complete the current grading period without tuition.

2. Students who will be eligible to graduate in the school year following their move out of the District and who are approved for continued enrollment for their senior year.
3. Students whose families are in the process of moving into the District (for students admitted under the anticipated move provision, tuition shall be waived for a grace period of 30 school days).

Residency Review for Extra-curricular Activities

The Superintendent or designee shall determine whether a minor student residing in the District separate and apart from a parent, guardian, or other person having lawful control under order of a court is present in the District for the primary purpose of participating in extra-curricular activities. This determination may be appealed to the board under the Complaint Resolution Procedure, beginning at Level III, by making a written request to the Superintendent within fifteen days of the decision.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses and telephone listings, unless parents have advised the District not to release their child's information without prior written consent. A form has been attached for you to complete if you do not want the District to provide this information to military recruiters or institutions of higher education. (See attached form in Appendix.)

Accommodations for Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
 - Called to active duty,
 - On leave, or
 - Returning from a deployment of at least four months.

The district will permit no more than 5 excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

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

Please contact the principal for information about this opportunity, including dates on which the test will be offered.

ASBESTOS MANAGEMENT PLAN

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available for review in the administrative office of schools.

ATHLETIC CODE OF CONDUCT

SFDRCISD provides a comprehensive athletic program for the benefit of students. The underlying belief exists that participation in a competitive athletic program can provide students an opportunity to learn responsibility, dedication, leadership, hard work, respect for rules, respect for authority and many other positive qualities. Regulations are established to promote these qualities and to help build and maintain a strong athletic program. It is recognized that some of the expectations for athletes exceed the expectations for the general student body. Athletes are expected to follow District policies and all athletic procedures set by the District and the school. Violations of the rules will result in corrective and/or disciplinary action. The facts and circumstances will be taken into consideration when determining consequences for rule violations.

It is the desire of District and campus athletic staff to educate and counsel our young athletes on the serious harmful effects of substance abuse and the potential consequences inflicted upon themselves, their families, and their respective teammates should they choose to breach the Athletic Code of Conduct. It is also the intent of the Athletic Code of Conduct to provide a clearly defined course for our student athletes to follow and instill a belief that maintaining a healthy lifestyle is important.

ATHLETIC PHYSICALS (SECONDARY SCHOOLS)

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

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

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

ATTENDANCE/Absences

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance Law

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. Prior to revoking the person's enrollment, the District shall issue a warning letter to the student after the 3rd unexcused absence stating that the person's enrollment may be revoked for the remainder of the school year [See policy FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed at **Children of Military Families**, absences of up to 5 days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See Children of Military Families]

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the District will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the District will also be initiated.

If you have questions about your student and the effect of his or her absences from school, please contact the campus principal.

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

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

Documentation after an Absence (All Grade Levels)

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

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after Absence for Illness

Within 48 hours of returning to school, a student absent for more than 3 consecutive days due to a personal illness must bring a statement from a physician or health clinic licensed to practice in the United States verifying the illness or other condition that requires the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Driver License Attendance Verification

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

Make-up Work

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the amount of time allotted for completing make-up work after an absence; however, the student shall be responsible for obtaining and completing the make-up

assignments in a satisfactory manner within the allotted amount of time. If the student satisfactorily completes the work and the absences qualify as "excused" absences for purposes of compulsory attendance, as described above, the days of absence shall be counted as days of compulsory attendance, and the student shall not be penalized for the absence.

Student Arrival (All Levels)

A student who arrives on campus after the first tardy bell has rung is considered to be "in school" and must check in with the school's attendance secretary.

Closed Campus

All campuses are closed campuses, which means that parents must sign their child out in the main office to be released from class. State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent.

Leaving Campus (All Levels)

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

Check-Out Procedures

Students are not permitted to leave school after they arrive unless certain procedures are followed. Only the parent who has signed the enrollment card or someone with a written authorization from that person will be allowed to take a student from school during regular school hours. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office (attendance secretary) upon the student's return. Documentation regarding the reason for the absence will also be required.

Note: If a parent is out of the city and has left his/her child with another adult, a note should be written to the school authorizing the child's release to this person in case such a release is needed.

Illness

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

Students who find it necessary to leave school during the school day for any reason (doctor's appointments, etc.) must obtain an early dismissal slip from the attendance office in accordance with school procedure.

Students who fail to follow the above procedures may be considered truant.

Effects of Absenteeism

Absence from class unavoidably affects the quality of a student's work, interferes with normal instructional procedures in the classroom, and places additional demands on the teacher to provide remedial assistance. Therefore, regular attendance and punctuality are required of every student for each scheduled class.

In case of a long period of absences due to extended illness or injury, the student's counselor and the attendance office should be contacted immediately by the parent of the student in order that arrangements may be made for continuance of academic work. If families are aware that their children must be absent for an extended period, students are encouraged to ask their teacher for academic assignments prior to the absence in order to minimize curriculum loss.

Enforcement of Attendance Policies

Excessive absences from school shall be investigated by school officials. If the problem cannot be resolved between the principal and the parents, the case shall be referred to an officer who will further investigate the reasons for the absences. Violation of the compulsory attendance law may result in judicial action.

Exceptions to Attendance Rules

A student not actually on campus at the time attendance is taken shall be considered in attendance if:

1. The student is participating in a board-approved extra-curricular activity or public performance, which is under the direction of a member of the District's professional or paraprofessional staff, or an adjunct staff member who has a bachelor's degree and is eligible for participation in TRS.
2. The student is participating in a mentorship approved by District personnel to serve as one or more of the advanced measures needed to complete the Advanced/Distinguished Achievement Program.
3. The student is absent for one of the purposes recognized as an excused absence.
4. The student is in attendance at a dropout recovery education program, including a program operated by a public junior college.
5. The student's absence is permitted by other conditions related to off-campus instruction as described in the Texas Education Agency's *Student Attendance Accounting Handbook*.

Withdrawal for Non-Attendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

Additionally, SFDRCSID may revoke the enrollment of a student 19 years of age or older who has more than five unexcused absences in one semester in accordance with state law.

Extra-curricular and Co-curricular Activities

Students who are participating in an extra-curricular activity approved by the board and under the direction of a professional staff member shall not

be counted absent from school. Absences in excess of those permitted will not be considered as extenuating circumstances; consequently, students with unexcused absences because of participation in extra-curricular activities in excess of those limits may not receive credit for work missed during those absences. Students should miss no more than ten days per year (or more than eight days in one semester) for extra-curricular activities.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class.

If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the District.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absence.
- The committee will consider whether the student or the student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Unexcused Absences

The board has chosen to allow students who have lost credit because of unexcused absences and who have a passing grade in the course to regain credit by fulfilling the requirements established by the campus attendance review committee. The committee may set more stringent requirements for regaining credit when absences are unexcused than in other circumstances.

Regaining Credit

The attendance committee may use any of the following options as ways in which students may regain credit:

1. Complete additional assignments, as specified by the committee.
2. Satisfy time-on-task requirements before and/or after school.
3. Attend tutorial sessions as scheduled.
4. Perform community services or campus duties.
5. Maintain the attendance standards for the rest of the semester.
6. Attend an alternative education program.
7. Attend evening high school.
8. Take an examination to earn credit.
9. Attend Saturday school.

In all cases, the student must also earn a passing grade in order to receive credit.

Grades

A student with a grade of 70 or higher who is awarded credit through the review process shall be assigned the grade earned. A student with a grade of 70 or higher who is denied credit by the review committee shall be assigned a grade of 69. A student with a grade below 70 is not eligible to obtain credit through the review process; the grade shall stand as earned.

Accelerated/Compensatory Programs

Unless specifically exempted under Education Code § 25.086, a student shall attend:

1. For students identified as likely not to be promoted to the next grade level, a District-provided extended-year program for which the student is eligible, or tutorials required under Education Code § 29.084;
2. An accelerated reading instruction program to which the student has been assigned under Education Code § 28.006(g);
3. An accelerated instruction program to which the student is assigned under Education Code § 28.0211;
4. A basic skills program to which the student is assigned under Education Code § 29.086; or
5. A summer program provided:
 - a. To a student placed in in-school suspension or other alternative setting, other than a disciplinary alternative education program (DAEP), who has been offered the opportunity to complete each course in which the student was enrolled at the time of removal, pursuant to Education Code § 37.008(l).
 - b. To a student removed to a DAEP who has been offered an opportunity to complete coursework, before the beginning of the next school year, pursuant to Education Code § 37.021.

Attendance Boundaries

All students who attend SFDRCSID schools must reside within the boundaries of the District unless the Superintendent has approved a transfer.

Students are eligible to enroll in a school only if they reside in the attendance zone for that school, or if they have an approved written exception from the SFDRCSID Administrative Office. New students must show proof of residence. Students who enroll improperly by misrepresenting the address, or that of their parent(s) or guardian(s), will be subject to return to the home campus.

Administrative Transfer – A transfer may be initiated administratively to assign a student to a different school for reasons including, but not limited to concerns related to discipline, safety, sexual assault, bullying, or extraordinary conditions affecting the family or the school. It must be initiated by the home campus principal or Director of Student Services only if one or more of the conditions described above exist.

BULLYING

Bullying is prohibited by the District. Bullying is defined in section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The District is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or

parent to notify a teacher, school counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The District will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

A student may anonymously report an alleged incident of bullying by accessing the "[Anonymous Reporting](http://www.sfdr-cisd.org/)" link found at the top right corner of the SFDRCISD website (<http://www.sfdr-cisd.org/>).

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the Board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the District. The parent of a student who has been determined by the District to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the District. (See "Safety Transfers" on page 15)

A copy of the District's anti-bullying policy, FFI(LOCAL), is available for viewing in the principal's office, Superintendent's office, and on the District's website (www.sfdr-cisd.org).

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

FOOD AND NUTRITION SERVICES (ALL GRADE LEVELS)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

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

Community Eligibility Provision (CEP) Program-Pre-K through 8th grade

San Felipe Del Rio CISD is eligible to participate and offer all Pre-Kindergarten through 8th grade students a non-pricing meal service option through the Community Eligibility Provision (CEP) Program. This means all children attending elementary and middle schools will receive breakfast and lunch at no cost to families regardless of income status.

To retain eligibility, parents must annually complete a CEP Income Survey electronically or by hand before the first day of school.

National School Lunch Program (NSLP) – Grades 9 through 12th

Del Rio Freshman School, Del Rio High School and the Early College High School campuses will remain on the National School Lunch Program (NSLP) with universal free breakfast and an application process to determine whether a student is eligible for lunch meals at a fraction of the regular cost. NSLP Applications will be given to parents during their child's Back-To-School Orientation session. Applications are also available online here. We request that parents complete and promptly return this survey to their child's school office.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the District will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the board, and the District will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the District is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. The District will make every effort to avoid bringing attention to such a student.

For assistance or questions on the Community Eligibility Provision (CEP) or the National School Lunch Program (NSLP), please call the Office of Child Nutrition Services at (830) 778-4187 or (830) 778-4178; or you may visit our office at 900 W. Cantu Rd.

For further information on policies, see CO(LOCAL).

CAMPUS BEHAVIOR COORDINATOR

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on each campus webpage at www.sfdr-cisd.org.

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products.

Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

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

The District has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at www.sfdr-cisd.org. Trafficking includes both sex and labor trafficking.

The District conducts annual staff training concerning child sexual abuse and other maltreatment of children. School counseling staff will also address issues to increase awareness regarding sexual abuse and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year.

Warning Signs of Sexual Abuse (All Grade Levels)

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

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Warning Signs of Sex Trafficking (All Grade Levels)

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;

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

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

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

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find what services may be available in http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at or <http://www.txabusehotline.org>).

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

COMMUNICATIONS

SFDRCSID has multiple means of instantly communicating with parents. As an emergency situation develops, please monitor <https://www.sfdrcisd.org/>, <https://www.facebook.com/sfdrcisd>, and <https://twitter.com/SFDRCSID>. Even if you do not have an account with Facebook or Twitter, you will be able to see the respective pages. Additionally, SFDRCSID utilizes Skyward's Skylert, which is a communication system which allows SFDRCSID to contact every parent in the district via phone and email. This service will be used during emergency situations to keep parents informed. The parent or guardian listed as the student's primary contact will receive an email, a call on their home phone (if available) and cell phone with information regarding the situation. For this notification service to work as intended, it is extremely important that accurate updated contact information is on file at your child's school. If your contact information changes, please notify your child's school immediately.

CONDUCT (Applicability of School Rules)

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

CORPORAL PUNISHMENT

The District prohibits the use of corporal punishment – spanking, paddling, or other means of physical force against the student, as a means of discipline for violation of the Student Code of Conduct or any other reason. See policy FO (Local) in the District's policy manual.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (ALL GRADE LEVELS)

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

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

The Board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of these policies is available in the principal's office, in the Superintendent's office and on the district's website at (<http://www.sfdrcisd.org/>).

Dating Violence

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

offensive educational environment; or substantially interferes with the student's academic performance.

