



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

Adopted by Board of Trustees 7/25/2022

PARENTAL RIGHTS, DISTRICT POLICIES AND PROCEDURES

If you have difficulty accessing the information in this document because of a disability, please contact the SFDRCISD Administrative Director at sandrat.hernandez@sfdrcisd.org or call (830)778-4073.

August 2022

Dear Parents and Students:

Welcome to the 2022–2023 school year! The *SFDRCSISD Student Handbook* is a general reference guide for students and parents to promote a safe and orderly learning environment for every student.

Parents, this year, more than ever, we ask that you consistently monitor your child’s academic, social and emotional well-being. Please keep in touch with us often and reach out to us if either of you or your child needs help. Our campus principals and staff are always available to explain policies and procedures, even if it means making this document easily accessible or translating it in a language that is understood by you.

Students, ask for help before a problem arises or worsens. By working together, we can keep our energy focused upon our primary goal - *your* learning.

On a final note, we please ask that you both sign and return the acknowledgment form so we may confirm your receipt and review of the newest version of the Student-Parent Handbook and the Student Code of Conduct. Your signed copy will be kept as reference in your child’s academic file.

If you have any questions concerning this handbook or the District’s policies, please contact our Administrative Director at 830-778-4073.

Sincerely,

Carlos H. Rios, Ed. D
Superintendent of Schools

2022 - 2023
San Felipe Del Rio Consolidated Independent School District
Student Handbook

P.O. Drawer 428002 • Del Rio, TX 78840

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2022 - 2023

San Felipe Del Rio Consolidated Independent School District

Student Handbook

Preface to Parents and Students

The Student Handbook is a general reference guide for students and parents. The handbook will help you become familiar with parental rights as specified in state and federal law, and other important information intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures or rules in any given circumstance.

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

Therefore, parents and students should become familiar with the SFDR CISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at <https://www.sfdr-cisd.org/> under Parents or Students tab. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

Note: 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 "SFDR CISD" 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.

ACCESSIBILITY

If you are having difficulty accessing this handbook because of a disability, please contact:

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Administrative Director

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SAFETY IN OUR SCHOOLS

Today, more than any time in history of our District, safety in our schools is of utmost importance. Keeping schools safe is a challenge that our schools cannot accomplish by themselves. It is our belief that collaboratively, 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 unusual activity or 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>.

ADDITIONAL RESOURCES AND INFORMATION FOR PARENTS

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

School Calendar

<https://www.sfdr-cisd.org/media/q2mnbuwq/2022-2023-school-calendar-board-approved-3-29-2022.pdf>

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>

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SECTION A – PARENTAL RIGHTS

PARENTAL RIGHTS

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

CONSENT, OPT OUT AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

Big Decisions – Middle School (Grades 7-8)

Big Decisions – High School (Grade 9)

For further information, please contact the school counselor.

In accordance with state law, a parent may:

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

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

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

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

In accordance with state law, a parent may:

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

[See Consent to Human Sexuality Instruction; Dating Violence; and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children]

Consent to Provide a Mental-Health Care Service

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

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

- Elementary, middle school and high school counselors will provide parents with information on how to access counseling options offered locally or through telemedicine.

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

The mental health liaison can be reached at:

Alda Zuniga
Del Rio Cares Program
902 W. Cantu St.
alda.zuniga@sfd-r-cisd.org

The mental health liaison as well as the school counselor can provide further information regarding these procedures as well as curriculum 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**.

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.

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

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

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

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

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

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

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

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.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include 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.

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**.]

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

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

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

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 for the student's:

- Name,
- Address, and
- Telephone listing.

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

PARTICIPATION IN THIRD PARTY SURVEYS

Consent Required Before Student Participation in a Federally-Funded Survey

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

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

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

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered 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.]

A parent may inspect:

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

The ED provides extensive information about the Protection of Pupil Rights Amendment (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a PPRA Complaint Form (<https://studentprivacy.ed.gov/file-a-complaint>).

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

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

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.]

Reciting a Portion of the Declaration of Independence

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing. State law, however, requires that all students participate in one minute of silence following recitation of the pledges. [See EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC.] See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Instructional Materials

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

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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

STUDENT RECORDS

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

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

- Inspect and review student records within 45 days after the day the school receives a request for access;

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

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

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

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

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

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

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

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

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

Legitimate educational interest may include:

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

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support

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

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

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

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

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

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

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

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

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

Sandra T. Hernandez
Administrative Director
P.O. Drawer 428002
sandrat.hernandez@sfdrcisd.org
(830) 778-4073

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

Sandra T. Hernandez
Administrative Director
P.O. Drawer 428002
sandrat.hernandez@sfdrcisd.org
(830) 778-4073

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. **[See Report Cards/Progress Reports and Conferences, Complaints and Concerns, and Finality of Grades at policy FNG(LEGAL).]**

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office [or on the district's website at <https://pol.tasb.org/Policy/Section/1180?filter=F>]

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

TEACHER AND STAFF PROFESSIONAL QUALIFICATIONS

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

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

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

A STUDENT WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

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

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.

