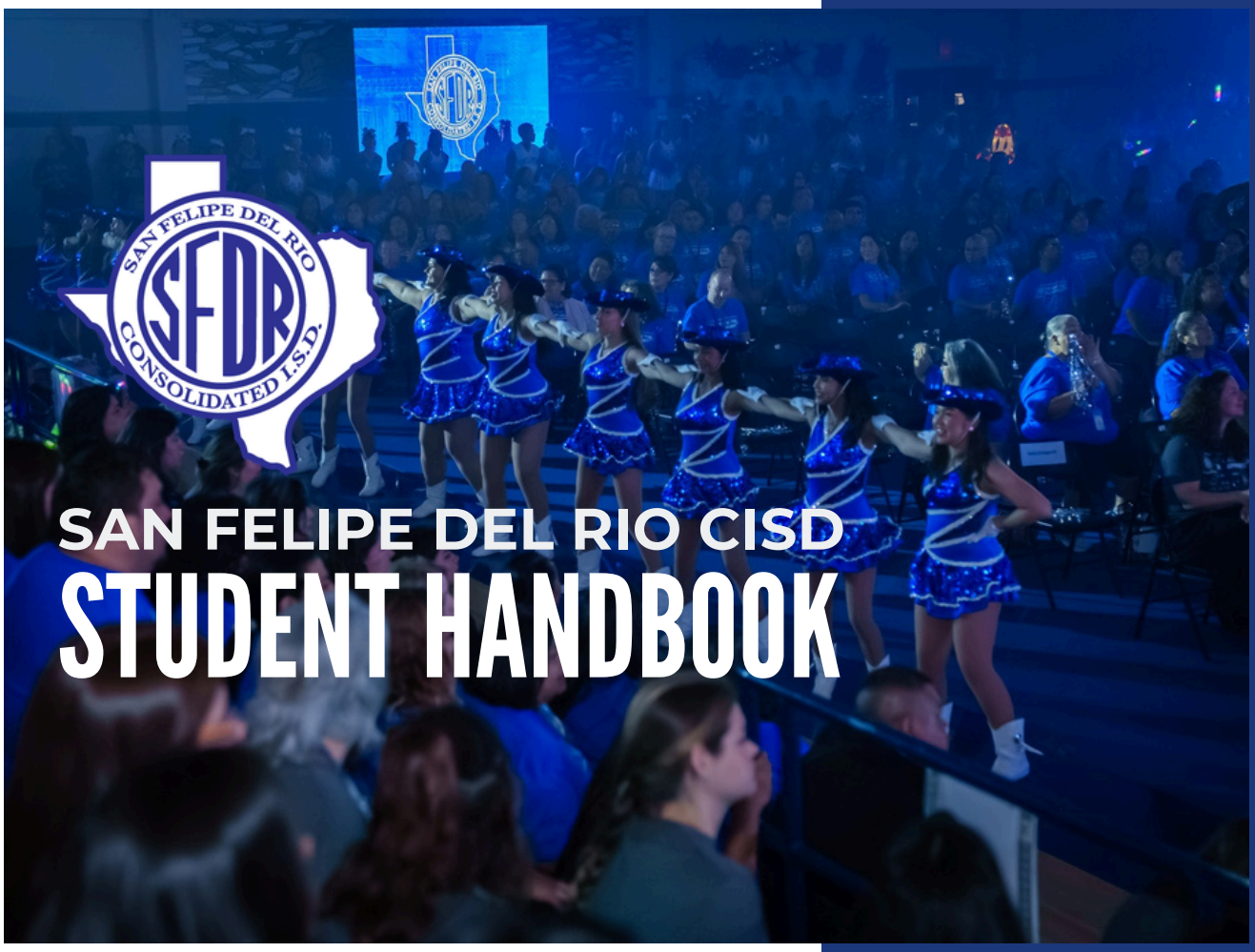


SAN FELIPE DEL RIO CISD
STUDENT HANDBOOK

2026-2027

PURPOSE

The San Felipe Del Rio CISD Student Handbook serves as a general reference guide, aligning with law, board-adopted policies, and the Student Code of Conduct —a board-adopted document designed to promote school safety and foster an atmosphere conducive to learning. The handbook is designed to help parents become familiar with parental rights as specified in state and federal law, and other important information.

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 communications explaining changes in policy or other rules that affect Student Handbook provisions.

IF YOU HAVE DIFFICULTY ACCESSING SFDRCISD'S CODE OF CONDUCT BECAUSE OF A DISABILITY, PLEASE CONTACT THE SFDRCISD MEDIA COMMUNICATIONS DEPARTMENT.

OUR CORE VALUES

We Believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

OUR VISION

San Felipe Del Rio CISD, in partnership with our families and community, **empowers every student** to excel through a culture of collaboration, innovation, and achievement.

OUR MISSION

San Felipe Del Rio CISD provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.

BOARD OF TRUSTEES

Joshua D. Overfelt
Place II
Board President

Diego M. Almaraz, Jr.
Place VI
Secretary

Bryan Clay Weston
Place IV
Trustee

Rebekah Luna-Chavez
Place V
Trustee

Jesus Emilio Galindo
Place I
Vice President

Linda Guanajuato-Webb
Place III
Trustee

Amy Haynes
Place VII
Trustee

SUPERINTENDENT AND CABINET

Carlos H. Rios, Ed. D.
Superintendent of Schools

Amy Childress
Deputy Supt. of Business Services

Charles A. Garabedian
Chief Administrative Officer

Gilbert Sanchez
Chief Financial Officer

Jennifer Sutton
Chief Academic Officer

Jane Villarreal
Chief Special Programs Officer

Carlos Barrera
Chief Compliance and Accountability Officer

CAMPUS PRINCIPALS/BEHAVIOR COORDINATORS

Del Rio High School
Cynthia Salas
Phone: (830) 778-4300

Del Rio Freshman School
Jesus R. Soto
(830) 778-4400

Blended Academy
Alda Zuniga
(830) 778-4680

San Felipe Memorial Middle School
Cheryl Pond
(830) 778-4570

Student Guidance & Learning Center
Jose Rodriguez
(830) 778-4452

Irene C. Cardwell Elementary
Dr. Alanna Talamantez-Elizondo
(830) 778-4650

Dr. Fermin Calderon Elementary
Santiaga Salas
(830) 778-4620

Lamar Elementary
Alma Cavazos
(830) 778-4730

Early College High School
Rocio Faz
(830) 778-4424

Garfield Middle School
Jorge Jurado
(830) 778-4700

Del Rio Middle School
Maytte Soliz
(830) 778-4542

Gerardo J. Maldonado CTE Center
Jessica Guanajuato
(830) 778-4368

Buena Vista Elementary
Mercedez Owens-Zapata
(830) 778-4600

Dr. Lonnie Green Elementary
Maryvel Flores
(830) 778-4750

Ruben Chavira Elementary
Iris Oca
(830) 778-4660

Ceniza Hills Elementary
Jonna Dewitt
(830) 778-4770

Roberto “Bobby” Barrera Elementary STEM Magnet School
Aurora Guerra
(830)-778-4110

Contents

San Felipe Del Rio CISD Student Handbook 1
Preface Parents and Students: 5
Accessibility 6
Section One: Parental Rights 8
Consent, Opt-Out, and Refusal Rights 8
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 14
Right of Access to Student Records, Instructional Materials, and District Records/Policies 16
A Student with Exceptionalities or Special Circumstances 21
Section Two: Other Important Information for Parents and Students 29
Absences/Attendance 29
Academic Integrity 36
Accountability under State and Federal Law (All Grade Levels) 37
Armed Services Vocational Aptitude Battery Test (Grades 10-12) 37
Awards and Honors (All Grade Levels) 37
National Junior Honor Society 37
Bullying (All Grade Levels) 38
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) 41
Celebrations (All Grade Levels) 42
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels) 42
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) 46
Class Schedules (Secondary Grade Levels Only) 46
College and University Admissions and Financial Aid (All Grade Levels) 47
College Credit Courses (Secondary Grade Levels Only) 48
Communications (All Grade Levels) 49
Complaints and Concerns (All Grade Levels) 49
Conduct (All Grade Levels) 50
Counseling 51
Course Credit (Secondary Grade Levels Only) 53
Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12) 53

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject 54
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) . 56
Discrimination 58
Distance Learning (High School Levels) 59
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 59
Dress and Grooming (All Grade Levels) 60
Electronic Devices and Technology Resources (All Grade Levels) 62
End-of-Course (EOC) Assessments 65
Emergent Bilingual Students (All Grade Levels) 65
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 66
Fees (All Grade Levels) 67
Fundraising (All Grade Levels) 68
Gang-Free Zones (All Grade Levels) 68
Grade-Level Classification (Grades 9-12 Only) 69
Grading Guidelines (All Grade Levels) 69
Graduation (Secondary Grade Levels Only) 69
Harassment 76
Hazing (All Grade Levels) 76
Health — Physical and Mental 77
Health-Related Resources, Policies, and Procedures 86
Homework (All Grade Levels) 87
Homebound Instruction 88
Identification (ID) Badges (All Levels) 89
Law Enforcement Agencies (All Grade Levels) 90
Leaving Campus (All Grade Levels) 91
Lost and Found (All Grade Levels) 92
Makeup Work 93
Nondiscrimination Statement (All Grade Levels) 94
Nontraditional Academic Programs (All Grade Levels) 95
Parent and Family Engagement (All Grade Levels) 95
Parking and Parking Permits (Secondary Grade Levels Only) 96
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 97
Prayer (All Grade Levels) 97