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships between students and District employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to:

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

Retaliation

Retaliation against a person, who makes a good faith report of discrimination or harassment, [or](#) dating violence, is prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a District investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

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

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

Investigation of Report

To the extent possible, the District will respect the privacy of all students involved; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

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

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

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

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

DELIVERIES

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

DISRUPTIONS OF SCHOOL OPERATIONS

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

- Interference with the movement of people at an exit, entrance, or hallway of a District building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to District property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disruption of classes or other school activities while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the District.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The school newspaper and the yearbook are available to students for purchase.

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

Non-school Material From Students

Students must obtain prior approval from the principal or designee before posting, circulating, or distributing more than **one** copy of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days. The District reserves the right to deny a request to post non-school materials that do not meet the standards described in policy FNAA (Local).

Prior review will not be required for:

- distribution of materials by a student to other attendees during a meeting of a non-curriculum-related student group authorized to meet at school during no instructional time in accordance with FNAB (Local); or
- distribution of non-school material in circumstances for which exceptions to prior review are authorized at policy GKDA (Local)

The principal will designate a location for approved non-school materials to be placed for voluntary viewing by students.

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

Non-school Materials from Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policy GKDA.

Prior review will not be required for:

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

DISTRICT NON-EMERGENCY MASS COMMUNICATIONS

The Telephone Consumer Protection Act (TCPA) rules prohibit a person or entity from making a nonemergency call using an automatic telephone dialing system or an artificial or prerecorded voice to a wireless telephone number without prior express consent. Please refer to Form CQ (Exhibit) if you want to participate in the District's nonemergency mass communications using an automatic telephone dialing system.

DRESS AND GROOMING (All Grade Levels)

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

1. Skirts, dresses and shorts should not be shorter than mid-thigh. There should not be a cut or slit in the clothing that extends beyond the limit.
2. Appropriate undergarments must be worn at all times.
3. Appropriate footwear must be worn; footwear which has toes reinforced with steel, hard plastics or similar materials are specifically prohibited. Flip flops are not allowed. Footwear with wheels are prohibited.
4. Hair for males and females should be neat and clean and not cover the face. Unconventional faux hawk, shaved designs or Mohawk hairstyles are not permitted. It may be pulled back in a ponytail. Goatees are not allowed.
5. Headwear and sunglasses must not be worn in buildings.
6. Any clothes that are suggestive or indecent or which cause distraction are not acceptable. Pants/jeans must be styled and fitted to avoid showing skin or undergarments above mid-thigh through any holes or excessive bagginess. Clothing that is lewd, offensive, vulgar or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance prohibited under board policy shall not be worn.
7. Clothing with gang colors or gang-related attire, symbols or emblems is prohibited.
8. Excessively tight clothing to include leggings, shorts, or clothing that is shorter than mid-thigh are not permitted. Apparel worn below the hipline is not allowed. Undergarments must not be showing. Specifically, oversized clothing, tank tops, muscle shirts, halter tops, spaghetti straps, exposed backs or midriffs, and see-through garments are not permitted.
9. Indecent/inappropriate patches, writings, or drawings on clothing are prohibited.
10. Apparel, shoes or articles that may cause injury or damage such as, but not limited to, objects or appendages, spiked bracelets or necklaces are not permitted.
11. Skateboards are not allowed.
12. Make-up is prohibited to be worn by males. Jewelry on males and females cannot have sharp or long pointy ends, such as ear spikes and no gauges are allowed.
13. Tattoos should be covered up.
14. Specific classes or certification courses will have dress codes that are stricter due to safety and work-place regulations.
15. Grooming for both male and female students should be neat and clean.

Campus administration shall have the discretion to determine what apparel is appropriate on a case-by-case basis. Final determinations on acceptable dress and grooming rest with the principal or the principal's designee.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

The District permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See Cell Phone and Electronic Devices Policy below.]

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

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school, in the hallways during passing periods, the library or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the instructional portion of the school day, the device will be confiscated. The parent must pick up the confiscated telecommunications device from the principal's office. [See Consequences for Violation of Policy.]

Note: Parents are requested not to contact their child during the instructional school day via cell phone. If an emergency occurs and parents need to speak to their child, please contact the school for assistance.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See Searches]

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

Cell Phone and Electronic Devices Policy (Grades 6-8)

The following cell phone policy will be in effect for students in grades 6-8. SFDRCISD students in possession of a cell phone must comply with the SFDRCISD Cell Phone/Electronic Devices Policy and the SFDRCISD Acceptable Use Agreement.

All students **will be allowed** to use their cell phones/electronic devices during the following non-instructional school times:

- Before the first instructional bell rings.
- After the end-of-school dismissal bell.
- During out-of-town school sponsored events with parent and sponsor's permission.

All students **will not be allowed** to use their cell phones during instructional time.

- Instructional time is defined as the time from the first tone of the tardy bell to the first tone of the dismissal bell.
- Cell phones must ALWAYS be turned off and out of sight during instructional time, during passing periods and during lunch time. Students should wait until they exit the building after school to access their cell phone.

- Headphones may only be used before and after school, and with the sponsor's permission during school sponsored out-of-town trips.

Cell Phone and Electronic Devices Policy (Grades 9-12)

The following cell phone policy will be in effect for students in grades 9-12. SFDRCISD students in possession of a cell phone must comply with the SFDRCISD Cell Phone/Electronic Devices Policy and the SFDRCISD Acceptable Use Agreement.

All students **will be allowed** to use their cell phones/electronic devices during the following non-instructional school times:

- Before the first instructional bell rings.
- During the student's lunch period.
- After the end-of-school dismissal bell.
- During class time for instructional purposes with the teacher's permission.
- During out-of-town school sponsored events with the sponsor's permission.

All students **will not be allowed** to use their cell phones during instructional time.

- Instructional time is defined as the time from the first tone of the tardy bell to the first tone of the dismissal bell. Each teacher has the discretion to allow and regulate the use of cell phones in the classroom.
- Cell phones must ALWAYS be turned off and out of sight during instructional time and during passing periods except during the student's lunch period. Students should wait until they exit the building after school to access their cell phone.
- Office runners and/or students who are in the hallways or in the restrooms during instructional time will not be allowed to use their cell phones.
- Headphones may only be used during the student's lunch period and in the classroom with the teacher's permission.
- Students who have an early release may not use their cell phones during instructional time; and should wait until they exit the building to access their cell phone.
- Cell phones may not be used to assist any student on assignments, quizzes, or tests without teacher approval.
- Use of a cell phone or any other unapproved electronic device during the administration of state tests (STAAR, EOC, etc.) will be regarded as cheating, and the student's test will be invalidated with appropriate disciplinary action to follow.

Cyber Safety

Cyber-Safety awareness and training will be required while putting into practice social and professional etiquette relating to electronic devices. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules. The use of a cell phone is not a right but a privilege. When abused, privileges will be withdrawn. The following are considered more serious offenses/infractions and will be referred directly to the administration to be reviewed:

- Students are strictly prohibited from using cell phones or any electronic device for capturing images in locker rooms, restroom areas or any other area prohibited by the campus/District.

- Students are strictly prohibited from using Social Media (e.g., Facebook, FaceTime, Instagram, etc.) to post pictures or take video during instructional time.
- Students are strictly prohibited from “bullying,” particularly cyberbullying, or posting derogatory statements about students, faculty, or staff via text message or Social Media.

If there is a reasonable cause to believe that any cell phone or electronic device has been used in the transmission or reception of communications prohibited by law, policy, or regulation, students will be subject to disciplinary action. [See FNCE (LOCAL).]

Consequences for Violation of Cell Phone/Electronic Devices Policy

Violating the established policy will result in the following:

- First offense - the phone will be confiscated and must be picked up by a parent or guardian after three school days.
- Second offense - the phone will be confiscated and must be picked up by a parent or guardian after six school days.
- Third offense - the phone will be confiscated and must be picked up by a parent or guardian after ten school days.
- Fourth offense – the phone will be confiscated for the remainder of the school year and cell phone privileges will be revoked.

Students who do not adhere to these guidelines will be subjected to other disciplinary actions. Students who are in possession of cell phones must adhere to the Student Code of Conduct, the SFDRCISD Student Handbook, the SFDRCISD Acceptable Use Policy, and all board policies.

Failure to relinquish the communication device to school personnel when asked to do so, or repeated violations, may result in additional disciplinary action, including confiscation of the device for a period of time up to the remainder of the school year.

A student's parent, guardian, or non-student owner may pick up the device after showing proof of ownership. If the device is not claimed, the student's parent or guardian whose name and address appears on the device shall be given thirty days prior notice of the District's intent to dispose of the device.

Cell Phone/Electronic Device User Agreement (BYOD)

SFDRCISD uses instructional technology as one way of supporting our mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. In an effort to be proactive with today's growing social and interactive technology trends, SFDRCISD will allow cell phones to be used for instructional purposes only.

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel.

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

EXTRA-CURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Manual at [UIL Parent Information Manual](http://UIL.ParentInformationManual). A hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

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

In addition, the following applies to all extracurricular activities:

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

Students in leadership positions and students who participate in extra-curricular activities, on or off campus, are subject at all times to District policy and applicable UIL rules regarding participation. The student's privilege of participation in these activities may be revoked, suspended, or otherwise adversely affected at any time when:

1. the instructor/sponsor of an extra-curricular activity or a campus administrator determines that the student's conduct has an incidental negative effect on the morale or discipline of other participants in the extra-curricular activity;
2. the instructor/sponsor of an extra-curricular activity or a campus administrator determines that the student's conduct has an incidental negative impact on the reputation of the student's team, school, or the District; and/or
3. the instructor/sponsor of the extra-curricular activity or a campus administrator determines that the student's conduct warrants the revocation or suspension of the student's extra-curricular activities as a disciplinary measure.

Extra-curricular - Secondary Eligibility for Beginning of the School Year

In order to be eligible, a student must be enrolled in the equivalent of two and one-half credits per semester. These credits can be a combination of both state approved and local courses; however, a student must have accrued the designated number of credits in state approved courses in order to be eligible the first six weeks of the school year.

Students in grades 7-12 may participate in extra-curricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of credits in state approved courses:

1. If a student is beginning the seventh grade year, he or she must have passed from the sixth grade to the seventh.
2. If a student is beginning the eighth grade year, he or she must have passed all but one of the courses required for the seventh grade year.
3. If a student is beginning the ninth grade year, he or she must have completed all courses required for the seventh grade year and have passed all but one of the courses required for the eighth grade year.
4. If a student is beginning his or her second year of high school (grades 9-12), he or she must have earned five credits.
5. If a student is beginning his or her third year of high school, he or she must have earned ten credits, or during the preceding twelve months he or she must have earned five credits.
6. If a student is beginning his or her fourth year of high school, he or she must have earned fifteen credits to be eligible, or during the preceding twelve months he or she must have earned five credits.

Eligibility During the Year

1. A student who is enrolled in the District or who participates in a UIL competition shall be suspended from participation in any extra-curricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class. A suspension continues for at least three weeks and is not removed during the school year until the conditions of section 2 below are met. A suspension does not last beyond the end of a school year. For purposes of this section, "grade evaluation period" means:
 - a. the six-week grade reporting period; or
 - b. the first six weeks of a semester and each grade reporting period thereafter, in the case of a school with a grade reporting period longer than six weeks.
2. Until the suspension is removed or the school year ends, the District shall review the grades of a student suspended at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than an identified honors or advanced class, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades.
3. A student suspended under this section may practice or rehearse with other students for an extra-curricular activity but may not participate in a competition or other public performance nor travel with the team.
4. Suspension from participation in extra-curricular competition or other public performance becomes effective seven days after the last day of the six weeks or grading period during which the grade lower than 70 was earned. The seven-day interim period begins with the close of school on the last day of the six weeks or grading period and ends seven days later. For example, if the six weeks ends at 3:45 p.m. on April 23, the suspension would take effect at 3:45 p.m. on April 30.
5. Students should not drop a course in order to retain or regain eligibility.
6. A student who receives special education services and who fails to meet the standards of the individualized education program (IEP) may not participate for at least three school weeks.

Standards of Behavior

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

Social Events

All social events scheduled in the SFDRCSID schools shall be approved by the school principal. These functions must have adults in attendance. School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

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

properly at any social function will be asked to leave and will be subject to disciplinary action by the principal.

Parents of seniors should be aware that SFDRCSID does not approve, support, or publicize any post-graduation activities other than the Project Graduation one-night drug and alcohol-free party. Parents are urged to use caution and to carefully investigate advertised graduation trips or cruises sponsored by various companies or organizations.

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. [For further information, see policies FJ and GE.]

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns online on the school district's website at:
<https://sfdr.ekohi.com/ReportBully/ReportBullying>
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

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

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

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect

bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form.

Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

EMERGENCY SITUATION AFFECTING COMMUNITY AND/OR DISTRICT

An emergency situation may arise which will cause the District to implement its emergency management procedures in order to protect the health and safety of the students and employees. In the event that an emergency arises which is a threat to safety on one or more campuses/facilities, District personnel will implement the District Emergency Operations Plan (EOP).