Student Use of a Service/Assistance Animal

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

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

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district. The district will award partial course credit by semester when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students in Foster Care.**]

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

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

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

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

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

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution. [See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students who are Homeless.**]

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

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

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

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

SPECIAL EDUCATION REFERRALS

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

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

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the school district in a

companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Ms. Monica Luna
Raymond Haynes Administrative Complex
901 W. Cantu St.
monica.luna@sfdrcisd.org
830-778-4252

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Ms. Monica Luna
Raymond Haynes Administrative Complex
901 W. Cantu St.
monica.luna@sfdrcisd.org
830-778-4252

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Ms. Monica Luna
Raymond Haynes Administrative Complex
901 W. Cantu St.
monica.luna@sfdrcisd.org
830-778-4252

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

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

- [Legal Framework for the Child-Centered Special Education Process \(https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en\)](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en)
- [Partner Resource Network \(http://prntexas.org/\)](http://prntexas.org/)
- [SPEDTEX: Special Education Information Center \(https://www.spedtex.org/\)](https://www.spedtex.org/)

- [Texas First Project \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)

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

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

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners and Special Programs**.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

SECTION B – DISTRICT POLICIES

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

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

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

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.

ABSENCES/ATTENDANCE

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

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

Compulsory Attendance

Pre-Kindergarten and Kindergarten

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

Ages 6-18

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

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

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

Ages 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 the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance – Exceptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- 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 related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state,
- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments

without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see Telecommunication and Other Electronic Devices.

Secondary Levels

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

[See **Driver License Attendance Verification**]

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

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

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

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

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

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

Compulsory Attendance – Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6-18

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

The notice will:

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

The truancy facilitator for the district is:

Michele Smith

Director, PEIMS Data Quality, Compliance and Accountability

PO Drawer 428002

Del Rio, TX 78842

Office: (830) 778-4076

Email: michele.smith@sfd-cisd.org

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Ages 19 and Older

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

Compulsory Attendance for Credit or Final Grade

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review

committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

- With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:
- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance—Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.
- The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time

The district will take attendance every morning by 10 a.m. for elementary students PK-5th grade, and at the start of every class period for students in 6th-12th grade. Official attendance taking time for the purpose of state reporting will be taken at 10 a.m. for all elementary and secondary campuses except Blended Academy. Official attendance at Blended Academy will take place at 10:30 a.m. A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

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

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. The campus will document in its attendance records whether the absence is excused or unexcused.

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

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

Within 48 hours of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and 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 absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/blue-license>.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.

Assignments/Make-Up Work for 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.
- 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.

- 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.

Accountability under State and Federal Law (All Grade Levels)

San Felipe-Del Rio CISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's website at <https://www.sfdr-cisd.org/about-us/district-accountability/>.

Hard copies of any reports are available upon request to the district's administration office. TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division.

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.

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.

Denial of Course Credit

A student and the student's parent/guardian will be given written notice prior to or upon a student's attendance dropping to the point in which the student will be in jeopardy of not meeting the 90% attendance law. Students must attend each class at least ninety percent (90%) of the time a class is offered in order to receive credit. The student, parent, or representative may, upon receipt of such knowledge, submit a written petition to the school's attendance committee requesting award of credit.

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.

Truancy Prevention Measures

Truancy Prevention Measures (TPM) are meaningful interventions aimed at addressing the root cause for a student's unexcused absences. State law mandates parent and student participation. Examples of TPM's include:

<p>Level 1 – Reminder (1-3 consecutive absences)</p> <p>TEC§25.094 Failure to attend school – 3 or more days within a four-week period</p> <p>Attendance Clerk provides parent awareness/reminder of the District's attendance policy and requirement to submit a note from health care provider to clear unexcused absences.</p>
<p>Level 2 – Parent/Student/Counselor Conference (4th consecutive absence) TEC§25.094 Failure to attend school – 3 or more days within a four-week period</p> <p>Parent awareness/reminder of truancy laws; counseling intervention to determine root cause of unexcused absences; student is assigned one Saturday make-up day for every 3 unexcused absences.</p> <p>Note: If student is not in residency, then the student will be withdrawn from the District</p>
<p>Level 3 – Conference with District Truancy Officer (10 days) TEC § 25.094. Failure to Attend School - fails to</p>

attend school on 10 or more days or parts of days within a six-month period.
District Truancy Officer meets with parent to determine root cause of unexcused absences and issues warning of truancy charges and withdrawal from the District following any subsequent unexcused absence.
Level 4 – Withdrawal from District – 11th consecutive unexcused absence
District Truancy Officer collects documentation of campus intervention efforts to address unexcused absences. The District will then issue a formal letter to the parent indicating that the District will notify the Texas Education Agency (TEA) via PEIMS reporting, of the student's truancy and the reasons causing the truancy. The District will also inform the parent that student will be withdrawn from school for non-attendance. If the student is not in residency , then the student will be permanently withdrawn from the District and will not be permitted to re-enroll.