Promotion and Retention ... 97
Release of Students from School ... 98
Remote Instruction ... 98
Report Cards/Progress Reports and Conferences (All Grade Levels) ... 98
Retaliation ... 99
Required State Assessments ... 99
Safe Storage of Firearms ... 101
Safety (All Grade Levels) ... 102
SAT, ACT, and Other Standardized Tests ... 104
Schedule Changes (Middle and High School Grade Levels) ... 104
School Facilities ... 104
Asbestos Management Plan (All Grade Levels) ... 104
School-Sponsored Field Trips (All Grade Levels) ... 108
Searches and Investigations ... 108
Sexual Harassment ... 111
Special Programs (All Grade Levels) ... 111
Standardized Testing ... 112
Student Speakers (All Grade Levels) ... 112
Summer School (All Grade Levels) ... 112
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) ... 113
Transfers (All Grade Levels) ... 113
Transportation (All Grade Levels) ... 113
Vandalism (All Grade Levels) ... 115
Video Cameras (All Grade Levels) ... 115
Visitors to the School (All Grade Levels) ... 115
Volunteers (All Grade Levels) ... 117
Voter Registration (Secondary Grade Levels Only) ... 117
Weather Guidelines ... 117
Withdrawing from School (All Grade Levels) ... 118
Glossary ... 119
Appendix: Freedom from Bullying Policy ... 122
Appendix: Student Rights and Responsibilities Policy ... 125
Appendix: SFDRCISD Electronic Communication Devices Policy ... 132
Appendix: SFDRCISD Dress Code Policy ... 133

Appendix: SFDRCISD Bus Conduct Policy 134
Appendix: SFDRCISD A&B Academic Calendar 135
Appendix: SFDRCISD Assessment Calendar 136
Appendix: SFDRCISD Elementary Grading Policy 138
Appendix: SFDRCISD Secondary Grading Policy 147

San Felipe Del Rio CISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

The San Felipe Del Rio CISD Student Handbook is a general reference guide for students and parents. The handbook is designed to help parents 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 divided into two sections:

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

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

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

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

Preparing for Success

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year. This in mind, parents and students should become familiar with the **San Felipe Del Rio CISD Student Code of Conduct and the Student Handbook**. To review the Code of Conduct, visit the district's website at www.sfdr-cisd.org under the Students & Families 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 communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested in the school principal's office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.sfdr-cisd.org under the "About Us" tab under the Board of Trustees listing.

The policy manual includes:

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

For questions about the material in this handbook, please contact:

Charles A. Garabedian
Chief Administrative Officer
P.O. Drawer 428002
charles.garabedian@sfdr-cisd.org
(830)778-4073

Parent Acknowledgement

SFDRCISD requires all parents to complete and return the following forms at the beginning of each school year or upon enrollment. Annual consents will be available electronically through the Parent Portal on Skyward.

Complete and return to the student's campus (or submit electronically via Skyward) the following forms:

- ☐ Acknowledgment of Electronic Distribution of Student Handbook
- ☐ Notice Regarding Directory Information and Parent's Response Regarding
- ☐ Consent/Opt-Out Form for participation in third-party surveys
- ☐ Consent for School Counseling Services
- ☐ Consent for Health-Related Services
- ☐ Consent for Participation in Clubs and Organizations (***submit a form for each club and organization student has parent consent)***

Release of Student Information

- ☐ Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education ***(submit only if you choose to restrict the release of information to these entities)***

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

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

Charles A. Garabedian

Chief Administrative Officer
P.O. Drawer 428002
charles.garabedian@sfdr-cisd.org
(830)778-4073

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!"**. Students and parents have the option to report any safety concerns anonymously on the Online Anonymous Reporting Form located at https://sfdr.ekohi.com/ReportBully/ReportBullying.

Additional Resources and Information for Parents

A&B Academic Calendar
https://www.sfdr-cisd.org/calendar/a-b-day-calendar/

Assessment Calendar
https://www.sfdr-cisd.org/media/trakl051/2026-2027-sfdrcisd-assessment-calendar.pdf

School Site Locator
https://sfdr.ekohi.com/index.html

Skyward Parent & Student Portal (access to student's grades and attendance)
https://skyward.iscorp.com/scripts/wsisa.dll/WService=wsedusanfelipedelriotx/seplog01.w

SFDRCISD Child Nutrition Services
https://www.sfdr-cisd.org/parents/child-nutrition/

SFDRCISD Transportation Department
https://www.sfdr-cisd.org/parents/transportation/

SFDRCISD Board Policy Manual
https://pol.tasb.org/PolicyOnline?key=1180

Section One: 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 or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior 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.

The San Felipe Del Rio CISD Board of Trustees approved the SHAC's recommendation to provide On My Way, a puberty curriculum for 4th and 5th grade students; and Big Decisions, a sexual health education curriculum for 8th grade students and students enrolled in the high school health course. Each lesson unit is based upon medical and legal facts regarding teen sexual activity and teaches abstinence as the healthiest choice for teens. For more information, see the district's human sexuality instruction website at https://talkaboutittx.org/better-sex-ed/curricula/.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their 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
- 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

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

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. 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 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.

The San Felipe Del Rio CISD Board of Trustees approved the SHAC's recommendation to provide the Coordinated Approach to Child's Health (CATCH) Health Ed. Journeys for students K-8th Grade.

Recognizing the Signs of Child Abuse (Texas Department of Family and Protective Services)

Family Violence Program Texas Health and Human Services 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 their 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 policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

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. A school counselor will notify the student's parent within a reasonable amount of time after he or she learns that a student has displayed early warning signs and provide information about available counseling options.

The school counselor can provide further information about curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program

(https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting- and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a co-curricular or extracurricular activity
- Media coverage of the school
- 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.

Use of Recording Devices Prohibited

Parents, guardians, students and visitors to a District campus or facility are strictly prohibited from using any device with audio and/or video recording capability or take photographs or other still images at all times during the school day, at school events on or off school property, in the classroom, in locker rooms or restroom areas and/or any other area where personal privacy is an expectation at any time.

The use of any device that permits recording or active monitoring (e.g., broadcasting a live feed) of a voice or image of another in any way that invades the privacy of others, including students, or is made without the prior consent of the individual(s) who are subject to recording, or that in any way disrupts the educational environment or the daily operation of a school, is not permitted.

Parents/guardians who have concerns regarding classroom or campus activities should contact the principal to discuss their concerns or file a grievance under Board Policy FNG (Local).

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

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

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

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 the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

Group and Individual Messaging

Group messaging is allowed only if a district employee with responsibility for an extracurricular activity must communicate with students participating in that activity. The employee is required to include their immediate supervisor in these messages. Messages sent to an individual student require that the student's parent be included on all text messages.

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- 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 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, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter.

Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.
As allowed by state law, the district has identified one directory information list for school-sponsored purposes. The district has designated the following as directory information:

- News Releases
- Extra-curricular programs or events (e.g., school plays, concerts, athletic events, graduation ceremony);
- School district or campus publications (e.g., newsletters, yearbook, etc.);
- Honor roll and other student recognition lists; and
- Marketing materials of the District (e.g., print media (brochures), website, videos, newspaper, etc.).

If a parent does not object to the use of their 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.

Note: Also see Authorized Inspection and Use of Student Records.

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

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[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
- 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. [See policy EF(LEGAL) for more information.]

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

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

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

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

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- 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-ppragenerlguidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-acomplaint).

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 in Grades 3-12

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- 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 any of the following apply:

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

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

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

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

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

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their 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
- 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 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[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, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials and Plan

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 make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request by e-mailing the school principal and teacher directly. Teachers have the option of providing parents with a paper or electronic copy of the instructional plan or syllabus.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

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

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

For more information about requesting an instructional material review, contact:

Jennifer Sutton
Chief Academic Officer
jennifer.sutton@sfdr-cisd.org
(830) 778-4212

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the 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 their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- 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

- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- 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
- 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 about 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 meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- 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
- 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
- A parent or student assisting a school official perform their duties

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

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

Objecting to the Release of Directory Information to prohibit this disclosure.]
Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The Chief Administrative Officer is custodian of all records for currently enrolled students at the assigned school. The District Registrar 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 they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records 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 10 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:

Charles A. Garabedian
Chief Administrative Officer
Student Performance Center & Administration Bldg.
315 Griner St.
Del Rio, Texas 78842-8002
charles.garabedian@sfdr-cisd.org
(830) 778-4073

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

Liza P. Padilla
Student Services Coordinator
Raymond Haynes Administration
Complex 900 Cantu Rd.
pam.padilla@sfdr-cisd.org
(830)778-4170

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 custodian of records. 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 (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at SFDRCISD Board Policy FL(LOCAL).

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 about the professional qualifications of their 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
- Is currently teaching in the field or discipline of their 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 (https://www.dodea.edu/education/partnership-and-resources/militaryinterstatecompact) 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 virtual or hybrid courses offered by the district or another district or school

- 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
- 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.