Emergency events can be extremely dynamic and challenging for even the most trained professionals to deal with. It is extremely important that all parents realize that they have important responsibilities during an emergency event.

During an emergency event:

1. The safety of students is **THE** primary concern and parents should understand that personnel are focused on that objective above all others.
2. The District will establish effective communications with parents about the status of the event, and provide timely updates as available.
3. The District will update parents with information through public access channel, radio, or other means. **DO NOT CALL THE DISTRICT OR 911 TO ASK QUESTIONS.**
4. Please be patient. All resources are being applied towards actions to ensure the safety of the students and only after this has been accomplished can attention turn fully towards getting all necessary information and requests for actions to parents.
5. The District may establish a hotline for parents to call and receive information if the necessity for two-way communication becomes necessary. **DO NOT CALL 911 TO ASK QUESTIONS.**
6. Unfortunately, misinformation is spread during emergency events, much of which comes from student's texting and/or calling friends and family. Parents should disregard any and all information except what is officially released by the District or local public safety agencies through sources such as press releases/announcements from the District's Public Information Officer (PIO) or local media public service announcements.
7. If an emergency event causes the District to hold students over or remove them from campuses, the District will implement a "reunification" (releasing students to parents) process. Please understand that students will only be released to individuals who have been included on the emergency contact list. Please make certain that you have included any and all individuals with whom you would authorize release of your child to during or after an emergency situation.

8. Monitor local radio, District access channel 39 and any other indicated sources during an emergency event so that you receive updated information.

Required Emergency Situation Training for Students

Students will be required to participate in drills to prepare for a variety of possible emergencies. Students will be instructed how they will receive alerts and how they will respond to each type of emergency situation and practice these receiving alerts and taking actions during the drills.

Horseplay, pushing, laughing, or otherwise disrupting emergency drills will be taken very seriously as these drills are taken very seriously by teachers and administrators.

Emergency drills include, but are not limited to:

Fire Drills (Conducted at least once per month):

Fire drills are conducted for two purposes: (1) to train students to leave the building in an orderly manner and quickly in case of an emergency alarm; and (2) to teach self-control in times of emergency in later life. These aims can be accomplished with student cooperation. When an alarm is sounded, all students should immediately leave the room as directed by the teacher and proceed to the designated exit. They should walk in an orderly manner without talking or pushing. When the students reach the safety zone, they should turn and face the building while remaining in line.

In case of an obstructed fire drill in which an exit is blocked, the students should then proceed to an alternate exit. In doing so, care should be taken to stay in line.

Students will be instructed at their campus as to what signals indicate a fire alarm.

Severe Weather Drills

Tornado/Disaster Drills

1. Most tornadoes in Texas occur in the months of April, May and June.
2. Most tornadoes occur from 12 noon through midnight, and 85 percent of them occur between the hours of 4:00 p.m. and 6:00 p.m.
3. Approaching tornadoes sound like a continuous rumbling of thunder.
4. Strict discipline will be enforced during any type of drill.
5. During drills, students are to go to designated areas away from windows and doors. Specifically, they should avoid portable buildings with large span beams such as gymnasiums and cafeterias. Students who are outside should go to designated areas.
6. The proper position for students after reaching the designated areas is as follows: kneel on the floor, lean forward and touch the forehead to the floor, then clasp the hands together behind the back of head.

Students will be instructed on recognizing and responding to a severe weather alert. Students will practice those actions during drills.

Lockdown Drills

Lockdown drills may be conducted to prepare schools for emergency situations when students and staff may be in imminent danger of serious bodily injury. A lockdown drill will occur within the first month of school.

Students will be instructed on recognizing and responding to a lockdown alert. Students will practice these actions during lockdown drills. Each campus has a lockdown procedure specific to that campus. This procedure is communicated to appropriate personnel at each campus.

Shelter in Place Drills

Shelter in place drills are conducted to prepare students for an emergency requiring them to take actions to reduce their contact with outdoor environment, such as in the case of a chemical spill which might affect the school. Students will be instructed on recognizing and responding to a shelter in place alert. Students will practice those actions during shelter in place drills.

Reverse Evacuation

Reverse evacuation drills are conducted to prepare students for an emergency situation which would require everyone outside to get back inside a building for shelter. Gunfire in the vicinity of campus is an example of an event requiring a Reverse Evacuation. Students will be instructed in recognizing and responding to a reverse evacuation drill. Students will practice those actions during reverse evacuation drills.

Other Drills

Students may be required to participate in other types of drills as applicable for their safety.

EMERGENCY SCHOOL CLOSING

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community through the Skylert messaging system, the District's website and social media pages. [See **Communications**]

GANG-FREE ZONES

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

HAZING

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements,

confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hazing will not be tolerated by the District. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to immediately report this to the principal or Superintendent. [See **Bullying** and policies FFI and FNCC.]

LAW ENFORCEMENT AGENCIES

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

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

Students Taken Into Custody

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

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

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the

best of his or her ability, will verify the official's authority to take custody of the student.

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

Notification of Law Violations

The District is required by state law to notify:

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

PETS

Animals, excluding service animals may not be brought on the school grounds unless a teacher makes a specific request. The teacher must receive approval from the administration and the animal must be properly house trained.

PHYSICAL ACTIVITY REQUIREMENTS

Elementary Schools

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

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

Middle Schools

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

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

Temporary Restriction from Participation in P.E.

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

PHYSICAL FITNESS ASSESSMENT

Annually, the District will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course

or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's confidential report.

SFDRCSID is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

PLEDGES OF ALLEGIANCE AND MOMENT OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

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

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

Reciting a Portion of the Declaration of Independence

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

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

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

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

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

STUDENT HEALTH-RELATED RESOURCES, POLICIES AND PROCEDURES

Administering Medication at School

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

The District will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication,

nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

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

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

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

For students at the elementary level, the student's teacher or other District personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

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

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

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

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

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

Consent to Medical Treatment FFAC (LEGAL)

The school in which a minor student is enrolled may consent to medical, dental, psychological, and surgical treatment of that student, provided all of the following conditions are met:

1. The person having the power to consent as otherwise provided by law cannot be contacted.
2. Actual notice to the contrary has not been given by that person.
3. Written authorization to consent has been received from that person.

Form of Consent

Consent to medical treatment under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment. The consent must contain:

1. The name of the student.
2. The name of one or both parents if known, and the name of the managing conservator or guardian of the student, if either have been appointed.
3. The name of the person giving consent and the person's relation to the student.
4. A statement of the nature of the medical treatment to be given.
5. The date on which the treatment is to begin.

Minor's Consent to Medical Treatment

A minor may consent to hospital, medical, surgical, and dental care furnished by a licensed physician or dentist if the minor:

1. Is 16 years of age and residing separate and apart from the minor's parents, managing conservator, or guardian, regardless of the duration of the residence, and is managing his or her own financial affairs, regardless of the source of the income;
2. Consents to the diagnosis and treatment of any infectious, contagious, or communicable disease required to be reported to the Texas Department of State Health Services, including all sexually transmitted diseases;
3. Is unmarried and pregnant, and consents to hospital, medical, or surgical treatment, other than abortion, related to her pregnancy; or
4. Consents to examination and treatment for drug or chemical addiction, drug or chemical dependency, or any other condition directly related to drug or chemical use.

Bacterial Meningitis

State law requires the District to provide information about bacterial meningitis.

What is Meningitis?

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

What are the Symptoms?

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

Children (over two years old) and adults with meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny,

red-purple spots. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is Bacterial Meningitis?

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

How is Bacterial Meningitis spread?

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

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

How can Bacterial Meningitis be prevented?

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

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

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

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

Diabetes Management and Treatment Plan

A parent seeking care for a child with diabetes while the child is at school or participating in a school activity must provide to the school nurse a management and treatment plan developed by a doctor.

Food Allergies

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

The District has developed and annually reviews a student food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan which addresses employee training, dealing with common food allergies, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. [See **Celebrations** and FFAF(REGULATION)]

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at [Allergies and Anaphylaxis](#). [See **Food Allergy and Anaphylaxis Emergency Care Plan in Section E – Appendix & Forms.**]

Head Lice (All Grade Levels)

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

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

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

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

Health Screenings

The principal of each school shall ensure that each student admitted to that school has complied with Texas Department of State Health Services screening requirements for special senses and communication disorders and spinal screening and diabetes risk assessment screening, or has submitted an affidavit of exemption.

Health Screening - Diabetes Risk Assessment

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

Health Screening - Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

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

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

Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9437; or online at <https://corequest.dshs.texas.gov/>.

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

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

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

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

Immunizations - Provisional School Enrollment

All immunizations must be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule.

To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Additional guidelines for provisional enrollment of students transferring from one Texas public or private school to another, students who are dependents of active duty military, students in foster care, and students who are homeless can be found in the TAC, Title 25 Health Services, Sections 97.66 and 97.69.

Physical and Mental Health Resources (All Grade Levels)

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

- The campus full-time nurse.
- The campus full-time counselors.
- The local mental health authority –
Hill Country Mental Health & Developmental Disabilities Centers
819 Water St.
Suite 300
Kerrville, Tx. 78028
Crisis Phone: 877-466-0660
Main Phone: 830-792-3300
<http://www.hillcountry.org/>
- **Texas Tech University Health Science Center**
Texas Child Health Access Through Telemedicine (TCHAT)
TCHAT.ELP@ttuhsc.edu
Main Phone: 915-215-4070

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/1180>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAB
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF

- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

- Providing professional development to all campus and district staff on school safety, bullying, dating violence, sexual abuse and other maltreatment, conflict resolution and drug-free policies; and
- Educating parents on the awareness of policies on bullying, dating violence, sexual abuse and other maltreatment, and conflict resolution.

The district has developed administrative procedures as necessary to implement the above policies and plans. Please contact Sandra Hernandez, Administrative Director at (830) 778-4073 for further information regarding these procedures and access to the District Improvement Plan.

School Nurse

A school nurse is assigned on a full-time basis to each District elementary and secondary school and on-call for special schools. The nurse's primary role is to improve the physical and mental health of students in accordance to their own personal needs. This includes emergency care when indicated, providing for the student who becomes ill at school, dispensing medication according to District policy, standing orders, and maintaining proper immunization and pertinent medical information.

The school nurse gives first aid only. She does not diagnose illnesses, but takes notes of symptoms and notifies the parents of the observations. If a child becomes ill or is injured at school, he or she will be given first aid and the parents will be notified if the severity of the injury or illness warrants such action.

The student must report to the nurse's office immediately if he or she becomes ill or is hurt in any way during the school day. Students are not to leave school with or without parents unless they have signed out through the administration offices. It is the responsibility of the student and parent to provide the school with an emergency phone number so that parents may be notified immediately should such a need arise.

If, upon nursing assessment, a child is determined to be ill and/or possibly contagious to others or is injured at school and needs further evaluation or treatment, he or she will be given first aid and the parent notified. In no case will a child be sent home until the parent/guardian or the person indicated by the parent/guardian has been contacted and arrangements made. Every effort will be made to contact the parent/guardian first.

If the parent/guardian is unable to come for the child, arrangements must be made for his or her care by the parent/guardian. In an emergency, 911, will be called and parents will be notified.

Student Illness (All Grade Levels)

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

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

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

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

Special Health/Medical Problems

It is especially important that parents and students inform school officials of any special health or medical conditions. School health records must be kept current and accurate at all times. The following procedures apply:

1. Permanent or Extended Health/Medical Problems. Parents should complete the Medical Release and Emergency Information Form at the beginning of each school year. The form is included in the packet that is sent home for parent signatures. This information will be kept on file in the nurse's office. Be sure to provide all information requested and sign the card. The nurse will provide information, as appropriate, to other school personnel.
2. Special Health/Medical Problems Occurring During the School Year. Students with medical problems for which the family physician feels it is necessary to restrict the student's activity at school should promptly provide the school nurse with a note from the doctor specifying any restrictions and limitations and the time period for which they are expected to apply. The school nurse will notify the appropriate school personnel and will return a copy of the note to the student/parent to be retained as a record.
3. Temporary/Minor Medical Conditions (e.g., cold, sore throat). Students may be excused from strenuous activities and/or outdoor play for one to three days upon written request from a parent/guardian. A doctor's note is not generally required for such temporary restrictions.

MENTAL HEALTH SUPPORT (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;

- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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

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

For related information, see:

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

Student Wellness Policy/Wellness Plan

The District is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the principal with questions about the content or implementation of the District's wellness policy and plan.

SEIZURES (all grade levels)

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

For more information, see "A Student with Physical or Mental Impairments Protected under Section 504".

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may occasionally conduct

searches. Such searches are conducted without a warrant and as permitted by law.

Student Desks and Lockers

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

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

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

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

Telecommunications and Other Electronic Devices

Use of District-owned equipment and its network systems is not private and will be monitored by the District.