Perfect Attendance Recognition (All Levels)

SFDRCISD would like to recognize the efforts of students who strive to attend school daily. One way to recognize these efforts are during award ceremonies. Perfect Attendance awards may be given to students at every campus during each six-week period and/or at the end of the school year.

The criterion for awarding perfect attendance is as follows:

- A perfect attendance award will be given to any student who has attended school each day during the six-week period and has not been absent for any part of the day or course period during the six-week period.
- Non-attendance due to school-related events such as field trips, athletic events, UIL events, etc. are not considered absences. Non-attendance due to any other reasons will be considered ineligible for a perfect attendance award.

Criterion for 12 –Year Perfect Attendance

A perfect attendance award will be given to any student who has attended school consecutively without fail; and has not been absent for any part of the day or course period during each school year beginning with 1st grade through 12th grade.

Non-attendance due to school-related events such as field trips, athletic events, UIL events, etc. are not considered absences. Non-attendance due to any other reasons will be considered ineligible for a perfect attendance award.

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 SFDRCSID.
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 SFDRCSID 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)

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.

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 SFDRCISD 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.

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 office of the Chief Operations Officer located in the Student Performance Center and Administration Building.

ATHLETIC CODE OF CONDUCT

SFDRICSD 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.

AWARDS and HONORS

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.

National Junior Honor Society

Del Rio Middle School sponsors a chapter of the National Junior Honor Society. Seventh and eighth-grade students who have attended DRMS for the equivalent of one semester, and who have demonstrated outstanding scholarship, character, citizenship, and service will be considered for membership. Students may not apply for membership. Past faculty councils have required a cumulative grade average of 90 or above for a student to be considered for membership.

A faculty council is appointed annually by the principal. This council determines final selection for membership by reviewing an assessment of each scholastically eligible student according to criteria based upon qualities of character, citizenship, leadership, and service.

Membership in the National Junior Honor Society is both an honor and a responsibility. Once selected, members have the responsibility to continue to demonstrate those qualities.

A National Junior Honor Society member who transfers to another school and brings a letter from the former principal or chapter adviser to the new school adviser shall be accepted automatically as a member in the new school's chapter. Transfer members must meet the new chapter's standards within one semester in order to retain membership. For more information, contact the school counselor.

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.

A faculty council is appointed annually by the principal. This council determines final selection for membership by reviewing an assessment of each scholastically eligible student according to criteria based upon qualities of character, citizenship, leadership, and service.

Membership in the National Honor Society is both an honor and a responsibility. Once selected, members have the responsibility to continue to demonstrate those qualities.

A National Honor Society member who transfers to another school and brings a letter from the former principal or chapter adviser to the new school adviser shall be accepted automatically as a member in the new school's chapter. Transfer members must meet the new chapter's standards within one semester in order to retain membership. For more information, contact the school counselor.

National Technical Honor Society

Each high school campus has a chapter of the National Technical Honor Society. As the honor society for Career & Technical Education, the NTHS honors student achievement and leadership in career and technical education. Please

BULLYING (All Grade Levels)

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

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

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

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

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging

- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

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

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

A student may anonymously report an alleged incident of bullying by submitting a form on the [Anonymous Reporting Tool](#).

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

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

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

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

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

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

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL). [See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK-BASED PROGRAMS (Secondary Grades Only)

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

- Architecture & Construction
- Arts & Audio Video 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

Admission to CTE and other work-based programs is based on interest, aptitude, age appropriateness, and classroom/lab space availability. See [Selection Procedure for Admission to CTE Program Where There Are More Requests Than Can Be Accommodated](#).

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

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

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

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

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.

CELEBRATIONS (All Grade Levels)

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

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

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies]

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <https://www.sfdrcisd.org/departments/federal-state-programs/>.

Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

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

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

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

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

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

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

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

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

CLASS SCHEDULES (6th -12th Grades)

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

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

CLEAR BACKPACK POLICY

District Guidelines

To improve the safety measures currently in place, SFDRCSID will require all middle school and high school students to use clear backpacks beginning the 2022-23 school year. Students participating in an extracurricular activity are permitted to carry non-transparent bags to store items pertaining to their particular activity (i.e., band, athletics, etc.). Upon entry into the school, all extracurricular activity bags must be stored in designated areas. All bags are subject to search. (See Search)

Additionally, the maximum size for non-transparent bags that students in grades 6-12 will be permitted to carry during the school day, such as lunch kits, pencil bags and purses, will be 6" x 9". Elementary school students will be allowed to continue using traditional backpacks.

Non-compliance of Policy

School administrators will collect any backpacks that do not meet the clear backpack policy. Any backpacks collected by the administration will be immediately returned to the parent (guardian). Backpacks will not be returned to the students.

Due to time constraints, school administrators will not contact parents (guardians) of non-compliance with the clear backpack policy. It is the student's responsibility to inform their parent or legal guardian of the need to retrieve the backpack from the school administrator.