More information is available at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, 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 their 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 campus principal for more information.

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their 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 their 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 10 district business days.

A Student in the Conservatorship of the State (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).

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

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

The district will award partial course credit when the student only passes one half of a two-half course. [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 before 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 for 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)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

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

Brenda Leon Flores
Special Revenue & Grants Coordinator
Student Performance Center & Administration Bldg.
315 Griner St.
Del Rio, Texas 78842
brendal.flores@sfdrcisd.org
(830) 778-4000

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

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

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
- 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.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Brenda Leon Flores
Special Revenue & Grants Coordinator
Student Performance Center & Administration Bldg.
315 Griner St.
Del Rio, Texas 78842
brendal.flores@sfdr-cisd.org
(830) 778-4000

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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, their 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* (https://fw.escapps.net/Display_Portal/publications). 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 about special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

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:

Monica Luna
Special Education Director
400 E. 17th St. Del Rio,
Texas, 78842
monica.luna@sfdr-cisd.org
(830)778-4252

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

Monica Luna
Special Education Director
400 E. 17th St.

Del Rio, Texas, 78842
monica.luna@sfdr-cisd.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
- 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 your child's school counselor.

[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.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/academics/special-studentpopulations/specialeducation/parent-and-family-resources)

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.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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 their 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 is 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 before 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 their primary language is not English and the student has difficulty performing ordinary class work in English.

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

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

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 Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

Kindergarten

Students enrolled in 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.

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.

Age 19 and Older

A student who voluntarily attends or enrolls after their 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 — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction • For students in the conservatorship of the state:
- An activity required under a court-ordered service plan
- 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]

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 Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

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

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence

- 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 during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, 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, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- 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 who is 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 age 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 their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent

- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

Laura Sandate
Director, PEIMS Data Quality, Compliance and Accountability
P.O. Drawer 428002
Del Rio, Texas, 78842-8002
laura.sandate@sfdr-cisd.org
(830)778-4076

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

Truancy Prevention Measures

Level 1 – One to Three Consecutive Absences (Reminder)
TEC§25.094 Failure to attend school – 3 or more days within a four-week period

Attendance Clerk provides parent awareness/reminder of note from health care provider to clear unexcused absences.

Level 2 – Three or More Days Absent (Parent/Student/Counselor Conference)
TEC§25.094 Failure to attend school – 3 or more days within a four-week period

Parent awareness/reminder of truancy laws; counseling intervention to determine root cause of unexcused absences. Student Services will conduct residency check to determine if student is in domicile.

Level 3 – Ten Days/Parts of Days Absent (Conference with Principal)
TEC § 25.094. Failure to Attend School - fails to attend school on 10 or more days or parts of days within a six-month period.

The campus principal will review the root cause for unexcused absences and issues warning of truancy reporting to the state. The campus principal will coordinate study to determine residency status and establish contract for attending school regularly and on time. If the student's absence is due to a medical reason, then the principal will determine whether the student is eligible to receive homebound services. If the reason for the student's absence is determined that the student is not in domicile, then the principal will refer the student to the District Truancy Officer. The District Truancy Officer and the Student Services Coordinator will determine whether the student will be withdrawn from school.

Level 4 – Over Ten Absences (Review by District Truancy Officer)
TEC § 25.094. Failure to Attend School - fails to attend school on 10 or more days or parts of days within a six-month period.

A campus principal will refer students who exceed ten unexcused absences within a 6month period to the District Truancy Officer. Parents will receive a notice explaining that the District intends on reporting their truancy status to the state. The District

Truancy Officer will determine the student's residency status. If the student is found not to be in domicile, then the student will be withdrawn from the school district.

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 10 or more unexcused absences within a six-month period in the same school year.
If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will report the student to the state as truant during Summer PEIMS.

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The 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.]

Except for 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 principal together with 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 (All Grade Levels)

The district will take official attendance every day at the following times for the following grade levels:

- ***High Schools - 10:00am***
- ***Middle Schools - 10:40am***
- ***Elementary Schools - 10:30am***

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.

If the student develops 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.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form through the Student Health Services website at https://www.sfdr-cisd.org/parents/student-health-services/.

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 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 makeup 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 after the student has obtained a medical release or thereafter as indicated above.

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 (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

More information is available on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-licenseteen).

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

Perfect Attendance Recognition (All Levels)

SFDRCISD recognizes 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 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 required days of attendance 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, such as appointments or participation in any non-school related activities, will be considered ineligible for a perfect attendance award.

The criterion for the 12-Year Perfect Attendance is as follows:

- 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, such as appointments or participation in any non-school related activities, will be considered ineligible for a perfect attendance award.

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.

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; the unauthorized use of AI on 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.

Plagiarism

Offering the work of another as one's own work without proper credit or 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. Submitting AI-generated content as one's own work is a direct misrepresentation of authorship. 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.

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
- 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 on the District Accountability webpage. 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 (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

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. Contact the counseling office for information about this opportunity.

Awards and Honors (All Grade Levels)

The purpose of the National Honor Society and National Junior Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character. NHS and NJHS membership is not based solely on academic achievement, as both organizations recognize those well rounded individuals who serve as positive role models and contributors to school life. Selection for membership is also based upon evidence of the following four qualities: scholarship, service, leadership, and character. Once inducted into NHS/NJHS, students must maintain high standards in these areas. Members may be placed on probation or be dismissed from the NHS/NJHS if found in violation of one or more of the membership criteria. For more information, contact the principal's office.

National Junior Honor Society

Seventh and eighth-grade students who have attended middle schools 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. For more information, contact the school counselor.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; 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
- Infringes on the rights of the victim at school

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

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

Bullying is prohibited by the district and could include:

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

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups through the Del Rio Cares Program. Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait Students in secondary grades will participate in:
- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

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

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

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. 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 their information on the online Anonymous Reporting Form.

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 meet the definition of bullying.

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

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.
Any retaliation against a student who reports an incident of bullying is prohibited.
Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

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

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 (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The District offers career and 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

All of these programs offer work-based learning opportunities through practicum courses, and each program of study offers internships, externships, and apprentice opportunities dependent on student interest.

For more information, contact Ms. Jessica Guanajuato, CTE Asst. Principal by email at jessica.guanajuato@sfdr-cisd.org, or by telephone at (830) 778-4368. Additional

information is available at https://www.sfdr-cisd.org/alternative-school/careerandtechnical-education/.

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

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

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

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

[See Nondiscrimination Statement (All Grade Levels) 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. 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 (All Grade Levels)]

Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at FFG(LOCAL). Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

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). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and 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. Some traffickers contact 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
- 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
- Owing 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 their own money
- Living with an employer or having an employer listed as a student's caregiver
- 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 Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse 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 they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at Texas Abuse Hotline Website (www.txabusehotline.org).

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/childabuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/abouttea/other-services/human-trafficking-of-school-agedchildren)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://www.nsvrc.org/publications/booklets/child-sexualabuseparental-guide)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/humantraffickingamericas-schools)

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

The District shall only rank the top 10 percent of the graduating class.

- Specific class ranks will not be reported on a student's transcript. Students in the top ten percent (as well as those who qualify for automatic admission to the University of Texas) after the fall semester of their junior year and thereafter will receive a note on their transcript that they are in the top ten percent.

- GPA cut points will be communicated for each graduating cohort after the completion of each semester. Cut points are the lowest GPA that qualifies a student for top ten percent, first quartile, second quartile, and third quartile.

[See board policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See Schedule Changes (Middle and High School Grade Levels) for information related to student requests to revise their course schedule.]

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

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Error! Reference source not found.**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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 adopts 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 their 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/fall 2026 term through the spring 2027 term, the University will admit the top five 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 about the following:

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

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

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

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in

class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

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

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 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 virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Southwest Texas College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on eligibility requirements.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the assigned high school counselor for more information.

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. Career and Technical Education (CTE) and Other Work-Based

Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by notifying the campus secretary or the Office of Student Services at for additional help at (830) 778-4170.

Automated Emergency Communications

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

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

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 (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1180&code=FNG and is attached to this handbook as an appendix. A parent may file a grievance by submitting the

district grievance form to the campus principal. The district's grievance forms are available on the district's website at https://www.sfdr-cisd.org/ under the Parent-Student dropdown tab and at the principal's or superintendent's office. A parent may also submit a grievance electronically by e-mail to the campus principal.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

The district's policy includes a conference with an administrator on campus.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

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

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

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 before the summer period apply, unless the district amends either or both documents for 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 https://www.sfdrcisd.org/ within each campus webpage located under the Schools icon.

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
- 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 the guest.

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

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

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

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

- 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
- 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.

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should request an appointment with the counselor. 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.

Note: In accordance with law, the District must notify parents of staff services related to school counseling and give parents the opportunity to opt out before those services are provided to their child. This form must be signed and returned to the school counselor. Consent given through this form is effective during the current school year unless rescinded earlier.