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

Vehicles on Campus

A student has full responsibility for the security and content of his or her vehicle parked on District property and must make certain that it is locked and that the keys are not given to others.

Vehicles parked on District property are under the jurisdiction of the District. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the District will turn the matter over to law enforcement officials. The District may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs

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

Drug Testing

The District requires random drug testing of any student in grades 7–12 who chooses to participate in school-sponsored extra-curricular activities or requests a permit to park a vehicle on school property. See FNF(LOCAL) for additional details.

SELLING OF ITEMS BY INDIVIDUALS

The selling of items within the school is restricted to school organizations or by special permission from the principal. Specifically, the selling of any items produced at home is prohibited.

STEROIDS

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

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

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

STUDENT INSURANCE

SFDRCSID is immune from bodily injuries and property damage sustained by students and visitors to our facilities (except for limited liability for negligent operation and use of a motorized vehicle and certain issues involving federally protected classes of students). A portion of this immunity is provided in the Texas Tort Claims Act, Civil Practice and Remedies Code §§ 101.021 and 101.051.

The District does not assume financial responsibility for injuries sustained in any school-sponsored activity, athletic event or practice, except as noted above. The District does not carry insurance on students. Before participating in school-sponsored athletics or any other school-related activity, parents/legal guardians are encouraged to purchase the Student Accident Insurance made available at the beginning of each school year and throughout the school year. If a parent/legal guardian does not have other insurance and does not purchase the Student Accident Insurance, they assume the risk of the injury and associated cost. If a parent/legal guardian does have other insurance, the Student Accident Insurance may supplement the cost of any expense not recoverable from any other plan.

Enrollment forms and information are available at each campus, and the reception area at Central Administration.

Accident Insurance

For those parents who desire a supplemental accident insurance policy, the District makes available a voluntary group accident coverage that can be purchased at a nominal fee by all students. Coverage is available for the normal school day or can be extended to 24-hour protection. A brochure-application will be sent home at the beginning of the school year so that all parents who so desire may purchase this supplemental protection. Parents should read the brochure carefully to avoid misunderstanding the coverage period.

PREMIUMS ARE TO BE PAID BY PERSONAL CHECK OR MONEY ORDER. NO CASH, PLEASE. YOUR CANCELED CHECK OR MONEY ORDER STUB WILL SERVE AS YOUR RECEIPT.

STUDENT TRANSPORTATION

Personal Vehicles

High school students may be permitted to drive vehicles to school and to park on campus subject to guidelines and regulations published by the

school. This privilege may be suspended or terminated by the school administration if it is abused.

Racing cars, go-carts, and motorbikes or similar vehicles are prohibited and may not be driven on District property at any time.

District Transportation

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

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation department at 830-778-4222. [Education Code 34.007]

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. If a student misses the bus, they cannot ride another bus.

Students riding a bus are expected to maintain responsible behavior at all times. Any behavior that is determined potentially dangerous to the passengers, driver, or the bus will result in suspension of bus riding privileges. Any students suspended from a bus must provide their own transportation to and from school. Buses used for athletic or academic UIL competitions or field trips are governed the same way. We hope it will not be necessary to forbid any student to ride a bus. However, such actions will be taken if the student violates The Student Code of Conduct.

Student Behavioral Management

Students who ride buses to and from school or while participating in school-sponsored trips will be expected to conduct themselves in a courteous/proper manner. Any student who cannot abide by the transportation rules of conduct and the Student Code of Conduct of this handbook will be subject to disciplinary action that could result in loss of bus riding privileges.

The following rules (non-inclusive) are provided to ensure a safe trip for all riders on the bus.

Do's

1. Cooperate with the transportation staff at all times.
2. Be on time at the bus stop, since the bus cannot wait for those who are tardy. Students should be present at their stop at least five minutes prior to the designated pick-up time.
3. Wait a sufficient distance from the pavement to allow the bus to pull off the road onto the shoulder. Never stand in the roadway while waiting for the bus.
4. Wait in an orderly line before boarding the bus.
5. Board and leave the bus carefully and courteously with no shoving or pushing.
6. Cooperate if assigned a seat on the bus.
7. Remain seated in a safe manner at all times while the bus is in motion.
8. Keep arms, head, and/or other parts of the body out of the bus windows. Clothing or other articles should not be extended through the bus windows.

9. Get on and off the bus at the designated bus stop nearest your residence.
10. Bring a signed note from the parent/guardian for permission to get off the bus at a stop other than that previously designated as the regular stop. A school administrator must authorize this note with a signature, initial, etc. The note must be presented to the principal's office for authorization on the morning of the requested day to allow sufficient time for parent verification.
11. Ride the route to which assigned. In genuine hardship (emergency) situations, i.e., hospitalization of a single parent, the school administrator may approve a temporary assignment of an eligible student to a different route until the family can make other arrangements. Such assignments may not exceed five school days.

Don'ts

1. Do not throw, pitch, or shoot articles within the bus, out of the bus windows, or at any other vehicle.
2. Do not carry harmful or dangerous articles. Explosives, fireworks, knives, weapons, mace, tear gas, etc., are prohibited.
3. Refrain from making excessive noise such as loud talking, screaming, whistling, etc.
4. Do not possess or consume intoxicating beverages, or illegal drugs aboard a bus. This includes, but is not limited to, marijuana and hallucinatory drugs.
5. Do not use tobacco products including electronic cigarettes (e-cigarettes) on the bus.
6. Do not fight on the bus or at the bus stop.
7. Do not eat, drink, or chew gum on the bus.
8. Do not bring animals on the bus unless authorized by the transportation department.
9. Do not board or leave the bus through the emergency door unless there is an emergency.
10. Do not take or handle any emergency equipment inside the bus.
11. Do not write upon, disfigure or destroy any part of the inside or outside of the bus. Students who damage District property will be charged for such damage and receive disciplinary action(s) that may include loss of bus privileges.
12. Do not use unacceptable language, gestures, or actions.
13. Do not play radios, tape players, or other similar equipment on the bus.
14. Do not behave in any manner that may jeopardize the safe operation of the bus.
15. Band instruments should not be placed in the aisles, in front of the bus or blocking emergency exits. Due to limited space, instruments should be placed on students' laps, unless there is a vacant seat available.
16. Observe the same rules that apply in the classroom.
17. Fasten seat belts if available.
18. Wait for the driver's signal upon leaving the bus or van before crossing in front of the vehicle.

Consequences for Violating School Bus Rules

First Offense: (Verbal Warning)

The student will have a conference with the principal or designee, and/or other disciplinary action to be taken. The student will retain bus privileges contingent upon not receiving another bus conduct report. The parent **will be** notified of the offense and any pending disciplinary action in a conference within 24 hours of receiving the initial bus conduct report. **

Second Offense

If the student receives a second bus report within the same semester (or within a short space of time), he or she will lose bus privileges for up to five days. **

Third Offense

The student will lose bus privileges for up to ten days. **

Fourth Offense

The student may lose bus privileges for the remainder of the semester. After returning to the bus the student receives another bus conduct report in the subsequent semester, he or she will lose bus privileges for the remainder of the school year. In each instance the parents will be notified. **

** In the event of initiation and/or participation in a major offense, a student may lose bus privileges for a time determined to be appropriate by the campus administrator.

Re-Admittance Procedure:

Prior to the student being re-admitted to riding the bus after committing a third or subsequent offense, the parent must contact the student's principal and give assurance that the student's behavior will conform to rules and regulations. Any student, even though he/she has not committed his first offense, who willfully creates a disturbance or deliberately disobeys the bus driver may be refused transportation by the student's principal. Any student, who enters the bus after being excluded by the principal for willful misbehavior, will be excluded from riding the bus for an additional period of thirty days.

SUICIDE AWARENESS AND PREVENTION

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. In accordance with Section 153.1013 of Title 19 of the Texas Administrative Code, SFDRICISD provides suicide prevention training to educators as required by Section 21.451(d) of the Texas Education Code.

While SFDRICISD is not legally required to develop practices and procedures concerning student suicide prevention, the Board of Trustees has determined that the development of a Student Suicide Prevention policy is in the best interest of students and is in furtherance of SFDRICISD's goal to provide an environment that fosters positive student development. [See Appendix D for SFDRICISD's Student Suicide Prevention Policy.]

If you are concerned about your child, please access <http://www.texassuicideprevention.org>, or contact the school counselor for more information related to suicide prevention services available in our area.

TOBACCO AND E-CIGARETTES PROHIBITED

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

The District and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities.

TUTORING OR TEST PREPARATION

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

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

USE OF PESTICIDES

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the school principal, who can refer parents to the District IPM Coordinator as required.

VALUABLES/PERSONAL PROPERTY

Students are responsible for the care and custody of personal items. The District will try to provide safe repositories for students' belongings while at school. However, it cannot assume responsibility for lost or stolen items. The District recommends that electronic devices and other valuable items such as cameras, jewelry, money, expensive clothing, etc., be left at home.

VANDALISM

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

VENDING MACHINES

The District has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines, see the principal. (BDF (Legal))

VISITORS (ALL CAMPUSES)

General Visitors

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

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration

or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

In accordance with law, any person registered as a sex offender, including a parent, wishing to visit school property must submit a written request to the Superintendent for permission to visit District property and must not visit District property until and unless written permission is returned by the Superintendent.

No student is to visit another school campus while that school is in session unless prior arrangements have been made by the principal of both schools involved. Any student who makes an unauthorized visit to another school is subject to disciplinary action.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

College and Career Day (Secondary)

On College Night, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The District invites and appreciates the efforts of volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact your child's campus for more information on the process for volunteering to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

VIDEO CAMERAS

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

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

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, state law requires the District to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the District places a video camera in a classroom or other setting in which your child receives special education services, the District will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

VOTER REGISTRATION (HIGH SCHOOL)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

– SECTION C –

ACCEPTABLE USE OF THE DISTRICT'S ELECTRONIC COMMUNICATIONS SYSTEM

CHILDREN'S INTERNET PROTECTION ACT

Under the Children's Internet Protection Act (CIPA), the District must, as a prerequisite to receiving universal service discount rates, implement certain Internet safety measures and submit certification to the Federal Communications Commission (FCC). 47 U.S.C. 254 [See UNIVERSAL SERVICE DISCOUNTS below, for details.]

Districts that do not receive universal service discounts but do receive certain federal funding under the Elementary and Secondary Education Act (ESEA) must, as a prerequisite to receiving these funds, implement certain Internet safety measures and submit certification to the Department of Education (DOE). 20 U.S.C. 7001 [See ESEA FUNDING, below, for details.]

DEFINITIONS

"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value.

47 U.S.C. 254(h)(7)(G); 20 U.S.C. 6777(e)(6).

"Technology protection measure" means a specific technology that blocks or filters Internet access. 47 U.S.C. 254(h)(7)(I).

INTERNET SAFETY POLICY

The District shall adopt and implement an Internet safety policy that addresses:

1. Access by minors to inappropriate matter on the Internet and the World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including "hacking," and other unlawful activities by minors online;
4. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
5. Measures designed to restrict minors' access to materials harmful to minors.

47 U.S.C. 254(I).

PUBLIC HEARING

The District shall provide reasonable public notice and hold at least one public hearing or meeting to address the proposed Internet safety policy. 47 U.S.C. 254(h)(5)(A)(iii).

INAPPROPRIATE FOR MINORS

A determination regarding what matter is inappropriate for minors shall be made by the board or designee. 47 U.S.C. 254(I)(2).

TECHNOLOGY PROTECTION MEASURE

In accordance with the appropriate certification, the District shall operate a technology protection measure that protects minors against access to visual depictions that are obscene, child pornography, or harmful to minors; and protects adults against access to visual depictions that are obscene or child pornography. 47 U.S.C. 254(h)(5)(B)-(C).

MONITORED USE

In accordance with the appropriate certification, the District shall monitor the on-line activities of minors. 47 U.S.C. 254(h)(5)(B).

SECURITY BREACH NOTIFICATION

A district that owns, licenses, or maintains computerized data that includes sensitive personal information shall comply, in the event of a breach of system security, with the notification requirements of Business & Commerce Code 521.053 to the same extent as a person who conducts business in this state. Local Gov't Code 205.010.

SFDRCSID POLICY CQ (LOCAL)

The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes.

AVAILABILITY OF ACCESS

Access to the District's Electronic Communications System, computers, the Internet, and other computer resources shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's computer or network resources;
3. Has no adverse effect on an employee's job performance or on a student's academic performance; and
4. Has no sexual/inappropriate content

USE BY MEMBERS OF THE PUBLIC

When possible and available and in accordance with the District's administrative regulations, members of the District community may use the District's Electronic Communications Systems, computers, the Internet, other computer resources and software for education or District-related activities, as long as the use:

1. Imposes no measurable cost on the District; and
2. Does not unduly burden the District's computer or network resources.

The equipment, software, and network resources provided through the District are and remain the property of the District. Users of District equipment shall comply with all policies, procedures, and guidelines of the District and access may be denied to any student, employee, or

community member who fails to comply with those policies, procedures, and guidelines.