COMMUNICATIONS - AUTOMATED (All Grade Levels)

Emergency

The district will rely on contact information on file with the district to

communicate with parents in an emergency situation, which may include real time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school as soon as possible when a phone number changes.

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

Non-Emergency

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

Standard messaging rates of your wireless phone carrier may apply.

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

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.

CONDUCT

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student

misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at **Schools** and the coordinator for these campuses is identified on each campus webpage.

Campus	CBC	Contact Number
Del Rio High School	Mrs. Cynthia Salas	(830) 778-4329
Del Rio Freshman	Mrs. Jane Villarreal	(830) 778-4414
Early College H.S.	Mr. Carlos Barrera	(830) 778-4421
Blended Academy	Mrs. Laura Sandate	(830) 778-4680
SGLC	Mr. Joe Rodriguez	(830) 778-4452
Del Rio MS (7 th and 8 th)	Mr. Jorge Jurado	(830) 778-4551
San Felipe MS (6 th)	Ms. Maryvel Flores	(830) 778-4570
Buena Vista Elem.	Mrs. Jennifer Sutton	(830) 778-4607
Dr. Lonnie Green Elem.	Mrs. Cheryl Pond	(830) 778-4756
North Heights Elem.	Ms. Maytte Soliz	(830) 778-4777
Garfield Elem.	Mr. Carlos Ramirez	(830) 778-4709
Dr. Fermin Calderon	Mrs. Allison Mercier	(830) 778-4628
Lamar Elem.	Mrs. Iris Oca	(830) 778-4730
Ruben Chavira Elem.	Mrs. Laura Langton	(830) 778-4668
Roberto Barrera Elem.	Mrs. Maria Hudgins	(830) 778-4111

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.

COUNSELING

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle 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.

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 (8th-12th grade)

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.]

Kindergarten Acceleration

San Felipe Del Rio CISD believes that great care should be taken with student acceleration at this early grade. Students will not be accelerated prior to the beginning of the school year. Credit by examination is offered for students whose parents request acceleration from kindergarten to first grade. Parents who believe their child may be a candidate for acceleration must enroll their child in kindergarten and complete the application for acceleration by week three of the school year. Parent nomination forms for acceleration may be obtained from the campus principal. The process for assessing students to determine need for acceleration will occur during the first six weeks of enrollment.

In order to qualify for Kindergarten Acceleration, the student must meet these qualifications:

- The student must be five years of age on or before September 1.
- The student must be registered for Kindergarten for the upcoming school year in the San Felipe Del Rio Consolidated Independent School District.

If both of these qualifications are met, then a parent/guardian may request that his/her child test for placement in first-grade. To determine whether testing and possible placement in first-grade are the best options, parents, students and staff should consider the following:

- The academic rigor of first grade
- Social and emotional impact
- Effect of skipping a grade level on the student's overall educational experience.

San Felipe Del Rio CISD strongly encourages all learners to participate in Kindergarten due to the social, developmental, emotional and academic benefits this grade level provides.

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

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

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

A student may not use this exam for the purpose of regaining eligibility in an extra-curricular activity.

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

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, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at <https://pol.tasb.org/Policy/Code/1180?filter=FFH>. [See policy FFH for more information.]

Dating Violence

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

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is

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

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

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

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

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

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/cchild-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>)
- USED Teen Dating Violence in the United States Fact Sheet (<https://www2.ed.gov/about/offices/list/oes/osh/teendatingviolence-factsheet.html>)

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

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 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 harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;

- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

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 are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

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

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

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

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

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

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law. If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

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

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

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

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

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.

DISRUPTION OF SCHOOL OPERATIONS

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

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

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

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

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

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

Social Events

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

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 Operation Graduation. Parents are urged to use caution and carefully investigate unsupervised graduation gatherings.

SFDRCSID does not sponsor graduation trips. Parents are also cautioned to carefully investigate companies, groups or organizations who sponsor graduation trips.

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

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.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels) **School Materials**

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

may include school posters, newspapers, yearbooks, brochures, flyers, etc.

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

Nonschool Materials (From Students)

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 shall not be sold, circulated, distributed, or posted on any District premises by any District student, except in accordance with FNAA(LOCAL) policy.

SFDRICSD shall not be responsible for, nor shall the District endorse, the contents of any nonschool literature distributed by students.

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

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

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

Nonschool Materials (From Others)

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the [position listed at GKDA(LOCAL) as responsible for prior review of nonschool literature from community members] for prior review. The Administrative Director will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The Administrative Director has designated the Superintendent's office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS CODE POLICY (All Grade Levels)

Appropriate student dress and grooming are important factors in the safe and orderly operation of the schools. Each student's appearance should reflect a positive image of the school and contribute to a distraction-free learning environment.

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:

- Shall not lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities; and
- Shall not create a health problem or safety hazard for the student or others.

Using these general guidelines and the specific guidelines listed below, school administrators, with the input and support of faculty members, have the final decision in determining and enforcing student dress and grooming standards at school and at all school-related activities.