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit (Secondary Grade Levels Only)

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

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

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

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

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

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

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

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

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

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more 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 up-coming 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 is eligible to accelerate to the next grade level if the student meets all of the following requirements:

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

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

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

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

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, 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://classicpol.tasb.org/Policy/Download/105?filename=FFH(REGULATION).pdf. [See the FFH series of policies 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 die by 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
- 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/childsupport/papa/session%2010/recognizing-relationship-violence-en.pdf)

Preventing Teen Dating Violence (https://www.cdc.gov/intimatepartnerviolence/about/about-teen-dating-violence.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
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

Sexual harassment and sex-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
- 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.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition. Please contact the campus counselor for pregnancy-related accommodations.

Retaliation

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

Reporting Procedures

Any student who believes that they have 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 the FFH series of policies and FFH(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 the FFH series of policies. 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 (All Grade Levels)]

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 the FFH series of policies.

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.
All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

Discrimination

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

Distance Learning (High School Levels)

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

The distance learning opportunities that the district makes available to district students are through the Texas Virtual School Network (TxVSN). To earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject.

[See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

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

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

School Materials

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

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

Nonschool Materials

From Students FNAA(LOCAL)

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.

The principal has designated the main office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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.]

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 Superintendent or designee for prior review. The Superintendent or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The Superintendent has designated the Student Performance Center (SPC) 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 and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal

dress and grooming standards, provided that they comply with the Dress for Success Guidelines in addition to the following General Guidelines and Restrictions for Student Dress and Grooming:

General Guidelines

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

- Reflects a positive image of themselves.
- Fit appropriately.
- 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-straps, 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
- Pants/jeans may not have any holes or tears above mid-thigh.
- Pants/jeans may not be excessively baggy.
- Leggings are not permitted.

Shorts and Skirts

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

Dresses

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

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 or flip flops of any kind are not allowed.
- Steel-toed shoes 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.

Note: SFDRCISD will not discriminate against a hair texture or protective hairstyle commonly or historically associated with race.

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.

Note: Hats and caps must not detract from or interfere with the learning environment.

Other:

- Pajamas and loungewear are prohibited.
- Jewelry, piercings, or accessories must not detract from or interfere with the learning and school environment.
- Any clothing or accessories with gang colors, symbols, or emblems is prohibited.
- Any costume with toy guns or military gear are prohibited.
- Sunglasses must not be worn in buildings.
- Skateboards are not allowed.
- Blankets of any kind are prohibited.

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

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

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact:

Manuel Salinas
Director of Technology
P.O. Drawer 428002
Del Rio, Texas, 78842-8002
manuel.salinas@sfdrcisd.org
(830) 778-4016

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

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

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).
The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school sponsored event.

While on school property, the student shall store any personal communication device in accordance with administrative regulations.

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

If it is the student's ***First Offense,*** the parent may pick up the confiscated communications device from the principal's office at the end of the school day.

If it is the student's ***Second Offense,*** the parent may pick up the confiscated communications device from the SFDRCISD Police Dept. on the next business day.

If it is the student's ***Third Offense***, the student will be assigned to 3 days of In-School Suspension. A permanent ban on bringing personal electronic devices on school property will be assigned for the remainder of the semester. The parent may pick up the confiscated communications device from the SFDRCISD Police Dept. on the next business day.

Continuous violations of this policy may result in additional disciplinary consequences.

In limited circumstances and in accordance with law, authorized personnel may search a student's personal communications device. A student's cell phone or other personal electronic device which has the capability to audio or video record others is subject to search when school personnel have reasonable suspicion that a student has violated or is violating either the law or school district rules, to include any unauthorized recordings under this rule. [See Searches and Investigations and policy FNF for more information.] The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources.

Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition

also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/beforeyoutext/), a state-developed program that addresses the consequences of sexting.

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

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

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student 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 emergent bilingual student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise

required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

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

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

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from any club sponsor.

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 (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

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

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

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

Generally, a student who receives 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 a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or

languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

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

In addition, the following 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.
- A student is allowed in a school year up to ten absences not related to postdistrict competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Note: Parents should be aware that students who participate in multiple UIL extracurricular activities run the risk of exceeding the allowable absences. If a student exceeds the allotment of absences, these absences will be considered unexcused.

(See UIL Extracurricular Absences)

Standards of Behavior

Students participating in extracurricular activities are required to maintain the standards of behavior outlined in the district Extracurricular Code of Conduct. Additionally, 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 (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers,

and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

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

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See SFDRCISD's Elementary and Secondary Grading Guidelines, Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

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

- English I
- English II
- Algebra I
- Biology
- 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 up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. [See Standardized Testing]

Foundation Graduation Program

Every 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
- 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.

Personal Graduation Plans 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 their 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	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.
- A student may substitute computer programming languages for these credits.
- A student may satisfy one of the 2 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 which endorsement to pursue upon entering grade 9.

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).

San Felipe Del Rio CISD offers financial aid workshops for students and families to help complete the FAFSA or the TASFA. Additionally, SFDRCISD provides online resources students and families can use for completing this requirement in the privacy of their homes. School counselors are available to provide individual sessions for students and their families who need support completing the FAFSA or the TASFA. Contact your campus counselor for more information.

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
- 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 FAFSA or TASFA, the student must submit one of the following:

- 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)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

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

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their 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 (https://tea.texas.gov/about-tea/newsandmultimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules. A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

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

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have been declared eligible to graduate by an individual graduation committee, the student will be allowed to participate in graduation activities.

Students who have not met coursework requirements or have not been declared eligible to graduate by the IGC, will not be allowed to participate in graduation activities. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

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

- Valedictorians
- Salutatorians
- 3rd Ranking Students
- Student Body President

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]
[See Student Speakers (All Grade Levels) for student speakers at other school events.]

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 (All Grade Levels)]

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, Teach for Texas Grant Program, and Future Texas Teachers Scholarship 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.

Harassment

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

Hazing (All Grade Levels)

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

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

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

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

Elementary Schools	Middle Schools	High Schools
Vision Screening Hearing Screening Spinal Screening Acanthosis Nigricans Screening Puberty Curriculum (4th and 5th grade)	Vision Screening Hearing Screening Spinal Screening Acanthosis Nigricans Screening Stop the Bleed CPR	Vision Screening Hearing Screening Spinal Screening Acanthosis Nigricans Screening Stop the Bleed CPR Health & Human Sexuality Curriculum (Big Decisions)

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they 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, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-carefacilityimmunization/texas-immunization-exemptions) online or by writing to this address:

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

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

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school) 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, head lice spread 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 is available on the DSHS website Managing Head Lice in School Settings and at Home and the Centers for Disease Control and Prevention's website About Head Lice.

[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 their 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.
- If a parent wants district personnel to receive, store, and/or administer medication to their child at Extra Curricular events, the parent must complete the Extra Curricular Medication Authorization found here.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen

to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

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

An “unassigned epinephrine delivery system” is an epinephrine delivery system, including an auto-injector or nasal spray, 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 delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system 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 and/or school volunteers are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system 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 delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

"Unassigned medication for respiratory distress" means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (All Grades*)*

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

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention

- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

Social and Emotional Learning (SEL) is part of an approach to prevention and intervention for behavioral health issues. Addressed through the Del Rio Cares Program, SEL is widely used in schools to foster emotional intelligence, resilience, and overall well-being. San Felipe Del Rio CISD uses The Texas Model as the district's comprehensive and developmental school counseling program. Students build knowledge and skills in interpersonal effectiveness, intrapersonal effectiveness, personal safety and wellness, and post-secondary planning.

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

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

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

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- The campus full-time nurse or school counselor listed on each campus website

- The local public health authority, Texas Department of State Health Services, which may be contacted at (830) 249-3511.

- The local mental health authority, Val Verde County Mental Health Center, which may be contacted at (830) 774-8702.

- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

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

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

Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 312 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 obtain the results of their child's physical fitness assessment conducted during the school year by contacting their campus principal.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent This examination is required to be submitted annually to the district.

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

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

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

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

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

[See Immunization (All Grade Levels)]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by 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/texasschoolhealth/allergies-anaphylaxis)

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 on the SFDRCISD Student Health Services website at https://www.sfdr-cisd.org/parents/student-health-services/.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

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

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The campus full-time nurse or school counselor listed on each campus website
- The local public health authority, Texas Department of State Health Services, which may be contacted at (830) 249-3511.
- The local mental health authority, Val Verde County Mental Health Center, which may be contacted at (830) 774-8702.

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at https://pol.tasb.org/PolicyOnline?key=1180.

Food and nutrition management: CO, COA, COB

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. San Felipe Del Rio CISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order by conducting safety audits and implementing at least three additional safety measures as evidenced by program audits and expenditure reports.

- Provide recommended safety training to administrative staff, safety staff, and counselors
- Implement proactive safety measures
- Lay the foundation for academic achievement by fostering student social/emotional well-being through the Del Rio Cares Program, school guidance programs, wellness initiatives, bullying prevention, conflict resolution, violence prevention, suicide prevention, supporting homeless youth, homebound youth, students in foster care, parental involvement activities, and similar programs.