ACCEPTABLE USE

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's Electronic Communications System, computers, the Internet, and other computer resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all policies and administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with these policies, regulations, and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct.] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

PERSONAL SOFTWARE

Personal software may not be loaded on District computers.

REQUESTING LIMITED OR NO CONTACT WITH A STUDENT THROUGH ELECTRONIC MEDIA

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

DISTRICT SOFTWARE

All software used in District computers must be legally licensed. Proper documentation must be maintained.

INTERNET SAFETY

The Superintendent or designee shall develop and implement an Internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

FILTERING

Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

MONITORED USE

Electronic mail transmissions and other use of the District's Electronic Communications System by students and employees shall not be considered private. The District reserves the right to monitor access to and use of e-mail, the Internet, or other network or computer-related activity, engage in routine computer maintenance and housekeeping, carry out internal investigations, prepare responses to requests for public records, or disclose messages, data, or files to law enforcement authorities. Monitoring shall occur at any time to ensure appropriate use and it shall be restricted to individuals specifically designated by the Superintendent.

INTELLECTUAL PROPERTY RIGHTS

Students shall retain all rights to work they create using the District's Electronic Communications System.

As agents of the District, employees shall have limited rights to work they create using the District's Electronic Communications System. The District shall retain the right to use any product created in the scope of a person's employment even when the author is no longer an employee of the District.

ELECTRONIC COPYRIGHT LAW

The electronic transmission, distribution, or use of copyrighted materials through the District's Electronic Communications System beyond Fair Use without required citation or written permission by the author is prohibited.

DISCLAIMER OF LIABILITY

The District shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet.

SFDRCS/D ADMINISTRATIVE REGULATION FOR ELECTRONIC COMMUNICATION AND DATA MANAGEMENT

The Superintendent or designee will oversee the District's Electronic Communications System.

The Electronic Communications System is defined as the District's network, servers, computer workstations, telephones, peripherals, applications, databases, library catalog, online resources, internet access, e-mail, online class activities and any other technology designated for use by the District.

The District will provide training in proper use of the system and will provide all users with copies of acceptable use guidelines. All training in the use of the District's system will emphasize the ethical and safe use of this resource.

CONSENT REQUIREMENTS

Copyrighted software or data may not be placed on any system connected to the District's system without permission from the holder of the copyright. Only the copyright owner, or an individual the owner specifically

authorizes, may upload copyrighted material to the system. No original work created by any District student or employee will be posted on a web page under the District's control unless the District has received written consent from the student (and the student's parent if the student is a minor) or employee who created the work. [See CQ (EXHIBIT E).]

No personally identifiable information about a District student will be posted on a web page under the District's control unless the District has received written consent from the student's parent. An exception will be made for "directory information" as allowed by the Family Educational Rights and Privacy Act and District policy. [See CQ (EXHIBIT F) and policies at FL.]

FILTERING

The Superintendent will appoint an Internet Safety Committee, to be chaired by the Chief Technology Officer, to select, implement, and maintain appropriate technology for filtering Internet sites containing material considered inappropriate or harmful to minors. All Internet access will be filtered for minors and adults on computers with Internet access provided by the District.

The categories of material considered inappropriate and to which access will be blocked will include, but not be limited to: nudity/pornography; images or descriptions of sexual acts; promotion of violence, illegal use of weapons, drug use, discrimination, or participation in hate groups; instructions for performing criminal acts (e.g., bomb making); and on-line gambling.

REQUESTS TO DISABLE FILTER

The Internet Safety Committee will approve and disapprove requests from users who wish to use a blocked site for bona fide research or other lawful purposes. Appeals shall be made to the **Chief Technology Officer**.

SYSTEM ACCESS

Access to the District's Electronic Communications System will be governed as follows:

1. Students in all grades will be granted access to the District system, as appropriate, if an acceptable use form has been signed.
2. District employees will be granted access to the District's system as appropriate and with the approval of the immediate supervisor.
3. A teacher with any class account(s) will be ultimately responsible for use of that student's account.
4. The District will require that all passwords be changed every 120 days with a strong recommendation for every 90 days. Refer to Administrative Regulation TEC-02 for additional password requirements.
5. Any system user identified as a security risk or as having violated District and/or campus computer use guidelines may be denied access to the District's system.
6. All users will be required to sign or electronically acknowledge a user agreement annually for issuance or renewal of an account.

TECHNOLOGY SUPERVISION RESPONSIBILITIES FOR STUDENTS

The Superintendent or designees will:

1. Be responsible for disseminating and enforcing applicable District policies and acceptable use guidelines for the District's system.

2. Ensure that all users of the District's system annually complete and sign an agreement to abide by District policies and administrative regulations regarding such use. All such agreements will be maintained on file in the principal's or supervisor's office and/or online if acknowledgment of receipt was made online.
3. Ensure that employees supervise Internet activity of students who use the District's Electronic Communications System.
4. Ensure that employees provide training to students who use the District's system on the appropriate and safe use of this resource.
5. Ensure that all software loaded on computers in the District is consistent with District standards and is properly licensed.
6. Be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure student on-line safety and proper use of the Electronic Communications System.
7. Be authorized to disable a filtering device on the system for bona fide research or another lawful purpose, with approval from the Director of Technology.
8. Be authorized to establish and enforce a retention schedule for messages on the District e-mail system.
9. Be authorized to establish and enforce a retention schedule for messages on any electronic bulletin board and to remove messages posted locally that are deemed to be inappropriate.
10. Set and enforce limits for data storage within the District's system, as needed.

INDIVIDUAL USER RESPONSIBILITIES

The following standards will apply to all users of the District's Electronic Communications Systems:

CONDUCT ON THE SYSTEM

1. The individual in whose name a system account is issued will be responsible at all times for its proper use. Passwords and other information related to system and network access are restricted to that individual and must never be shared with anyone else.
2. System users may not use another person's system account without written permission from a supervising administrator and approved by the Chief Technology Officer, or designee.
3. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy or guidelines.
4. System users may not disable, bypass, or attempt to disable or bypass a filtering device on the District's Electronic Communications System.
5. Communications may not be encrypted so as to avoid security review or monitoring by system administrators.
6. System users may not gain unauthorized access to resources or information.
7. System users may not purposefully access materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
8. Students may not distribute personal information about themselves or others by means of the Electronic Communications System; this includes, but is not limited to, personal addresses, telephone numbers, or unauthorized pictures.
9. System users may not engage in harassing, insulting, ostracizing, intimidating, or any other online conduct that could

- be considered bullying and/or cyberbullying while using any District technology resource, to include the use of any website or software used by the District.
10. Students should never make appointments to meet people whom they meet on-line and if they receive such requests, students must immediately report it to a teacher or an administrator.
 11. System users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations.
 12. System users should avoid actions that are likely to increase the risk of introducing viruses to the system, such as opening e-mail messages from unknown senders or loading data from unprotected computers.
 13. System users may not send, forward, or post messages that are abusive, obscene, pornographic, sexually-oriented, threatening, harassing, damaging to another's reputation, or illegal, including but not limited to "sexting."
 14. System users may not send, forward, or post chain e-mail. Users may not send, forward, or post any messages that are for personal use.
 15. System users may not auto-forward District-related e-mail to their personal non-District e-mail accounts. Likewise, non-District related e-mail may not be auto-forwarded to the District e-mail system. When outside of the District, users may access their District-related e-mail through the District provided webmail system.
 16. System users may not waste District Electronic Communication System resources (e.g., e-mail spamming, distribution of videos or photos, listening to web radio, etc.).
 17. System users may not make any long-distance phone calls without the approval of their supervisor.
 18. System users may not send text messages from a District-provided cell phone for non-District purposes.
 19. System users must manage electronic mail in accordance with e-mail regulations and established retention guidelines.
 20. System users should be mindful that use of school-related electronic mail addresses and fax transmissions might cause some recipients or other readers of that communication to assume they represent the District or school, whether or not that was the user's intention.
 21. District-wide e-mail broadcasts must be approved by the Chief Technology Officer.
 22. Campus/site-wide e-mail broadcasts must be approved by the campus Principal/Site Administrator.
 23. System users may not disconnect or move District computer workstation(s) without first obtaining approval from their campus administrator/department chair/Director. If the District computer workstation(s) require a reconnect to the network and/or configuring, then Technology Services must be contacted. At no time shall users reconfigure District equipment.
 24. System users may not connect non-District purchased technology equipment to the Electronic Communications System. Personal laptops are permitted for use by all staff and students at specified campuses. These personal laptops should only be connected to the District's public wireless network called SFDRCISD Wi-Fi.

25. Only District-evaluated and approved technology may be purchased and used on the Electronic Communications System.
26. In order to maintain confidentiality of data when using District online applications, users must log out of the application and close the Internet browser of the computer they are using when done.
27. In order to maintain confidentiality of data when using any District applications, in or out of the District, users must take extra precautions to restrict disclosure, access, or viewing of data from people who do not have a need to know (e.g., employees, family, and friends).
28. All users with personal wireless laptops must use the District provided wireless network which is filtered according to the Children's Internet Protection Act (CIPA) requirements. Users are not to use non-District wireless service providers while on District property.
29. Personal wireless laptops are not to be plugged into the wired network. They are only authorized for wireless connectivity.

VANDALISM PROHIBITED (TECHNOLOGY)

Any malicious attempt to harm or destroy District equipment or data or the data of another user of the District's system or of any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading, downloading, or creating of computer viruses.

Vandalism, as defined above, will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences. [See DH, FN series, FO series, and the Student Code of Conduct.]

FORGERY PROHIBITED (TECHNOLOGY)

Forgery or attempted forgery of electronic mail messages and/or signatures is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users, deliberate interference with the ability of other system users to send/receive electronic mail, or the use of another person's user ID and/or password is prohibited.

INFORMATION CONTENT / THIRD-PARTY SUPPLIED INFORMATION (TECHNOLOGY)

System users and parents of students with access to the District's system should be aware that, despite the District's use of technology protection measures as required by law, use of the system may provide access to other Electronic Communications Systems in the global electronic network that may contain inaccurate and/or objectionable material.

A student who gains access to such material is expected to discontinue the access as quickly as possible and to report the incident to the supervising teacher.

A student knowingly bringing prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

An employee knowingly bringing prohibited materials into the school's electronic environment will be subject to disciplinary action in accordance with District policies. [See policy DH.]

PARTICIPATION IN CHAT ROOMS AND NEWSGROUPS

Limited to educational and District related activities only, participation in chat rooms and newsgroups accessed on the Internet is permissible for students, under appropriate supervision, and for employees.

DISTRICT WEBSITE

The District will maintain a District website for the purpose of informing employees, students, parents, and members of the community of District programs, policies, and practices. Requests for publication of information on the District website must be directed to the designated Webmaster. The Chief Technology Officer, in collaboration with Technology Services, will establish guidelines for the development and format of web pages controlled by the District. Campus web pages will be linked to the District website by the District Webmaster.

No personally-identifiable information regarding a student will be published on a website controlled by the District without written permission from the student and the student's parent.

No commercial advertising will be permitted on a website controlled by the District.

SCHOOL OR CLASS WEB PAGES

Schools or classes may publish web pages that present information about the school or class activities to the District web server upon approval from the campus principal or designee (campus Webmaster). The campus principal will designate the staff member responsible for managing the campus' web page. Teachers will be responsible for compliance with the District's Acceptable Use policies and the Web Publishing Guidelines in maintaining their class web pages. Any links from a school or class web page to sites outside the District's computer system must also be in compliance with the District's Acceptable Use policies and the Web Publishing Guidelines.

STUDENT WEB PAGES

With the approval of the campus principal or designee, students may submit individual web pages linked to a campus web page. All material presented on a student's web page must be related to the student's educational activities and be in compliance with the District's Acceptable Use policies and Web Publishing Guidelines. Student web pages must include the following notice: *"This is a student web page. Opinions expressed on this page shall not be attributed to the District."* Any links from a student's web page to sites outside the District's computer system must also be in compliance with the District's Acceptable Use policies and the Web Publishing Guidelines.

EXTRA-CURRICULAR ORGANIZATION WEB PAGES

With the approval of the campus principal, campus extra-curricular organizations may submit web pages linked to a campus web site. All material presented on the web page must relate specifically to organization activities and include only staff or student-produced material. The web page must be in compliance with the District's Acceptable Use policies and the Web Publishing Guidelines. The sponsor of the organization will be responsible for compliance with District web development and maintenance rules. Web pages of extra-curricular organizations must include the following notice: *"This is a student extra-curricular organization web page. Opinions expressed on this page shall not be attributed to the District."* Any links from the web page of an extra-

curricular organization to sites outside the District's computer system must receive approval from the campus principal.

PERSONAL WEB PAGES

District employees, Trustees, and members of the public will not be permitted to publish personal web pages using District resources.