General Guidelines/Restrictions for Student Dress and Grooming

Students should wear garments, shoes, jewelry, accessories and hairstyles that:

- Are of an appropriate size and fit, modest in length and coverage and respectful.
- Reflect a positive image of the school and contribute to a distraction-free learning environment; and
- Lead teachers, staff, and/or administrators to reasonably believe that the student's dress and grooming does not interfere with, disturb, or distract from the classroom and/or learning environment.

Outerwear

- Dusters, overcoats, hoodies, and trench coats are not permitted.

Note: Sweatshirts with hoods "hoodies" may be worn in certain school-related activities as authorized by the campus principal and under the condition that the student does not use the hood as a head covering.

Tops/Shirts/Blouses

- Must not be excessively tight or revealing, have spaghetti-strings, be backless, low cut or expose underclothing, midsection, torso, back, chest, breasts, or cleavage.
- Must not contain indecent, lewd, offensive, vulgar, or obscene language.
- Must not advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under board policy.

- Tank tops and muscle shirts are not permitted.

Pants

- Pants/jeans must be styled and fitted at the waist to avoid showing skin or undergarments above mid-thigh through any holes or excessive bagginess.
- Leggings are not permitted.

Shorts and Skirts

- Must be styled and fitted at the waist to avoid showing skin or undergarments.
- Must fit at mid-thigh length or longer.
- Must not contain rips, tears, or holes.

Dresses

- Must not be excessively tight or revealing, have spaghetti- straps, be backless, low cut or expose underclothing, midsection, torso, back, chest, breasts, or cleavage.
- Must fit at mid-thigh length or longer.

Shoes

- Must not detract from or interfere with the learning environment or present a safety or health hazard. Athletic shoes or closed-toe shoes are preferred.
- House slippers of any kind are not allowed.
- Flip flops are not allowed.
- Steel-toed boots are not permitted; however, safety shoes are permitted in appropriate school-related settings.

Hair & Make-Up

- Hair must be well groomed, neat and clean, and not cover the face.
- Hairstyle, hair color and makeup must not detract from or interfere with the learning and school environment.

Head Coverings:

No type of head covering is to be worn in buildings except for:

- A cap or hat that is part of a school activity; or
- Headwear that is worn for religious or medical purposes.

Other:

- Underclothing must be appropriate.
- All pajamas/loungewear are prohibited.
- Jewelry, piercings, or accessories (including wallet chains) must not detract from or interfere with the learning and school environment.
- Sunglasses must not be worn in buildings.
- Skateboards are not allowed.
- Any clothing or accessories with gang colors, symbols, or emblems is prohibited.
- Blankets of any kind are prohibited.

Students participating in school-related activities, such as CTE, UIL, SGLC or Spirit Days

Students who participate in certain school-related activities or other special functions may be permitted to have a different dress or grooming code as authorized by the campus principal.

Dress and Grooming Violations

Students who come to school in violation of the district and/or campus dress code will have the option of correcting the violation or being placed in a Discipline Management Class (DMC/In-school suspension)

for the remainder of the day. School officials may use other appropriate consequences as designated in the Code of Conduct. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Parents may be asked to bring appropriate attire to school to assist in correcting the violation.

Students who have a question about the appropriateness of an item should discuss the specific issue with the appropriate staff member before wearing the item.

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.

CELL PHONE AND ELECTRONIC DEVICES POLICY (ALL GRADE LEVELS)

San Felipe Del Rio CISD permits students to possess cell phone devices on campus to support student safety before and after school; however, these devices must remain turned off during class time unless they are being used for approved instructional purposes. The use of cell phones is strictly prohibited during testing.

Cell phones are prohibited for students in grades PreK-Grade 2. SFDRCISD's guidelines require supervision of primary students by adults or by an elementary-aged or older student who can communicate and relay information at bus stops and for walkers.

Cell Phone and Electronic Devices Policy (Grades 3-8)

The following cell phone policy will be in effect for students in grades K-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 phones may not be used to assist any student on assignments, quizzes, or tests without prior 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.

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 passing periods
- 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 the student's lunch period. Students should wait until they exit the classroom to access their cell phone.
- Office runners and/or students who leave the classroom during class time will not be allowed to use their cell phones.
- Headphones may only be used in the classroom with the teacher's permission and at any time during the students' lunch period.
- Students who have an early release may not use their cell phones during instructional time; and should wait until they exit the classroom to access their cell phone.
- Cell phones may not be used to assist any student on assignments, quizzes, or tests without prior 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.

Inappropriate/ Severe Cell Phone Violations

Inappropriate use or severe violations of these guidelines include, but are not limited to:

- The use of cell phones during testing (Wristwatches with cell phone capabilities must follow the same guidelines).
- Academic dishonesty or cheating.
- Using a cell phone to record or videotape is prohibited unless approved for instructional purposes.
- Use of cell phones in restrooms.