The district has developed administrative procedures as necessary to implement the above policies and plans. For more information about these procedures and access to the District Improvement Plan, please contact the school principal.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information about the district's SHAC is available from the Chief Administrative Officer.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at https://www.sfdr-cisd.org/board-of-trustees/school-health-advisory-council-shac/. [See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Charles A. Garabedian
Chief Administrative Officer
P.O. Drawer 428002-8002
charles.garagedian@sfdrcisd.org
(830) 778-4073

Homework (All Grade Levels)

Students should plan to do homework on a regular basis. Homework assignments are expected on the due date, and consequences will be issued for missing assignments. Additional information is available in the San Felipe Del Rio CISD Elementary and Secondary Grading Guidelines publications.

Homebound Instruction

General Education Homebound Instruction (GEHI)

Any student who receives general education instruction may be eligible to receive homebound instruction through the GEH Program if he or she meets the following criteria:

- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive.
- The student is confined at home or hospital bedside for medical or psychological reasons only.
- The student must have a current medical or psychological condition that is documented by a physician licensed to practice in the United States. Except in cases of medically fragile students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for GEH program eligibility.

A referral under Section 504 will be considered to determine eligibility for homebound students with a suspected disability. If the student is already eligible under Section 504, a Section 504 meeting must be held to discuss potential homebound eligibility.

Compensatory Education Homebound Instruction (CEHI)

An eligible student who receives Pregnancy Related Services during the pregnancy prenatal and postpartum periods may be eligible to receive Compensatory Education Homebound Instruction (CEHI) to help her adjust academically, mentally, and physically and stay in school. These services are delivered to a student when:

- a valid medical necessity for confinement during the pregnancy prenatal period prevents the student from attending classes on a district campus, or
- a valid medical necessity for confinement during the pregnancy postpartum period prevents the student from attending classes on a district campus.

Special Education Homebound Instruction (SEHI)

To be placed in the special education homebound instructional setting, a student aged six years or older must meet the following four criteria:

- The student is eligible for special education and related services as determined by an ARD committee.
- The ARD committee has received medical documentation that the student is expected to incur full-day absences from school for a minimum of four weeks for medical reasons, which can include psychological disorders. The weeks need not be consecutive. The medical documentation must be provided by a physician licensed to practice in the United States.
- When determining whether to approve this placement, the ARD committee must review documentation related to anticipated periods of confinement to the home, as well as whether the student is determined to be chronically ill or have any other unique medical circumstances that would require the placement in order to provide a free appropriate public education (FAPE) to the student.

- Medical documentation does not guarantee the placement, as the student's ARD committee must determine whether the placement is necessary to provide FAPE. If so, the ARD committee will determine the amount of services to be provided to the student at home.

Parents should contact the school counselor for more information.

Identification (ID) Badges (All Levels)

San Felipe Del Rio CISD wants its students, staff and parents to know the priority we place on safety and security. Proactive measures include digital video recording throughout the district, security monitors, controlled access to all facilities, and Police Officers at district campuses. The SFDRCISD has adopted the following Student Identification Card guidelines.

Each elementary, middle, and high school student will receive a photo ID badge and lanyard. Students who ride the bus will carry Radio Frequency Identification badges (RFID) for tracking on the Bus View System. Throughout the school day, students must clearly display their ID around the neck with a lanyard. Additionally, anytime students are on SFDRCISD property—after-school activities, school-sponsored events, etc.—students may be asked by any District Official to produce the student ID to confirm the status as a SFDRCISD student. The badges may also be used to check out library books and textbooks, to purchase food items in the cafeteria, and to provide easy identification of students in common areas of the school. Students will be required to wear the lanyard and ID at all times unless the lanyard and ID pose a safety concern for a class activity, such as PE or a science lab. Teachers will instruct students to remove their lanyard and ID if there is a safety concern for the class activity.

If a student loses the ID for the first time, a replacement will be provided. However, if a student loses his/her badge for the second time and beyond, a new ID must be purchased promptly from the designated school office/location. Displayed badges will help to ensure that the student is currently enrolled in the SFDRCISD. Persons without a displayed badge can then be quickly identified as a possible intruder or unauthorized visitor.

Requirements

- ID cards must be hung on a lanyard around the neck during the entire school day.
- ID cards must be worn with the picture facing out.
- ID cards must not be defaced or altered (no personal stickers, no coloring, etc.)
- ID cards must be worn on the outermost layer of clothing.

New ID cards and lanyards will be issued each school year. While every student's first ID card and lanyard is provided at no cost, we will maintain the policy of a $5 replacement fee to be charged for any damaged or lost cards. SFDRCISD lanyards can be replaced at a cost of $2 each.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety

- To comply with a properly issued directive from a juvenile court to take a student into custody

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

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

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

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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

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

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

During Lunch

Students must remain on campus during lunch and are not released unless a parent is present; phone calls are not accepted. Parents or other authorized adults are permitted to visit during lunch following the campus check-in procedures at the main office. District schools are considered “closed campuses” and, as such, students from other schools, or any other individual who is not authorized by the parent, will not be allowed to visit during lunch.

At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

DAEP Makeup Work

Grades 6-12

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including

a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, 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's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at https://www.sfdrcisd.org/media/oigij4hw/fng-xhibit-_l1.pdf.

The district has designated and authorized Charles A. Garabedian, Chief Administrative Officer, 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 sex-based harassment. Mr. Garabedian may be reached at the Student Performance Center and Administration Building located at 315 Griner St., by phone at (830) 778-4073, or by e-mail at charles.garabedian@sfdrcisd.org.

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 in the FFH series of policies.

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:

  Monica Luna
  Special Education Director
  P.O. Drawer 428002

Del Rio, Texas, 78842-8002
monica.luna@sfdr-cisd.org
(830) 778-4253

- For all other concerns regarding discrimination, see the Superintendent of Schools in person, at the Student Performance Center and Administration Building located at 315 Griner St. or by phone at (830) 778-4007.

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

Nontraditional Academic Programs (All Grade Levels)

The Blended Academy is a San Felipe Del Rio CISD program choice that currently serves up to 120 high school students at a time who wish to pursue a San Felipe Del Rio CISD high school diploma in a non-traditional instructional setting. The Blended Academy staff will work collaboratively with the student and parents to create a positive and successful learning environment. Students should be self-motivated, self-disciplined and have a desire to complete their high school graduation requirements. While attending the Blended Academy, students work toward the completion of credits for their particular graduation program and, if applicable, any remaining STAAR EOC assessments. For more information and an application, contact the school counselor or visit https://www.sfdr-cisd.org/high-school/blended-academy/.

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at https://www.sfdr-cisd.org/ under the Students & Families tab.

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact Mr. Carlos Barrera, Chief Compliance and Accountability Officer by phone at (830) 778-4000, or e-mail at carlos.barrera@sfdr-cisd.org.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- 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 third Monday of the month at 6:00 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 3 business days before each meeting at 315 Griner St. and online at www.sfdr-cisd.org. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a fee 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.

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

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

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

[See **Error! Reference source not found.**]

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

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

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments

Any other necessary academic information as determined by the district

Repeating Prekindergarten-Grade 8 at Parent Request

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

Elementary and Middle School Grade Levels

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 for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

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

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

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines. All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels) Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 SFDRCISD Elementary and Secondary Grading Guidelines, Grading Guidelines (All Grade Levels) and policy EIA(LOCAL) for more information.] Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 school days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8 In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

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

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the 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 they are 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 before high school.

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

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

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

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

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

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

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

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.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.
For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

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

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

The district will provide transportation for supplemental instruction.

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

Personal Graduation Plan —Middle School Students

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

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

The plan will, among other items:

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

[See the school counselor or principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a

person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report 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 lowcost accident insurance that would help meet medical expenses in the event of injury to their child.

Clear Backpack Policy

To support current safety measures, SFDRCISD implements a clear backpack policy for all middle and high school-level students in 6th-12th grade. Students participating in UIL extracurricular activities may be permitted to carry non-transparent or mesh bags to store items related to their particular activity. Upon entry into the school, all extracurricular activity bags must be stored in designated areas.

School staff will collect any backpacks that do not meet the clear backpack policy. All confiscated backpacks are subject to search. Backpacks will not be returned to the students. Backpacks will be returned to the parent or guardian at the end of the school day.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Stop the Bleed Texas (https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if 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. **State law requires parents to update contact information within two weeks after the date the information changes.**

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert parents primarily through Skyward Messaging and/or Class Dojo.

SFDRCISD will also alert parents and the community through district website notices, social media messages, and/or local area radio stations.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests [See Standardized Testing]

Schedule Changes (Middle and High School Grade Levels)

The development of a student's class schedule is a deliberate and lengthy process. It is very important that students and parents carefully consider course selection, as choices are integral in determining the availability of courses when building a master schedule. A parent/guardian signature must accompany schedule change requests and requests are not guaranteed, as options are limited.

A student shall not be permitted to drop or add a course after the fourth week of the first grading period of each semester.

Schedule changes for dual credit courses must follow the college's drop period.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator, Mr. Hector Chapa, Operations Director, by phone at (830) 7784000, or e-mail at hector.chapa@sfdr-cisd.org.

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.
For more information, or to apply for free or reduced-price meal services, contact Debbra Esquivel, General Manager, SFDRCISD Child Nutrition Services, by phone at (830) 778-4187, or by e-mail at debbra.esquivel@sfdr-cisd.org.