ELECTRONIC COMMUNICATIONS ETIQUETTE

System users are expected to observe the following etiquette when using the District's Electronic Communications System (e-mail, online communication applications, etc.):

1. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
2. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
3. Pretending to be someone else when sending/receiving messages is inappropriate and prohibited.
4. Transmitting obscene messages or pictures is prohibited.
5. Be considerate when sending attachments with e-mail by considering whether a file may be too large to be accommodated by the computer system or may be in a format unreadable by the recipient.
6. Using the network in such a way that would disrupt the use of the network by other users is prohibited.
7. If a chain letter or an e-mail forward is received, do not continue to forward the message through the District's e-mail system.
8. E-mails containing any discussion or exchange of information about a student's or employee's performance or behavior should not be forwarded to anyone (e.g., parents, other District staff, and non-District staff) without the permission of the originator.
9. Avoid sending e-mail to colleagues or parents that contain personally identifiable information about students or colleagues. An employee shall not reveal confidential information concerning students or colleagues unless disclosure serves lawful professional purposes or is required by law.
10. District wireless equipment should only be connected to an authorized wireless access point (e.g., District, home, hotel) rather than unauthorized access point (e.g., neighbor's access point).

TERMINATION / REVOCATION OF SYSTEM USER ACCOUNT

Termination of an employee's or a student's access for violation of District policies or regulations will be effective on the date the principal or District supervisor receives/issues notice of revocation of system privileges, or on a future date if so specified in the notice.

DISCLAIMER

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's Electronic Communications System.

COMPLAINTS REGARDING COPYRIGHT COMPLIANCE

The District designates the following employee to receive any complaints that copyrighted material is improperly contained in the District network:

Name: Leslie Hayenga
Position: Chief Operations Officer
Address: Student Performance Center and Administration
Building
315 Griner St..
Telephone: (830) 778-4016
E-mail: leslie.hayenga@sfdrcisd.org

– SECTION D –

STUDENT SUICIDE AWARENESS & PREVENTION POLICY

PURPOSE

San Felipe-Del Rio Consolidated Independent School District ("SFDRICISD") recognizes that physical, mental, behavioral, and emotional health are each important components of a student's educational outcomes. SFDRICISD further acknowledges that the Texas Youth Behavior and Risk Survey ("YBRS") indicates a 10-year trend of rising rates of suicide attempts, sadness and hopelessness among Texas youth. The purpose of this policy is to protect the health and well-being of all students by establishing procedures to prevent, assess the risk of, intervene in, and respond to suicide.

In accordance with Section 153.1013 of Title 19 of the Texas Administrative Code, SFDRICISD provides suicide prevention training to educators as required by Section 21.451(d) of the Texas Education Code. While SFDRICISD is not legally required to develop practices and procedures concerning student suicide prevention, the Board of Trustees has determined that this policy is in the best interest of students and is in furtherance of SFDRICISD's goal to provide an environment that fosters positive student development.

This policy is intended to be paired with other policies supporting the mental, behavioral, and emotional health of students. As part of that intention, this policy is meant to be applied in accordance with SFDRICISD's Child Find obligations under federal law.

DEFINITIONS

- A. "At risk": A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide, including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral in accordance with this policy.
- B. "Crisis team": A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- C. "Mental health": A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- D. "Parent": The term parent includes a guardian or other person standing in parental relation.
- E. "Postvention": A crisis intervention strategy implemented after a suicide death in the school community designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope, address the social stigma associated with suicide, and disseminate factual information.
- F. "Risk assessment": An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- G. "Risk factors for suicide": Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. Warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others.
- H. "Self-harm": Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. It can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- I. "Suicide": Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- J. "Suicide attempt": A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- K. "Suicidal behavior": Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- L. "Suicide contagion": The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to

play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

- M. "Suicidal ideation": Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

SCOPE

This policy applies to actions that take place on school property during the school day, at school-sponsored events, and on school buses or vehicles. This policy applies to the entire school community, including educators, staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment of which school personnel become aware.

PREVENTION

Policy Implementation

The Superintendent shall designate a district-wide suicide prevention coordinator. The suicide prevention coordinator will be responsible for planning and coordinating SFDRCSID's implementation of this policy.

Each school principal shall designate a campus-level suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

Each campus-level suicide prevention coordinator shall assemble a crisis team for their school in accordance with definition provided above.

STAFF PROFESSIONAL DEVELOPMENT

All SFDRCSID staff will receive suicide prevention training using an approved best practice-based program in accordance with Section 153.1013 of Title 19 of the Texas Administrative Code and Section 21.451(d) of the Texas Education Code.

YOUTH SUICIDE PREVENTION PROGRAMMING

Developmentally-appropriate, student-centered education materials will be integrated into the SFDRCSID curriculum of all health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, and 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. Schools may also provide supplemental small-group suicide prevention programming for students.

PUBLICATION AND DISTRIBUTION

This policy will be distributed annually and included in all student and employee handbooks and on the school website.

ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a counselor within the same school day to assess risk and facilitate outside care, as appropriate.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and campus suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school counselor or principal will contact the student's parent, as described in the Parental Notification and Involvement section, and will assist the family with obtaining outside care, as appropriate. If the parent(s) need assistance setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider, the school counselor or principal shall obtain written permission to discuss the student's health with outside care and provide the family with assistance as appropriate.

SFDRCSID employees may not use a medical screening of the student as part of the process of identifying whether the student may be in need of suicide prevention intervention without the prior consent of the student's parent(s). Neither a SFDRCSID counselor nor any other employee may recommend the use of medication or suggest any particular diagnosis for a student.

If the counselor or principal reasonably believe, in their professional capacity, that the student is at a substantial risk for suicide and the parent(s) are unwilling or unable to transport the student for immediate evaluation, the school counselor or principal shall contact local emergency services as appropriate and consider the need for a report under Chapter 261 of the Texas Family Code. If the school counselor or principal take such action under this paragraph, they shall document the factual bases that supported their reasonable belief in the student file.

If the school counselor or principal reasonably believes, in their professional capacity, that contacting the parent(s) and/or releasing the student to his or her parent(s) would create a substantial risk of suicide, the school-employed mental health professional school counselor or principal may contact local emergency services as appropriate and initiate a report under Chapter 261 of the Texas Family Code prior to contacting the parent(s). If the school counselor or principal takes such action under this paragraph, they shall document the factual bases that supported their reasonable belief in the student file.

OUTSIDE COUNSELORS

While SFDRCSID employees may provide resources regarding outside care to parents, SFDRCSID employees may not refer a student to an outside counselor for care or treatment of an emotional or psychological condition unless SFDRCSID:

- a. Obtains prior written consent for the referral from the student's parent;
- b. Discloses to the student's parent any relationship between SFDRCSID and the outside counselor;
- c. Informs the student and the student's parent of any alternative public or private source of care or treatment reasonably available in the area;

- d. Requires the approval of appropriate SFDRCSID personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted; and
- e. Specifically prohibits any disclosure of a student record that violates state or federal law.

IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

- a. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
- b. School staff will supervise the student to ensure his or her safety.
- c. Staff will move all other students out of the immediate area as soon as possible.
- d. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
- e. A school counselor or principal will contact the student's parent, as described in the Parental Notification and Involvement section.
- f. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), the counselor, the principal, or designee will meet with the student's parent(s), and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

- a. A school counselor will be identified to coordinate with the student, their parent(s), and any outside mental health care providers.
- b. A designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concern

OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

- a. Call the police and/or emergency medical services, such as 911.
- b. Inform the student's parent or guardian.
- c. Inform the campus suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent(s) will be informed as soon as practicable by the principal, designee, or school counselor. If the student has exhibited any kind of suicidal behavior, the parent(s) should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child, as appropriate.

Through discussion with the student, the principal or school-employed mental health professional school counselor will assess whether there is further risk of harm due to parent notification. If the principal or school-employed mental health professional believes, in their professional capacity, that contacting the parent would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented. If the school counselor or principal delays contact to the parent under this paragraph, they shall document the factual bases that supported their reasonable belief in the student file.

If the principal or school counselor reasonably believes, in their professional capacity, that contacting the parent(s) and/or releasing the student to his or her parent(s) would create a substantial risk of suicide, the principal or counselor may contact local emergency services as appropriate and initiate a report under Chapter 261 of the Texas Family Code prior to contacting the parent(s). If the school counselor or principal delays contact to the parent under this paragraph, they shall document the factual bases that supported their reasonable belief in the student file.

POSTVENTION

A. Development and Implementation of an Action Plan. The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- i. **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
- ii. **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
- iii. **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and

should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

- iv. **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
- v. **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by the Administration and Crisis Team to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

- vi. **Develop memorial plans.** The school should not create on-campus physical memorials (e.g., photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

B. **External Communication.** The Superintendent or superintendent's designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- vii. Keep the district suicide prevention coordinator and Superintendent informed of school actions relating to the death.
- viii. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- ix. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

– SECTION E –

STUDENT CODE OF CONDUCT

Note: If you have difficulty accessing the information in this document because of disability, please contact web_master@sfdrcisd.org or call the Offices of Student Services at (830)778-4185

The San Felipe Del Rio Consolidated Independent School District has adopted a Student Code of Conduct (the "Code"). The Code is the District's response to the requirements of Chapter 37 of the Texas Education Code, and provides methods and options for managing students in the classroom and on school grounds and school activities, disciplining students, and preventing and intervening in student discipline problems.

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

This **Student Code of Conduct** has been adopted by the SFDRCISD Board of Trustees and developed with the advice of the District-level committee. The Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. The Code is in effect during the school day and for all school-related events and activities, including summer school and events occurring outside the school year, and whenever a student is using school transportation provided by the District.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code..

The Superintendent of Schools, as the chief executive officer of the Board of Trustees, is delegated the responsibility for implementing the Board's policies and enforcing state and local laws pertaining to student conduct. The District's administrative staff assists the Superintendent in this endeavor.

The campus principal is delegated the responsibility of establishing and maintaining an appropriate climate for learning. In support of a positive school climate, the campus principal must develop and enforce effective discipline procedures. The assistant principal assists the principal in maintaining appropriate student conduct. The principal also coordinates the efforts of other staff members in communicating and counseling with students and parents regarding appropriate student behavior.

The District recognizes that the individual teacher is the most dynamic force in the education process. Effective teacher and student relationships are a common bond for proper classroom decorum. Discipline is one of the elements that aid the process of maturing and becoming a productive member of society. Developing habits of self-discipline characterizes the move of an individual from extensive, external control toward becoming an effective, self-directed adult in a democratic society.

Because the Code is adopted by the District's Board of Trustees, it has the force of policy; therefore, in a case of conflict between the Code and the student handbook, the Code shall prevail.

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

ACCESSIBILITY

If you have difficulty accessing the information in this document because of disability, please contact web_master@sfdrcisd.org or call the Offices of Student Services at (830)778-4185.

SUPERVISORS OF STUDENT CONDUCT

Students are under the direct supervision of school administrators or classroom teachers at all times. They are expected to conform to school policies and to class regulations. In order to create an atmosphere for learning, order must be maintained at all times. Students are to conduct themselves properly, and in a manner prescribed by the administration and teachers. Failure to comply with the regulations that are set forth by District policy and enforced by teachers and administrators will result in disciplinary action. Students on school-sponsored activities are representatives of the District. Their conduct is expected to conform to the regulations set forth by the District and the sponsor.

RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

Each member of the school community has rights and responsibilities for establishing and maintaining good discipline in our schools.

School District Authority and Jurisdiction

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

The District has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on District transportation.
- During lunch periods (all SFDRCISD campuses follow a closed campus policy).
- While the student is in attendance at any school-related activity, regardless of time or location.
- For any school-related misconduct, regardless of time and location.
- When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location.
- When a student engages in cyberbullying, as provided by Education Code § 37.0832.

- When criminal mischief is committed on or off school property or at a school-related event.
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line.
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas.
- When the student commits a felony, as provided by Education Code §§ 37.006 or 37.0081.
- When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found on each campus webpage at www.sfdcr-cisd.org under the "Schools" tab.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal, campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs police officers and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement

duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of district security personnel are:

- Monitor student behavior and enforce school rules related to student conduct, vehicle operation, and parking;
- Resolve conflict or confrontation between students and report disturbances to principal or assistant principal; and
- Control traffic and parking on campus grounds.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code. Participation might include a speaking role, as established by district policy and procedures.

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

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

Revoking Transfers

The District has the right to revoke transfers of a nonresident student for violating the Student Code of Conduct.

Unauthorized Persons

As allowed by Education Code § 37.105, a school administrator, school resource officer (SRO), or District police officer has authority to refuse entry or eject a person from District property if the person refuses to leave peaceably upon request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or rejection.

Appeals concerning refusal of entry or ejection from District property may be filed in accordance with FNG (Local) or GF (Local), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

Standards for Student Conduct

1. Demonstrate courtesy, even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.

3. Attend all classes, regularly and on time.
4. Prepare for each class; take appropriate materials and assignments to class.
5. Meet district and campus standards of grooming and dress.
6. Obey all campus and classroom rules.
7. Respect the rights and privileges of students, teachers, and other district staff and volunteers.
8. Respect the property of others, including district property and facilities.
9. Cooperate with and assist the school staff in maintaining safety, order, and discipline.