- Use of camera or recording features of cell phones and portable digital media devices in restrooms, locker rooms or for any use constituting an invasion of any person's reasonable expectation of privacy.
- Electronic communication that contains inappropriate content, profanity, intimidation, or threats to others.
- Sexting, which includes intentionally creating, producing, distributing, presenting, transmitting, posting, exchanging, disseminating, or possessing, through any computer or digital media, any photograph or digitized image or any visual depiction of a person in any condition of nudity, or involved in any prohibited sexual act.

State testing guidelines prohibit cell phones during state testing [TELPAS, STARR, end-of-course (EOC) exams]. Any violation of this guideline can result in the invalidation of the assessment and further disciplinary action according to the Student Code of Conduct.

According to the Student Code of Conduct, any violation of these guidelines, which causes or involves a distraction or interruption of transportation, the instructional environment, or leads to the violation of other district rules or policies, the student will be subject to disciplinary action.

Note: In limited circumstances and in accordance with law, authorized personnel may search a student's personal electronic device. According to the Student Code of Conduct, failure to comply with a staff directive to turn in a cell phone will be considered defiance of authority and subject to disciplinary action.

Consequences for Violating Cell Phone/Electronic Device Policy (All Levels)

Use of cell phones and electronic devices are a privilege. Students who do not adhere to the cell phone/electronic devices policy will be subject to any of the following consequences as deemed appropriate by the campus principal/administrator.

Note: In limited circumstances and in accordance with law, authorized personnel may search a student's personal electronic device.

Level 1 - Warning
The student receives a verbal warning of the violation and subject to consequences on the next offense.
Level 2 - Consequence
Cell phone/electronic device is confiscated and turned in to the principal's office. The principal will provide corrective counseling and issue a contract to prevent future violations. Cell phone/electronic device will be released to the student or the parent at the end of the school day. Parents will be informed that a following violation will result in 3-day confiscation of the cell phone/device.
Level 3 - Consequence
Cell phone/electronic device is confiscated for 3 consecutive school days. The principal will amend the contract and continue corrective counseling. Any other disciplinary action may be applied in accordance with the Student Code of Conduct. Cell phone/electronic device is released to the student or the parent at the end of the 3 rd consecutive school day.
Level 4 - Consequence

Cell phone/electronic device is confiscated for 6 consecutive school days. The principal will amend the contract and continue corrective counseling. Any other disciplinary action may be applied in accordance with the Student Code of Conduct. Cell phone/electronic device is released to the student or the parent at the end of the 6th consecutive school day.

Level 5 - Consequence

Cell phone/electronic device is confiscated for 10 consecutive school days. The principal will amend the contract and continue corrective counseling. Any other disciplinary action may be applied in accordance with the Student Code of Conduct. Cell phone/electronic device is released to the student or the parent at the end of the 10th consecutive school day.

Level 6 – Cell phone/device confiscated for the remainder of school year and privileges revoked.

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.

The District is not responsible for any damaged, lost, or stolen electronic devices.

Cyber Safety

Cybersecurity Awareness 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).]

[National Cybersecurity Awareness Campaign – Kids Presentation](#)

[Grades K-8 Student Tip Card](#)

[Grades 9-12 Student Tip Card](#)

ENGLISH LEARNERS (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. 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 designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English.

Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

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

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

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](#). 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

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 maximum fee of \$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.

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).

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.]

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.

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.

GRADING GUIDELINES (All Grade Levels)

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

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

[See **Report Cards/Progress Reports** and **Conferences** on page 129 for additional information on grading guidelines.]

Curriculum Diagnostic Benchmarks

SFDRICSD 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.

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 SFDRICSD 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.

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.]

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 Credit Courses

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in articulated dual-credit college courses in conjunction with Southwest Texas Junior College (SWTJC) and the Art Institute for students pursuing an Associate in Applied Science (AAS) degree;
- Enrollment in dual-credit courses in conjunction with Angelo State University for students pursuing college credit in Professional Communication or Speech;
- Enrollment in certain high school and Career and Technical Education (CTE) courses with corresponding college equivalents in conjunction with Southwest Texas Junior College (SWTJC).

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

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

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

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

College and University Admissions and Financial Aid

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]; ; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

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

- As required by law, the district will provide written notice concerning:
- Automatic college admission,
 - Curriculum requirements for financial aid, and the
 - Benefits of completing the requirements for automatic admission and financial aid
 - The Texas First Early High School Completion Program and the Texas First Scholarship Program.

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

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.
[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student’s rank in class, and requirements for **Graduation** on for information associated with the foundation graduation program.]
[See **Students in the Conservatorship of the State (Foster Care)** on for information on assistance in transitioning to higher education for students in foster care.]

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.

Foundation Graduation Program

- Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:
- Science, Technology, Engineering, and Mathematics (STEM);
 - Business and Industry;
 - Public Service;
 - Arts and Humanities; and
 - Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student’s transcript.
A student can complete the foundation graduation program with a

“distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student.

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

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1

Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

Financial Aid Application Requirement

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

At the start of the student's senior year the counselor will ensure each student has submitted a free application for student aid.

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

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;

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

Please contact the school counselor for more information.

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

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

GRADUATION (High School Only)

Graduation Exercises

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

Graduation Expenses

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

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.