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.
>
> "To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:
> https://www.usda.gov/sites/default/files/documents/ad3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:
>
> 1. **mail:**
> U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW Washington,
D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or 3.
email:
Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, contact Gilbert Sanchez, Chief Financial Officer, by phone at (830) 778-4005 or by e-mail at gilbert.sanchez@sfdrcisd.org.

[See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, Mr. Hector Chapa, Operations Director, by phone at (830) 778-4000, or e-mail at hector.chapa@sfdr-cisd.org.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or afterschool activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day.

Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the times set by the individual campus.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by accessing the library management system (Destiny) by visiting their child's school library webpage, creating an account and setting restrictions. The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through the same library management system (Destiny). A parent may access to the school's library or any available online catalog by visiting their child's school library webpage.

San Felipe Del Rio CISD welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting a form with the campus librarian.

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Designated areas are open to students before school, beginning at 7:15 a.m. For safety reasons, these locations are designated by campus principals and may vary between elementary and secondary campuses. Contact your child's campus for more information.

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see

Identification (ID) Badges (All Levels)

San Felipe Del Rio CISD wants its students, staff and parents to know the priority we place on safety and security. Proactive measures include digital video recording throughout the district, security monitors, controlled access to all facilities, and Police Officers at district campuses. The SFDRCISD has adopted the following Student Identification Card guidelines.

Each elementary, middle, and high school student will receive a photo ID badge and lanyard. Students who ride the bus will carry Radio Frequency Identification badges (RFID) for tracking on the Bus View System. Throughout the school day, students must clearly display their ID around the neck with a lanyard. Additionally, anytime students are on SFDRCISD property—after-school activities, school-sponsored events, etc.—students may be asked by any District Official to produce the student ID to confirm the status as a SFDRCISD student. The badges may also be used to check out library books and textbooks, to purchase food items in the cafeteria, and to provide easy identification of students in common areas of the school. Students will be required to wear the lanyard and ID at all times unless the lanyard and ID pose a safety concern for a class activity, such as PE or a science lab. Teachers will instruct students to remove their lanyard and ID if there is a safety concern for the class activity.

If a student loses the ID for the first time, a replacement will be provided. However, if a student loses his/her badge for the second time and beyond, a new ID must be purchased promptly from the designated school office/location. Displayed badges will help to ensure that the student is currently enrolled in the SFDRCISD. Persons without a displayed badge can then be quickly identified as a possible intruder or unauthorized visitor.

Requirements

- ID cards must be hung on a lanyard around the neck during the entire school day.
- ID cards must be worn with the picture facing out.
- ID cards must not be defaced or altered (no personal stickers, no coloring, etc.)
- ID cards must be worn on the outermost layer of clothing.

New ID cards and lanyards will be issued each school year. While every student's first ID card and lanyard is provided at no cost, we will maintain the policy of a $5 replacement fee to be charged for any damaged or lost cards. SFDRCISD lanyards can be replaced at a cost of $2 each.

Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

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

Personal Communications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Special Program:	Program Coordinator:	Contact Number:
Homeless and Students in Foster Care	Brenda Leon Flores	(830) 778-4000
Bilingual Program	Karen Shafer	(830) 778-4084
GT Program	Jennifer Sutton	(830) 778-4212
Special Ed. Program	Monica Luna-Garcia	(830) 778-4250
504 Program	Monica Luna-Garcia	(830) 778-4250
Dyslexia Program	Monica Luna-Garcia	(830) 778-4250

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

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

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

A limited number of programs are scheduled by the district each summer and most often include bilingual rising Kindergarten-1st, mathematics acceleration, STAAR / STAAR EOC accelerated instruction, and high school credit recovery. For more information, contact the school counselor in late April or early May. A student with a disability may be eligible for Extended School Year (ESY) services as determined by his or her ARD committee.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher. Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers,

students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions exist for students who live within two miles of the campus:

- King's Way is deemed a hazardous road.
- E. Hwy 90 is deemed a hazardous road.
- Hwy 277 is deemed a hazardous road.
- E. Las Vacas St. and Garfield Ave. are deemed hazardous roads.
- East and West Ogden St. in proximity to the railroad tracks are deemed hazardous roads.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Jesse Lopez
Transportation Coordinator
800 W. 15th St.
Del Rio, Texas 78840
jesse.lopez@sfdr-cisd.org
(830) 778-4220

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their 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 San Felipe Del Rio CISD Transportation Department at (830)778-4220.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook, the SFDRCISD Bus Conduct Guidelines and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle

- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

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

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

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.
[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the San Felipe Del Rio CISD Human Resources Department, located at the SFDRCISD Student Performance Center and Administration Building, 315 Griner St, or call (830)778-4001 for more details.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office

Weather Guidelines

Fresh air and outdoor play or exercise are essential parts of a child's school day. Moderate to strenuous activity, along with physical training, increases lung capacity, endurance, and cardiovascular fitness. Students benefit from outdoor activity and the opportunity to break free from the classroom structure. While opportunities for outdoor activity are strongly encouraged for all students, there may be times when it is necessary to suspend outdoor activity due to weather conditions. The following guidelines are for the health and safety of our students.

Hot Weather

On school days when there is excessive hot weather, SFDRCISD will use the following procedures for determining whether students can participate in outdoor activities, including but not limited to recess, physical education, and outdoor field trips:

- Schools will not have outdoor recess or physical education classes when the temperature or heat index is greater than 100 degrees Fahrenheit.
- On days when the temperature is 85 degrees or greater, the campus principal will determine whether outdoor activities will take place based on the heat index.

Cold Weather

On school days when there is excessive cold weather, SFDRCISD will use the following procedures for determining whether students can participate in outdoor activities, including but not limited to recess, physical education and outdoor field trips:

- The recommended temperature for students to be outside for recess, physical education, or outdoor field trips is 40 degrees Fahrenheit or above, including the wind chill factor.

- If campus staff determines a student does not have sufficient warm clothing for outdoor activities, the student will be excused from participating in outdoor activities.

Thunderstorms/Severe Weather

On school days when lightning and thunderstorms are approaching the following precautions will be used for all outdoor activities, including but not limited to recess, physical education and outdoor field trips:

- It does not need to be raining for lightning to strike. If lightning is seen or thunder is heard, all students and staff will go inside or seek shelter immediately.
- Outdoor activities may resume after the storm has passed and no lightning or thunder has been seen or heard for at least 30 minutes.

Schools will honor any parent's request for their child to be excluded from any outdoor activity due to weather conditions or high pollen counts.

Withdrawing from School (All Grade Levels)

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

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

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

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

Appendix: Freedom from Bullying Policy

Note: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit
https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1180&code=FFI#legalTabContent

Below is the text of San Felipe Del Rio CISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on June 8, 2023

Note: This policy addresses bullying of District students. For purposes of this policy, the cyberbullying.

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

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the

principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

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

District Action

Bullying

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

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

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

Transfers

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

Counseling

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

Improper Conduct

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

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix: Student Rights and Responsibilities Policy

Note: State law requires that the district's policy on student rights and responsibilities be distributed in its Student Handbook(s).

School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit
https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1180&code=FNG#localTabContent

Below is the text of San Felipe Del Rio CISD's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on October 28, 2024.

Complaints

In this policy, the terms *"complaint"* and *"grievance"* shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disabil-ity shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH se-ries.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accord-ance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including com-plaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submit-ted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus as-signment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services pro-vided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reducedpriced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accord-ance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board poli-cy, nor to require a full evidentiary hearing or *"*mini-trial*"* at any level.

Freedom from Retaliation
Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student’s or parent’s email address of record, or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

Representative

“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through writ-ten notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days’ no-tice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents,

copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the com-plaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.
If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider in-formation provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Lev-el One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the com-plaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.0.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence

not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation. In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Appendix: SFDRCISD

Electronic Communication Devices Policy

Electronic Devices

SFDRCISD Policy Guidelines (All Grade Levels)

In accordance with state law, SFDRCISD prohibits the use of a personal communication device (such as cell phones, ear pods, and smartwatches) while on school property during the school day.

HB1481

RULES AND PROCEDURES

Use In Classrooms:

- SFDRCISD **prohibits** students from using their personal communication devices inside the classroom during instructional time (between school start and end time). *SFDRCISD may authorize use, with documented medical need, based on a directive from a qualified physician.
- All personal communications devices must be turned off, checked in, and stored before entering any classroom.

Use In Non-Instructional Areas:

Elementary and Middle Schools (PK-8):

- Students are prohibited from using devices in all non-instructional areas. Personal devices may only be used before or after school.

High School (9-12):

- Students are prohibited from using devices during passing periods. Personal devices may only be used in designated areas during lunch, before, or after school.

Other Prohibited Use:

- The use of cell phones or any device capable of capturing images is strictly prohibited in restrooms and locker rooms.
- Students shall not take photos, videos, or audio recordings in any school facility, except at an event open to the public.

CONSEQUENCES

1st Consequence:
Confiscation of the device by school police. The parent or guardian is required to collect the device from the designated campus administrator at the end of the school day.

2nd Consequence:
Confiscation of the device by school police. The parent or guardian is required to collect the device from the SFDRCISD Police Dept. on the next business day.