Adhere to the requirements of the Student Code of Conduct. Chapter 37 requires the Code to include standards that schools expect from students. [See Student Responsibility and District Expectations.]

Student Responsibility and District Expectations

Students are to conduct themselves properly, in a manner prescribed by their teacher(s), and they must comply with the applicable District rules and policies.

Students are expected to:

1. Develop good habits, such as
 - attending school daily.
 - arriving to classes punctually.
 - working well independently.
 - using appropriate language.
 - maintaining good health habits.
2. Assume responsibility for their actions by
 - keeping their parents informed of school activities, of credits earned and required, of supplies needed, and of communications sent home.
 - being self-disciplined.
 - making their own decisions despite peer pressure.
 - accepting the consequences for their behavior including penalties for inappropriate behavior.
 - using time wisely.
 - completing work on time.
 - having good study habits.
 - practicing neatness.
 - doing all assigned work.
3. Maintain a positive attitude by
 - being proud of personal accomplishments.
 - being trustworthy.
 - having academic integrity.
4. Respect the rights of others by
 - allowing others to concentrate on their work.
 - allowing others to assume responsibility for their own actions.
 - learning to resolve differences in appropriate ways.
 - realizing that their behavior will directly affect others.
 - respecting others' property.
5. Treat others with respect by
 - working and interacting well with others.
 - being courteous.
 - being polite and helpful.

- caring for others.
 - not bullying.
 - displaying affection appropriately.
 - appreciating others' accomplishments.
 - expressing opinions and ideas in a respectful manner so as not to slander others.
6. Treat teachers and school staff with respect by
 - being cooperative.
 - being attentive.
 - listening to teachers.
 - being polite.
 7. Respect the authority of teachers and other school staff by
 - listening to them.
 - following their directions.
 - questioning the classroom teacher appropriately.
 - seeking changes in school rules and policies in an appropriate and responsible manner through approved channels.
 8. Obey all school and classroom rules and procedures, such as
 - being in the appropriate seat and ready when the bell rings.
 - being prepared for each class with appropriate materials and assignments.
 9. Participate in assigned academic activities, such as
 - attending all classes.
 - bringing supplies as required for classroom work.
 - talking when it is appropriate.
 - following instructions.
 - doing all assignments.
 10. Assume responsibility for maintaining the learning environment, such as
 - coming to school well-groomed and dressed appropriately.
 - walking quietly in the school hallways.
 - staying in the classroom seat as required.
 11. Take care of the school, such as
 - helping keep it clean.
 - keeping it free from destruction.
 - cooperating with school staff on vandalism cases.
 - helping keep the school a safe place to be.

Parent and/or Guardian Responsibility

Parents have the responsibility to:

1. Ensure that their child complies with District and school policies, rules and regulations.
2. Assist their child to attend school well-groomed and dressed appropriately.
3. Communicate regularly with the school concerning their child's academic progress and conduct.
4. Provide for the physical needs of the child.
5. Participate in parent-teacher conferences and other activities in which their child is involved.
6. Cooperate with and support teachers and school administrators in their efforts to achieve and maintain a quality school system.
7. Discuss report cards and classroom assignments with their child.

8. Inform the school of any problems or conditions in the home, which affect their child.
9. Provide a work area free of interruption where their child may study and do homework.
10. Maintain up-to-date home, work, and emergency telephone numbers at the school.
11. Prepare the child emotionally and socially to be receptive to learning and discipline.
12. Encourage the child to develop proper study habits at home.
13. Send their child to school daily and on time.
14. Teach their child to respect authority.
15. Insist that the child spend a minimum period of time studying each day.
16. Assist the child to assume responsibility for appropriate behavior and to accept the consequences of inappropriate behavior.
17. Cooperate with the school in assisting their child to grow into a self-disciplined, mature, and responsible individual.

7. Assist students by providing appropriate assistance in learning self-discipline.
8. Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
9. Ensure student safety and partner with police through maintenance of the school grounds.
10. Work to assure that the physical surroundings are conducive to a learning environment.
11. Manage human and physical resources in a manner that supports the overall goals of the educational program.
12. Appear at school in a well-groomed and appropriately dressed manner.
13. School administrators will report crimes as required by law and will immediately call local law enforcement when an administrator suspects that a crime has been committed on campus.

Teacher Responsibility

Teachers have the responsibility to:

1. Provide an effective program of instruction.
2. Maintain an orderly classroom, conducive to learning.
3. Serve as a model for students by showing respect for themselves, students, parents, and other school personnel.
4. Be in regular attendance.
5. Be punctual.
6. Communicate regularly with parents regarding their child's progress.
7. Maintain a well-groomed appearance and dress appropriately to serve as a role model for students.
8. Indicate a genuine interest and concern for the welfare of students.
9. Assist students to follow the rules of expected behavior.
10. Teach students responsibility for their actions by enforcing the rules of conduct and discipline fairly and appropriately for those students who violate these rules.
11. Recognize the growth, success, and achievement of students.
12. Obey District and school policies and regulations.
13. Teach to the standards of performance required by the District.
14. Establish rapport and an effective working relationship with parents, students, and other staff members.
15. Encourage work habits that will lead to the accomplishment of both short-term and long-term goals.

Administrator Responsibility

Administrators have the responsibility to:

1. Establish a climate for learning that is conducive to good teacher performance and maximum student growth.
2. Provide appropriate support for teachers in dealing with students who are sent to the office for behaving inappropriately.
3. Implement a flexible curriculum within the limits provided by the District and the state to meet the needs of all students.
4. Promote effective training and discipline based upon fair and impartial treatment of all students using the Student Code of Conduct as a reference point.
5. Encourage parents to keep in regular communication with the school and encourage parental participation in required parent-teacher conferences.
6. Develop a cooperative working relationship among staff and students.

GENERAL CONDUCT VIOLATIONS

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses.**)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary.**)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary.**)

- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses.**)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses.**)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or

- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Note: *For weapons and firearms, see DAEP—Placement and/or Expulsion for Certain Offenses. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules. [See Cell Phone and Electronic Devices Policy in Section B]

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Illegal, Prescription and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement and Expulsion** for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)

- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

DISCIPLINE MANAGEMENT TECHNIQUES AND PROCEDURES

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **Glossary**) until an ARD committee meeting has been held to review the conduct.

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

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief “time-out” period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension**.
- Placement in a DAEP, as specified in **DAEP**.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses**.
- Expulsion, as specified in Expulsion on page 46.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.

Other strategies and consequences as determined by school officials. When imposing discipline, District personnel shall adhere to the following general guidelines: discipline will be administered when necessary to protect students, school employees, or property and maintain essential order and discipline; students shall be treated fairly and equitably; discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include the seriousness of the offense, the student's age and grade level, the frequency of the

misconduct, the student's attitude, the potential effect of the misconduct on the school environment, other pertinent factors such as self-defense, and requirements of State law and the Code. Because of these factors, discipline for a particular offense, including misconduct in a vehicle owned or operated by the District, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

RULES FOR BEHAVIOR

General Information

The responsibility for maintaining a school environment that maximizes learning opportunities and minimizes distractions rests with school principals and/or their designated administrative representatives. When distractions or disruptions do occur, the administrators are authorized to take the necessary steps to correct any interruptions of the normal educational activity.

When students violate campus and/or District rules, regulations, or policies, they will be subject to various discipline management techniques. The techniques utilized should be chosen to modify or correct the improper behavior.

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

NOTIFICATION OF CODE VIOLATIONS

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

APPEALS

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address:

[https://pol.tasb.org/Policy/Download/1180?filename=FNG\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1180?filename=FNG(LOCAL).pdf)

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

REMOVAL FROM A SCHOOL BUS

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

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

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

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

Routine Referral

A routine referral occurs when a teacher sends a student to the principal or assistant principal's office as a discipline management technique. The principal or assistant principal shall employ alternative discipline

management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

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

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

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

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

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

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

Special education students may not be removed in violation of specific IEP provisions or for more than ten cumulative school days during one school year without prior ARD committee approval.

IN SCHOOL SUSPENSIONS

In-school suspension is an on-campus setting for students who commit disciplinary infractions, where the student continues to receive instruction in each course to the extent possible.

DETENTION

For minor infractions of the Student Code of Conduct or campus or classroom rules, teachers or administrators may detain students after school hours on one or more days. Before being assigned to detention, a student will be informed of the behavior that allegedly constitutes the violation, and will be given an opportunity to explain his or her version of the incident. The period of time for which a student is assigned to detention will be used for educational purposes.

When detention is used, notice will first be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 years of age or older, the detention will not begin until the parents have been notified. The student's parents, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

OUT-OF-SCHOOL SUSPENSIONS

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code §§ 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

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

The District shall not impose a grade penalty for make-up work after an absence because of suspension.

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

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

1. Self-defense;
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history; or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

The DAEP (also referred to as the Student Guidance and Learning Center) shall be provided in a setting other than the student's regular classroom.

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. (For purposes of DAEP, elementary classification shall be kindergarten–5th grade and secondary classification shall be grades 6–12.)

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

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

1. Self-defense (see **glossary**),

2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for the following conduct violations:

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in conduct punishable as a felony.
- Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion**.) (See **glossary** for “under the influence.”)
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion**.)
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).

- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in Expulsion on page 46.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see **glossary**),
2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

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

Process for Removals to DAEP

Removals to a DAEP shall be made by the campus behavior coordinator.

Required Conference

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

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

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in DAEP, the appropriate campus administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

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

Coursework Notice

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

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

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

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

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

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator and the Administrative Director must determine that:

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
- The student has engaged in serious or persistent misbehavior that violates the District's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at:

[https://pol.tasb.org/Policy/Download/1180?filename=FNG\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1180?filename=FNG(LOCAL).pdf)

Appeals shall begin at Level 2 with the District Hearing Officer in accordance with policy FOC (LEGAL).

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP, for reasons specified in state law, from attending or participating in school-sponsored or school-related extra-curricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the District if:

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

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

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

The student or the student's parent may appeal the Superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and

receive information from the student, the student's parent, and the Superintendent or designee, and confirm or reverse the decision of the Superintendent or designee. The board shall make a record of the proceedings.

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

Withdrawal During Process

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

Newly Enrolled Students

The District shall continue the DAEP placement of a student who enrolls in the District and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

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

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

PLACEMENT AND/OR EXPULSION FOR CERTAIN OFFENSES

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

Registered Sex Offenders

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

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

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

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the District shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

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

Newly Enrolled Student

If a student enrolls in the District during a mandatory placement as a registered sex offender, the District may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

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

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the "Categories of Offenses" sections, in accordance with Education Code § 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;

- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

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

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

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for expulsion, the student's presence in the regular classroom:

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

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

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

Newly Enrolled Students

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

EXPULSION

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

- Self-defense (see **glossary**),
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history,
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
- A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement**)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

Within 300 Feet of School

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

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

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

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion under Texas Education Code § 37.007 and Federal Law

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

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)

Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]

- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.

- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or children.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

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

EXPULSION PROCESS

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

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

Hearing

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

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.
4. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The Board of Trustees delegates to the Superintendent and/or the Superintendent's designee the authority to conduct hearings and expel students.

NOTE: A disabled student may be expelled for engaging in conduct that would warrant such action for a non-disabled student only if the Admission, Review and Dismissal (ARD) committee and/or Section 504 committed, as appropriate, determines that the misconduct is not a

manifestation of the child's disability and/or directly related to the District's failure to properly implement the student's individualized education plan and/or Section 504 plan, as applicable.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decision. The student or parent must submit a written request to the Superintendent within ten days after receipt of the written expulsion decision. The Superintendent will provide the parent written notice of the date, time, and place of the review.

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

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the campus administrator shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

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

Length of Expulsion

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

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

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

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

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

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

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

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

Additional Misconduct

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

Restrictions During Expulsion

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

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

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

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

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

4. The student is a threat to the safety of other students or district employees, or
5. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

GLOSSARY

Abuse is improper or excessive use.

Aggravated Assault is defined in part by Texas Penal Code § 22.02(a)(1)-(2) as when a person commits an assault and causes serious bodily injury or uses or exhibits a deadly weapon during the commission of the assault.

Aggravated Kidnapping is defined in part by Texas Penal Code § 20.04(a) as when a person intentionally or knowingly abducts another person with the intent to hold that person for ransom or reward or use that person as a shield or hostage, or facilitate the commission of a felony or the flight after the attempt or commission of a felony, or inflict bodily injury on that person, or violate or abuse that person sexually, or terrorize that person or a third person, or interfere with the performance of any governmental or political function.

Aggravated Robbery is defined in part by Texas Penal Code § 29.03(a) as when a person commits robbery and (1) causes serious bodily injury to another; (2) uses or exhibits a deadly weapon; or (3) causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is 65 years of age or older or a disabled person.