Requirements for a Diploma

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

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

Testing Requirements for Graduation

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

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

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

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

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

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

Class Rank/Highest Ranking Student

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.

Students in the 2019-2020 thru 2023-2024 Class Cohorts

Due to school closures during the COVID-19 pandemic, 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, grades 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 notifies 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 Spring 2020 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.

Students Taking Dual Credit Courses

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.

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.

Personal Graduation Plans (9-12th Grade)

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

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

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

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

Scholarships and Grants

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

See College and University Admissions and Financial Aid (All Grade Levels) for more information.

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

HEALTH – PHYSICAL AND MENTAL Illness (All Grade Levels)

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

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

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

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 a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at Affidavit Request for Exemption from Immunization or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347.

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

The immunizations required are:

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

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

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

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

[See the DSHS's Texas School & Child Care Facility Immunization Requirements <https://www.dshs.state.tx.us/immunize/school/default.shtm> and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from

school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used.

The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning. The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

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

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

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

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider.

The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See **Medicine at School** for information for unassigned asthma medication. See also **Food Allergies**.

Unassigned Epinephrine Auto-injectors

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

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

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

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

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

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

For additional information, see FFAC(LOCAL).

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.

Food Allergies

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

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

[\(https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/\)](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district’s food allergy management plan can be accessed at <https://www.sfdrcisd.org/parents/student-health-services/>.

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

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.

School 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.

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 campus 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 will be 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 have been 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.

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 back-to-school 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 the recommendation 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 as applicable.

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.

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.

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".

HOMEWORK

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

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.

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.

NONDISCRIMINATION STATEMENT (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends 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
315 Griner St.
sandrat.hernandez@sfdrcisd.org
(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\(LOCAL\)](#).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Ms. Monica Luna
Director of Special Education
monica.luna@sldr-cisd.org
(830)778-4253

- For all other concerns regarding discrimination, see the superintendent:

Dr. Carlos H. Rios
Superintendent of Schools
carlos.rios@sldr-cisd.org
(830)778-4007

PARENT CONTACT INFORMATION

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

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

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

A parent may update contact information by calling or e-mailing the campus attendance clerk or notifying the District Registrar at:

District Registrar – Student Services
San Felipe Del Rio Consolidated Independent School District
Ph.: (830) 778-4097
Fax: (830) 778-4911
Email: registrar@sldr-cisd.org

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 SFDRCISD 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.sldr-cisd.org [See policies at BE and BED for more information.]

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.]

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.

PETS

Animals, excluding service animals may not be brought on the school grounds. A teacher may request to bring an animal to school for instructional purposes with prior approval from the campus principal.

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.

SFDRICSD 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.

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)]

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

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.

SCHOOL 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 himself/herself 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. SFDRICSD will update parents with information through the Skyward Parent Portal and Class Dojo (elementary schools). **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 SFDRICSD 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 the SFDRICSD website, the school district's public access Spectrum Channel 39, your Skyward Parent Alerts, and Class Dojo (elementary schools) 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.

SCHEDULE CHANGES

Secondary schools build 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.

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.

RANDOM DRUG TESTING POLICY

In accordance with Board Policy FNF (Local, Regulation), any student in 7th-12 grades who chooses to participate in any school-sponsored extracurricular activity or who chooses to park a vehicle on school property will be required to participate in random drug testing throughout the school year. Students will be tested for the presence of illegal drugs and alcohol randomly throughout the year.

School-sponsored extracurricular activities for which testing is required include without limitation the following programs:

- All interscholastic athletics, band, cheerleading, drill and dance teams;
- All academic clubs, special interest clubs, student government (i.e., Student Council), Career and Technical Education teams; and
- Any activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of the District.

Students who drive to and from school and who park on school property shall be subject to the same random drug testing requirements as students who participate in school sponsored extracurricular activities.

Purpose

The purpose of the drug-testing program is to:

1. Deter student use of illegal and performance-enhancing drugs or alcohol;
2. Prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol;
3. Educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol; and
4. Help enforce a drug-free educational environment.

Orientation Meetings

Secondary campuses conduct an orientation with parents and students prior to the beginning of the fall semester and practice period. The school principal or designee shall provide each parent and student with a copy of the drug testing policy, procedures, and consent form.

Before a student is eligible to participate in an extracurricular program or receive a parking permit, the student and parent will be required to

sign a consent form annually agreeing to be subject to the rules and procedures of the drug-testing program.

If appropriate consent is not given, the student will not be allowed to participate in extracurricular activities or to receive a parking permit.

Test Results Results

Results from random drug testing will be used only to determine eligibility for a parking permit and participation in extracurricular activities. Positive drug test results will not be used to impose disciplinary sanctions or academic penalties.

Consequences of Confirmed Test Result

Consequences of positive test results will be cumulative through the student's enrollment in the District.