3rd Consequence:
3-day ISS. A **permanent** ban on bringing personal electronic devices on school property for the remainder of the semester. Confiscation of the device by school police. The parent or guardian is required to collect the device from the SFDRCISD Police Dept. on the next business day.

STUDENTS MAY NOT CAUSE A MATERIAL OR SUBSTANTIAL DISRUPTION OF OR INTERFERENCE WITH NORMAL SCHOOL OPERATIONS. FAILURE TO ADHERE TO THE CODE OF CONDUCT WILL RESULT IN FURTHER DISCIPLINARY CONSEQUENCES.

Appendix: SFDRCISD

Dress Code Policy

Appendix: SFDRCISD

Bus Conduct Policy

Appendix: SFDRCISD

A&B Academic Calendar

SAN FELIPE DEL RIO CONSOLIDATED SCHOOL DISTRICT

2026-2027 ACADEMIC CALENDAR

July
- 3 Observance of Independence Day
- (27-31) New Teacher Orientation

August
- 1 New Teacher Orientation
- (3-6) Staff Development
- 7 Teacher Work Day
- 10 First Day of School/ Begin 1st Six Weeks

September
- 7 Labor Day / Holiday
- 18 End 1st Six Weeks
- 21 RTI Data Planning / No Classes
- 22 Begin 2nd Six Weeks

October
- 12 Indigenous People's Day / Holiday
- 30 End 2nd Six Weeks

November
- 2 Parent/Teacher Conference Day / No Classes
- 3 Begin 3rd Six Weeks
- 11 Veteran's Day - Holiday
- (23-27) Thanksgiving Break
- 30 STAAR Testing

December
- (1-11) STAAR Testing
- 18 End 3rd Six Weeks
- (21-31) Winter Break

January
- 1 Winter Break
- 4 Teacher Work Day
- 5 RTI Data Planning/No Classess
- 6 Begin 4th Six Weeks
- 18 MLK Day / Holiday

February
- 12 RTI Data Planning / No Classes
- 15 President's Day (Make-Up Day / If Applicable)
- 19 End of 4th Six Weeks
- 22 Parent/Teacher Conference Day / No Classes
- 23 Start of 5th Six Weeks

March
- (8-12) Spring Break
- (26-29) Easter / Holiday
- 29 Make-Up Day / If Applicable

April
- 9 End of 5th Six Weeks
- 12 Start of 6th Six Weeks
- (5-30) STAAR Testing

May
- ** 10 SFDR-CISD Day (187 Day Instructional Staff Only/Student Holiday) (Make-Up Day / If Applicable)
- 21 Last Day for Seniors
- 27 End 6th Six Weeks/Last Day Of School
- 28 Graduation
- 28 Teacher Work Day

June
- (14-25) STAAR Testing

July
- 5 Observance of Independence Day

July 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9<<	10 A	11B	12 A	13 B	14 A	15
16	17 B	18 A	19 B	20 A	21 B	22
23	24 A	25 B	26 A	27 B	28 A	29
30	31 B					

September 2026						
S	M	T	W	TH	F	S
		1 A	2 B	3 A	4 B	5
6	7	8 A	9 B	10 A	11 B	12
13	14 A	15 B	16 A	17 B	18 A	19
20	21	<<22 B	23 A	24 B	25 A	26
27	28 B	29 A	30 B			

October 2026						
S	M	T	W	TH	F	S
				1 A	2 B	3
4	5 A	6 B	7 A	8 B	9 A	10
11	12	13 B	14 A	15 B	16 A	17
18	19 B	20 A	21 B	22 A	23 B	24
25	26 A	27 B	28 A	29 B	30 A	31

November 2026						
S	M	T	W	TH	F	S
1	2 <<	3 B	4 A	5 B	6 A	7
8	9 B	10 A	11	12 B	13 A	14
15	16 B	17 A	18 B	19 A	20 B	21
22	23	24	25	26	27	28
29	30 A					

December 2026						
S	M	T	W	TH	F	S
		1 B	2 A	3 B	4 A	5
6	7 B	8 A	9 B	10 A	11 B	12
13	14 A	15 B	16 A	17 B	18 A	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	TH	F	S
					1	2
3		5 <<6 B	7 A	8 B	9	
10	11 A	12 B	13 A	14 B	15 A	16
17	18	19 B	20 A	21 B	22 A	23
24	25 B	26 A	27 B	28 A	29 B	30
31						

February 2027						
S	M	T	W	TH	F	S
	1 A	2 B	3 A	4 B	5 A	6
7	8 B	9 A	10 B	11 A	12	13
14	+15+	16 B	17 A	18 B	19 A>	20
21	22 <	23 B	24 A	25 B	26 A	27
28						

March 2027						
S	M	T	W	TH	F	S
	1 B	2 A	3 B	4 A	5 B	6
7	8	9	10	11	12	13
14	15 A	16 B	17 A	18 B	19 A	20
21	22 B	23 A	24 B	25 A	26	27
28	+29+	30 B	31 A			

April 2027						
S	M	T	W	TH	F	S
				1 B	2 A	3
4	5 B	6 A	7 B	8 A	9 B>	10
11 <<	12 A	13 B	14 A	15 B	16 A	17
18	19 B	20 A	21 B	22 A	23 B	24
25	26 A	27 B	28 A	29 B	30 A	

May 2027						
S	M	T	W	TH	F	S
						1
2	3 B	4 A	5 B	6 A	7 B	8
9	+10+	11 A	12 B	13 A	14 B	15
16	17 A	18 B	19 A	20 B	^21 A	22
23	24 B	25 A	26 B	27 A>	G	29
30	31					

June 2027						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

INSTRUCTIONAL DAYS			TEACHER WORKING DAYS		
1st Six Weeks	29		1st Six Weeks	34	
2nd Six Weeks	28		2nd Six Weeks	29	
3rd Six Weeks	28		3rd Six Weeks	29	
4th Six Weeks	30		4th Six Weeks	33	
5th Six Weeks	27		5th Six Weeks	28	
6th Six Weeks	33		6th Six Weeks	34	
TOTAL	175	Days	TOTAL	187	Days
SENIORS	171	Days			

	Instructional Mins.	Excess Mins.:	Waiver Mins.	Instructional Day:	Daily Instructional Mins.
Pre-K - 6th Grade	77000	1400	2940	7:50AM-3:10PM	440
6th - 8th Grade	77000	1400	2940	8:15AM-3:35PM	440
9th - 12th Grade	77875	2275	2940	8:10AM-3:35PM	445
Seniors:	76095	495	2940	8:10AM-3:35PM	445

* Wavier Minutes= 4200 allowed by TEA - 1260 (3 District RTI/PD Days) = 2940 mins

75,600 instructional minute requirement

LEGEND
- New Teacher Orientation
- First/Last Day of School
- STAAR Testing
- « » Beginning/End of Six Weeks
- RTI Data Planning/PD /No Classes
- Student/Staff Holiday
- Teacher/Parent Conference/No Classes
- + + Make Up Day
- G Graduation
- ^ ^ Last day for Seniors
- Teacher Work Day
- Staff Development