Aggravated Sexual Assault is defined as when a person intentionally or knowingly engages in sexual acts that meet the definition of aggravated sexual assault in Texas Penal Code § 22.021.

Armor-Piercing Ammunition is defined by Texas Penal Code § 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Texas Penal Code § 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. any vegetation, fence, or structure on open-space land; or
 - b. any building, habitation, or vehicle;

- i. knowing that it is within the limits of an incorporated city or town;
- ii. knowing that it is insured against damage or destruction;
- iii. knowing that it is subject to a mortgage or other security interest;
- iv. knowing that it is located on property belonging to another;
- v. knowing that it is located within property belonging to another; or
- vi. when the person is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or explosion and in so doing:
 1. recklessly damages or destroys a building belonging to another; or
 2. recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code § 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; § 22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and causing bodily injury to another; § 22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and § 22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bias Motivated Conduct is defined as engaging in violations of the Code that are motivated by bias (meaning offenses involving harassment, discrimination, and/or retaliation).

Bodily Injury means physical pain, illness, or any other impairment of physical condition.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code § 33.02, if the conduct involves accessing a computer, computer network, or computer system owned or operated on behalf of a school district, and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Education Code § 37.0832 as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying (see below). The state law on bullying prevention applies to:

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

Capital Murder is defined in part by Texas Penal Code § 19.03(a) as when a person commits an offense of murder and the person murders a peace officer or fireman engaged in official duty, or the person intentionally commits the murder in the course of committing or attempting to commit kidnapping, burglary, robbery, aggravated sexual assault, or arson, or the person commits the murder for remuneration or the promise of remuneration or employs another to commit the murder for remuneration or the promise of remuneration, or in any other circumstance described in Texas Penal Code § 19.03.

Chemical Dispensing Device is defined by Texas Penal Code § 46.01 as a device other than a small chemical dispenser designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Texas Penal Code § 46.01 as an instrument specifically designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal Attempt is defined in part by Texas Penal Code § 15.01 as committing an act with specific intent to commit an offense and doing an act amounting to more than mere preparation that tends but fails to effect the commission of the offense intended.

Criminal Mischief is defined in part by Texas Penal Code § 28.03 as committing a criminal mischief offense if, without the effective consent of the owner, one intentionally or knowingly damages or destroys the tangible property of the owner; intentionally or knowingly tampering with the tangible property of the owner and causes pecuniary loss or substantial inconvenience to the owner or a third person; or making markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner, including graffiti on a school building.

Criminal Street Gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code § 37.0832 as bullying that is done through the use of any electronic communication device including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Dating Violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Family Code § 71.0021.

Deadly Conduct is defined in part by Texas Penal Code § 22.05 as recklessly engaging in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deadly Weapon means a firearm, knife or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury, or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

Deferred Adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred Prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent Conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Deliver means to transfer, actually or constructively, to another a controlled substance, counterfeit substance, or drug paraphernalia. The term includes offering to sell a controlled substance, counterfeit substance, or drug paraphernalia.

Discretionary means that something is left to or regulated by a local decision maker.

Disruption of Classes is defined in part by Education Code § 37.124 to include an act by a person (other than a primary or secondary grade student enrolled in the District) who, while on school property or on public property within 500 feet of school property, alone or in concert with others, intentionally disrupts the conduct of classes or other school activities. "Disrupting the conduct of classes or other school activities" includes emitting noise of an intensity that prevents or hinders classroom instruction, or enticing or attempting to entice a student away from a class or other school activity that the student is required to attend, or preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend, and entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or the use of loud or profane language, disrupts class activities. Public property includes a street, highway, alley, public park, or sidewalk. School property includes public school campus or school grounds on which a public school is located, and any grounds or

buildings used by a school for an assembly or other school-sponsored activity.

Disruptive Activities is defined in part by Education Code § 37.123 as intentionally engaging, alone or in concert with others, in disruptive activity on the campus or property of any private or public school and includes the following conduct:

1. obstructing or restraining the passage of persons in an exit, entrance, or hallway of a building without the authorization of the administration of the school;
2. seizing control of a building or portion of a building to interfere with an administrative, educational, or other authorized activity;
3. preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence, or due to a reasonable fear that force or violence is likely to occur;
4. disrupting by force or violence or the threat of force or violence a lawful assembly in progress; or
5. obstructing or restraining the passage of a person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence, or by threats of force or violence, the ingress or egress of a person to or from the property or campus without the authorization of the school administration.

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

Drugs include controlled substances identified in Chapter 481 of the Texas Health & Safety Code, as well as over-the-counter drugs or prescription drugs.

A student commits an offense by abusing an over-the-counter drug, giving or delivering an over-the-counter drug to another student, or becoming impaired due to abuse of an over-the-counter drug.

A student also commits an offense by abusing one's own prescription drug, giving a prescription drug to another student, or being under the influence of another person's prescription drug; this conduct may result in a mandatory assignment to an alternate education program or expulsion.

In addition to other illegal drugs (such as LSD, cocaine, marijuana, etc.), many prescription drugs are classified as dangerous drugs or controlled substances. Unauthorized possession or distribution of such substances may result in a mandatory expulsion or mandatory assignment to a disciplinary alternative education program. Examples include, but are not limited to: Ritalin, Adderall, Klonopin, Codeine, Xanax, Paxil, Valium, Activan, Concerta, Oxycontin.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Evasion means attempting to evade questioning by any school official through an act of running away from that official, or seeking to avoid the questioning through any method. Students must, upon request of any school official, produce and show their student identification (ID) cards. If a student refuses to produce and show his/her student identification (ID) card, if applicable, or engages in conduct determined to be evasion, that student is subject to disciplinary action.

Explosive Weapon is defined in part by Texas Penal Code § 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

Extortion means the gaining of money or other property by force or threat.

False Alarm or Report, as defined in part by Texas Penal Code § 42.06, occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. cause action by an official or volunteer agency organized to deal with emergencies;
2. place a person in fear of imminent serious bodily injury; or
3. prevent or interrupt the occupation of a building, room, or place of assembly.

Fighting means engaging in a physical struggle or combat, violence, or conflict.

Fireworks is defined in part by Texas Occupations Code § 2154.001(5) as a composition or device designed for entertainment to produce a visible or audible effect by combustion, explosion, deflagration, or detonation and as defined by 49 C.F.R. § 173.56(j). Under Texas Occupations Code § 2154.251, it is an offense to explode or ignite fireworks within 600 feet of any public school

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

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

"Firearm" does not include an antique firearm.

Firearm Silencer is defined by Texas Penal Code § 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Gambling means playing games of chance for stakes, risking something of value with the hope of making a gain, wagering, or agreeing to win or lose something of value solely or partially by chance. Students who engage in gambling will be subject to school discipline and possibly legal prosecution.

Gang means three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal or illegal activities.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings..

Handgun is defined by Texas Penal Code § 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
- d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

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

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

Hit List is defined in Education Code § 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object, to be used with intent to cause bodily harm.

Improvised Explosive Device is defined by Texas Penal Code § 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecency with a Child means engaging in conduct with a child younger than seventeen years of age, whether of the same or opposite sex and regardless of whether the person knows the age of the child at the time of the conduct, and that includes the conduct described in Texas Penal Code § 21.11

Indecent Exposure is defined by Texas Penal Code § 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate Visual Material is defined by Texas Civil Practices & Remedies Code § 98B.001 and Texas Penal Code § 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen, and any image transmitted to a computer or other video screen.

Intoxication means not having the normal use of mental or physical faculties due to abusing a substance.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-Restricted Knife is defined by Texas Penal Code § 46.01 as a knife with a blade over five and one-half inches.

Look-Alike Weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine Gun as defined by Texas Penal Code § 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Minor Offense is a behavior disruptive to the educational process or environment without rising to the level of placement to SGLC or expulsion. (e.g., chewing gum, talking without permission, tardies etc.).

Murder is defined in part by Texas Penal Code § 19.02 as intentionally or knowingly causing the death of an individual; intending to cause serious bodily injury and committing an act clearly dangerous to human life that causes the death of an individual; or committing or attempting to commit a felony, other than manslaughter, and in the course of and in furtherance of the commission or attempt, committing or attempting to commit an act clearly dangerous to human life that causes the death of an individual.

Obscene means material or a performance that the average person, applying contemporary community standards, would find that, taken as a whole, appeals to the prurient interest in sex; or that depicts or describes patently offensive representations as described in Texas Penal Code § 43.21(a)(1).

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Pornography means the depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement or material (such as books or a photograph) that depicts erotic behavior and is intended to cause sexual excitement.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including but not limited to a locker or desk.

Prohibited Weapon under Texas Penal Code § 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a) An explosive weapon;
 - b) A machine gun;
 - c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined in part by Texas Penal Code § 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public School Fraternity, Sorority, Secret Society, or Gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code § 37.121(d) are excepted from this definition.

Reasonable Belief is a determination made by the Superintendent or designee using all available information, including the information furnished under Code of Criminal Procedure article 15.27.

Retaliation means intentionally or knowingly harming or threatening to harm another by an unlawful act in retaliation for or on account of the service of another as a public servant, witness, prospective witness, informant, or a person who has reported the occurrence of a crime.

School Property includes a public school campus or school grounds on which a public school is located, and any grounds or buildings used by a school for an assembly or other school-sponsored or school-related activity.

Self Defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Sells means the process of giving up, delivering, or exchanging (property, goods, services, etc.) for money or its equivalent.

Serious Bodily Injury is defined in part by Texas Penal Code § 1.07(46) as bodily injury that creates a substantial risk of death or that causes death, serious permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Serious Misbehavior means:

1. deliberate violent behavior that poses a direct threat to the health or safety of others;
2. extortion, meaning the gaining of money or other property by force or threat;
3. conduct that constitutes coercion, as defined by Texas Penal Code § 1.07; or
4. conduct that constitutes the offense of
 - a. public lewdness under Texas Penal Code § 21.07;
 - b. indecent exposure under Texas Penal Code § 21.08;
 - c. criminal mischief under Texas Penal Code § 28.03;
 - d. personal hazing under Education Code § 37.152; or
 - e. harassment under Texas Penal Code § 42.07, of a student or District employee.

Serious or Persistent Misbehavior includes, but is not limited to:

1. Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
2. Behavior identified by the district as grounds for discretionary DAEP placement.
3. Actions or demonstrations that substantially disrupt or materially interfere with school activities.
4. Refusal to attempt or complete school work as assigned.
5. Insubordination.
6. Profanity, vulgar language, or obscene gestures.
7. Leaving school grounds without permission.
8. Falsification of records, passes, or other school-related documents.
9. Refusal to accept discipline assigned by the teacher or principal.

Sexual Assault means engaging in sexual acts that meet the definition of sexual assault in Texas Penal Code § 22.011.

Sexual Harassment includes unwanted and unwelcome verbal or physical conduct of a sexual nature, whether by word, gesture, or any other sexual conduct, including requests for sexual favors. Sexual harassment does not include necessary or permissible physical contact not reasonably construed as sexual in nature.

Short-Barrel Firearm is defined by Texas Penal Code § 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length

of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic Threat is defined by Texas Penal Code § 22.07 as a threat of violence to any person or property with intent to:

1. cause a reaction of any type to the person's threat by an official or volunteer agency organized to deal with emergencies;
2. place any person in fear of imminent serious bodily injury;
3. prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place;
4. cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. place the public or a substantial group of the public in fear of serious bodily injury; or
6. influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

Tire Deflation Device is defined in part by Texas Penal Code § 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Theft means the unlawful appropriation of property with intent to deprive the owner of property, or as otherwise identified in Texas Penal Code § 31.03.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;

- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.
- [See FOC(EXHIBIT).]

Trespassing is defined in part by Texas Penal Code § 30.05 as entering or remaining on or in property of another without effective consent and while having notice the entry was forbidden or after receiving notice to depart but failing to do so.

Under the Influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student under the influence need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Weapons not permitted by SFDRCISD policy include, but are not limited to:

1. BB guns
2. Pellet guns
3. CO2 and air powered guns
4. Guns using gunpowder to expel a projectile.
5. Explosives
6. Razors
7. Fixed blade or lock blade knives
8. Tasers
9. Chemical dispensers sold commercially for personal protection which are not covered by the Texas Penal Code (example: Mace, pepper spray, etc.)
10. Sling shots
11. Pen/pocket knives
12. Tranquilizer guns
13. Laser guns
14. Laser pens or pointers
15. Chains
16. Fireworks of any kind.
17. Any other object used in a way that threatens or inflicts bodily injury on another person.

NOTE: Involvement with weapons (handmade or commercial) is prohibited by SFDRCISD. This includes any type of weapon possessed for any purpose. It is not a justification to this offense that the person claims that the weapon was for his or her self-defense. Any student violating this policy concerning weapons will be disciplined.

Zip Gun is defined by Texas Penal Code § 4601 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

**– SECTION F –
APPENDIX AND FORMS**