- Upon a first offense of receiving a confirmed positive drug test, a student will be suspended from any extracurricular activity and the student's parking permit will be suspended for 90 school days following the date the student and parent are notified of the test results. During the period of suspension, the student will not be permitted to participate in practices; and shall not participate in any competitive activities or performances.
- Upon a second offense of receiving a confirmed positive drug test, a student will be permanently suspended from any extracurricular activity, and the student's parking permit will be permanently suspended for the duration of the student's enrollment in the San Felipe Del Rio CISD

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.

SFDRICISD 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 SFDRICISD 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 Ms. Monica Luna. 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 Ms. Monica Luna. 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.

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**.

STANDARDIZED TESTING

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment.

The TSI assesses the reading, mathematics, and writing skills that freshmen level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of course assessment requirements in limited circumstances.

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

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

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

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.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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

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

Standardized Testing for a Student in Special Programs

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

Note: HB 4545 requires an ARD committee to meet regarding a student receiving special education services in grade 3, 5, or 8 who fails to meet satisfactory performance on the STAAR administrations in reading or math.

Personal Graduation Plans – Middle School Students

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

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

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, 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. [See the school counselor or principal and policy EIF(LEGAL) for more information.]

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
- U.S. 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.

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

STERIODS

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

SFDRCSISD 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]

Conduct While Riding A Bus

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.

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.

Note: 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.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the district's foster care liaison:

Ruby Adams
Federal and State Programs Director
P.O. Drawer 428002
Rufina.adams@sfdcr-cisd.org
(830) 778-4124

STUDENTS WHO ARE HOMELESS

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 the district's homeless education liaison:

Ruby Adams
Federal and State Programs Director
P.O. Drawer 428002
Rufina.adams@sfdcr-cisd.org
(830) 778-4124

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 B.](#)]

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 <https://txssc.txstate.edu/tools/courses/before-you-text/>, 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.

STUDENT SPEAKERS

If a student meets the eligibility criteria and wishes to introduce one of the school events, the student should submit his or her name in accordance with policy FNA(LOCAL). See Graduation for information related to student speakers at graduation ceremonies.

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, SFDRCSID provides suicide prevention training to educators as required by Section 21.451(d) of the Texas Education Code.

While SFDRCSID 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 SFDRCSID’s goal to provide an environment that fosters positive student development. [See Appendix C for SFDRCSID’s Student Suicide Prevention Policy.]

If you are concerned about your child, please access <http://www.texasuicideprevention.org>, or contact the school counselor for more information related to suicide prevention services available in our area.

SUMMER SCHOOL

Elementary and Middle School:

Accelerated instruction requirements under HB 4545 will begin in SY 2021-22. Summer school intervention is available for students who need to meet accelerated instruction requirements or for credit recovery in reading and mathematics. Please contact your child’s principal or counselor for additional information.

Freshman and High School Students:

Accelerated instruction requirements under HB 4545 will begin in SY 2021-22. 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. Please contact your student’s counselor for additional information.

TEXAS VIRTUAL SCHOOL NETWORK (Secondary Grades)

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(LOCAL) 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.

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

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.

TOBACCO AND E-CIGARETTES

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.

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.

For more information, please contact:

District Registrar – Student Services
San Felipe Del Rio Consolidated Independent School District

Ph.: (830) 778-4097
Fax: (830) 778-4911
Email: registrar@sfd-cisd.org

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.

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.

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. 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.

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.

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

– 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.*

SFDRCS 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 PLAN

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.

SFDRCSID 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/departments 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 SFDRCSID 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:	Mr. Manuel Salinas
Position:	Technology Director
Address:	P.O. Box 428002
E-Mail:	manuel.salinas@sldr-cisd.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 HANDBOOK ACKNOWLEDGEMENT FORM



Dear Student and Parent:

The Student Handbook is a general reference guide for students and parents. The handbook will help you become familiar with parental rights as specified in state and federal law, and other important information intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures or rules in any given circumstance.

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

Therefore, parents and students should become familiar with the SFDR CISD Student Code of Conduct and the Student Handbook. To review both documents online, please visit the district's website at <https://www.sfdr-cisd.org/> under Parents or Students tab.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about any of the District's policies, we encourage you to ask for an explanation from the student's teacher or campus administrator.

Sincerely,

Dr. Carlos Rios
Superintendent of Schools

I acknowledge that I have been offered the option to download the 2022-2023 SFDR CISD Student Handbook online or request to receive a paper copy.

☐ I choose to download the electronic copy of the 2022-2023 SFDR CISD Student Handbook online on the District's website at <https://www.sfdr-cisd.org/>

☐ I request to receive a printed hard copy of the 2022-2023 SFDR CISD Student Handbook. I will obtain my printed copy from the principal's office at my child's school.

Failure to sign and return this form does not exempt me/us from compliance of with the laws, policies, rules and regulations of the State of Texas or of the San Felipe Del Rio Consolidated Independent School District.

Date: _____

Printed name of student: _____

Signature of student: _____

Campus: _____ Grade: _____ Student ID#: _____

Signature of parent: _____

Note: Parents or persons in lawful control of the student must return this signature page to his or her child's respective campus by Sept. 1, 2022.