** Applies only to 187 Day Instructional Staff and Students

Board Approved May 18, 2026

Appendix: SFDRCISD

Assessment Calendar

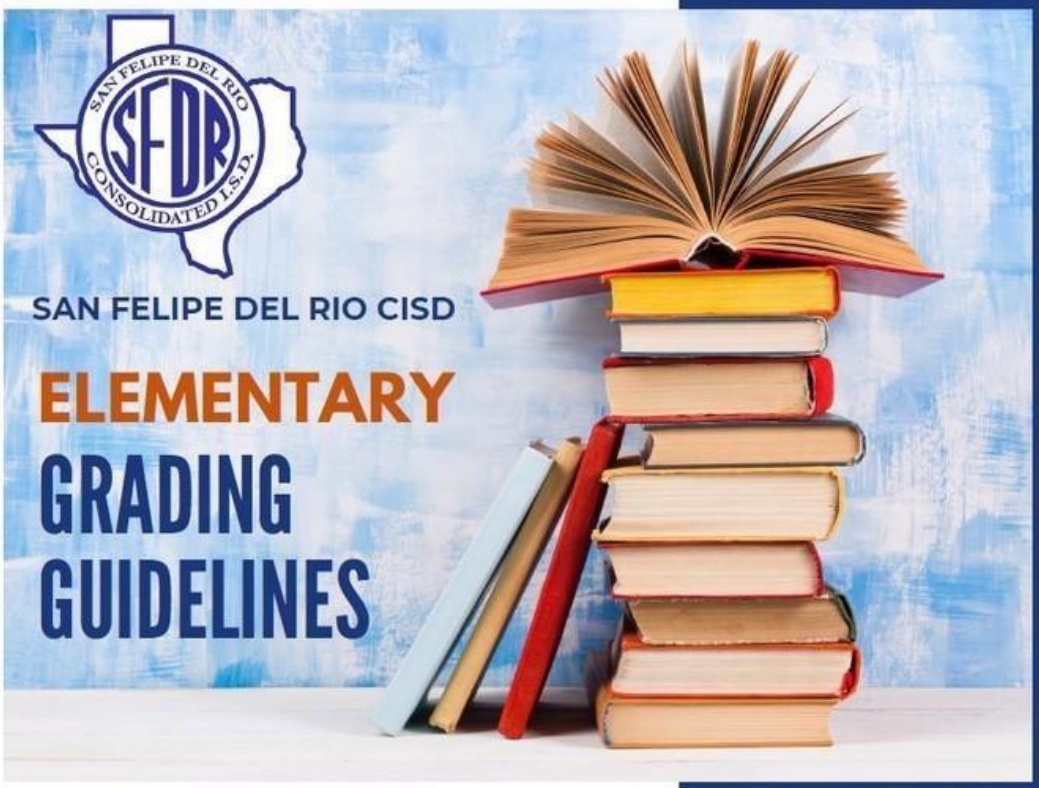
2026-2027
SFDRCISD Assessment Calendar

Month/Year	Testing Window/Testing Date	Assessment (State/District)	Grade Level
August 2026	Aug.10 - Aug. 28	**TIA BOY: Non-STAAR Assessments** ELAR, Math, Science, Social Studies, CTE, Fine Arts, ROTC and PE	6-12
	Aug.10 - Aug. 28	**TIA BOY: TEA Beginning of Year Assessments** Mandatory for Non-Tested 2026 Students TEA Online Produced Assessments- EOC	9-12
	Aug.10 - Aug. 28	**TIA BOY: TEA Beginning of Year Assessments** Mandatory for Non-Tested 2026 Students TEA Online Produced Assessments- Math/Reading	3-8
	Aug.17 - Sept. 4	**TIA BOY: Non-STAAR ALT 2 & N2Y Assessments**	K-2, 11 & 12
	Aug. 17 - Aug. 28	Lexia Placement	K-1
	Aug. 17 - Aug. 28	K-12 Summit BOY	2-12
	Aug. 10 - Sept. 4	TX KEA BOY	K
	Aug. 17 - Aug. 21	Reading/Math Renaissance BOY	K-12
	Aug. 24 - Sept. 4	TPRI/Tejas Lee BOY	1
	Aug. 24 - Sept. 18	Circle BOY	Pre-K
September 2026	Sept. 1	**1st Six Weeks Blue Assessment** **Aug. 31 - Sept. 4**	3-8, 3-5 Math, EOC
	Sept. 8 - Sept. 18	TPRI /Tejas Lee BOY	2
	Sept. 14 - Sept. 18	**1st Six Weeks White Assessments**	3-8, EOC
	Sept. 14 - Sept. 18	Reading/Math Renaissance 1st Six Weeks	K-12
	Sept. 14 - Sept. 18	1st Six Weeks Assessments	K-12
October 2026	Oct. 1 - Oct. 30	PSAT/ NMSQT	10-11
	Oct. 5 - Oct. 9	SAT School Day Fall Testing Window - Accelerated Testers	12
	Oct. 13	**2nd Six Weeks Blue Assessment** **Oct. 13- Oct. 16**	3-8, 3-5 Math, EOC
	Oct. 5 - Oct. 9	Credit by Exam Opportunity 1 Testing Window (CBE)	K-12
	Oct. 26 - Oct. 30	Reading/Math Renaissance 2nd Six Weeks	K-12
	Oct. 26 - Oct. 30	**2nd Six Weeks White Assessment**	3-8, EOC
	Oct. 26 - Oct. 30	2nd Six Weeks Assessments	K-12
	Oct. 26 - Oct. 30	Summit K-12 Benchmark	2-12
November 2026	(Nov. 16 - Dec. 4)	**TIA EOY : Non-STAAR Assessments** ELAR, Math, Science, Social Studies, CTE, Fine Arts and ROTC (Half Year Courses only)	6-12
December 2026	Dec. 1	**3rd Six Weeks Blue Assessments** **Nov. 30- Dec. 4**	3-8, EOC
	Nov. 30 - Dec. 11	**December EOC Testing Window (Retesters)**	9-12
	Dec. 1	**STAAR EOC English I & Biology - Retesters**	
	Dec. 2	**STAAR EOC Algebra I & US History - Retesters**	
	Dec. 3	**STAAR EOC English II - Retesters**	
	Dec. 11	**STAAR EOC Make Up Sessions must be completed by this day.**	
	Dec. 14 - Dec. 18	Reading/Math Renaissance 3rd Six Weeks	K-12
	Dec. 14 - Dec. 18	3rd Six Weeks Assessments	K-2
	Dec. 14 - Dec. 18	**3rd Six Weeks White Assessments/Semester Exam**	3-8, EOC
	Dec. 17	DEADLINE for GT Recommendations All Paperwork must be submitted by 5:00 p.m.	1-11

2026-2027
SFDRCISD Assessment Calendar

Month/Year	Testing Window/Testing Date	Assessment (State/District)	Grade Level
January 2027	**Jan. 6 - Jan. 22**	**TIA EOY: Non-STAAR Assessments** ELAR, Math, Science, Social Studies, CTE, Fine Arts and ROTC (Half Year Courses only)	9-12
	Jan. 6 - Jan. 22	TX KEA MOY	K
	Jan. 6 - Jan. 22	TPRI MOY (Must administer Dyslexia Screener (SCR-2 & SCR-3) *TEA mandatory submission by Jan. 29, 2027*	1
	Jan. 19 - Jan. 22	Reading/Math Renaissance MOY	K-12
	Jan. 26	**4th Six Weeks Blue Assessment** **Jan. 25 - Jan. 29**	3-8, 3-5 Math, EOC
	Jan. 25 - Jan. 29	TPRI MOY	2
	Jan, 25 - Jan. 29	Circle MOY	Pre-K
	Jan. 26	**ELAR, Eng. I and Eng. II Benchmark / STAAR EOC** ***Jan. 28-30 Make-Ups***	3-8, EOC
	Jan. 27	**Math and Algebra EOC Benchmark** ***Feb. 18-20 Make-Ups***	3-8, EOC
February 2027	Feb. 1 - Feb. 5	**Student Succes Tool (SST) Stand Alone Field Test** **Gr 3-8 Reading Language Arts , Gr 3-8 Mathematics, Elementary and Middle School Science, Grade 8 Social Studies, Algebra I, English I, Biology and U.S. History** ***(Selected Campuses only)***	3-8, EOC
	Feb. 9	**Science and Biology Benchmark** ***Feb. 10-12 Make-Ups***	5, 8, EOC
	Feb. 10	**Social Studies and U.S. History Benchmark** ***Feb. 11-12 Make-Ups***	8, EOC
	Feb. 1 - Feb. 11	GT Testing 2nd - 3rd Grade	2-3
	Feb. 8 - Feb. 19	Credit by Exam Opportunity 2 Testing Window (CBE)	K-12
	Feb. 16 - Feb. 19	**4th Six Weeks White Assessment**	3-8, EOC
	Feb. 16 - Feb. 19	4th Six Weeks Assessments	K-12 Non-STAAR / EOC
	Feb. 16 - Feb. 26	GT Testing 4th and 5th Grade	4-5
	Feb. 15 - March 26	**TELPAS Gr K-12 Testing Window**	K-12
	Feb. 15 - March 26	**TELPAS Alternate Gr 2-12th Testing Window**	2-12
March 2027	March 1- March 15	**STAAR Alternate 2 Grades 3-8 and EOC Preview Window**	3-12
	Mar. 1 - Mar. 19	GT Testing for 1st Grade	1
	March 15 - April 16	**STAAR Alternate 2 Grades 3-8 and EOC Testing Window**	3-12
	March 22 - April 2	GT Testing for 6th - 11th	6-11
	March 23	**5th Six Weeks Blue Assessment** **March 23 - March 25**	3-8, 3-5 Math, EOC
	April 5 - April 9	**5th Six Weeks White Assessments**	3-8, EOC
	April 5 - April 9	5th Six Weeks Assessments	K-12
	April 5 - April 9	Reading/Math Renaissance 5th Six Weeks	K-12
April 2027	April 5- April 16	**STAAR Gr 3-8 Reading Language Arts , English I and English II EOC**	3-8, EOC
	April 6	**STAAR Gr 3-8 Reading Language Arts**	3-8
	April 7	**English I EOC**	8 & EOC
	April 8	**English II EOC**	EOC
	April 16	**Make-up sessions for tests scheduled to be administered Apr 5-16, 2027 must be completed by the end of this day.**	3-8, EOC
	April 12 - April 23	**STAAR Gr 5&8 Science, STAAR Gr 8 SS, Biology & US History EOC**	5 & 8, EOC
	April 13	**STAAR Gr 5&8 Science and Biology**	5 & 8, EOC
	April 14	**STAAR Gr 8 SS & US History EOC**	8 & EOC
	April 23	**Make-up sessions for tests scheduled to be administered Apr 12-23, 2027 and must be completed by the end of this day.**	5 & 8, EOC
	April 19 - April 30	**STAAR Gr 3-8 Mathematics and Algebra I**	5 & 8, EOC
	April 20	**STAAR Gr 3-8 Mathematics**	3-8
	April 20	**Algebra I**	8 & EOC
	April 30	**Make-up sessions for tests scheduled to be administered Apr 19–30, 2027, must be completed by the end of this day.**	3-8, EOC
	April 26 - April 30	TPRI & Tejas Lee EOY	2
	April 26 - May 7	**TIA EOY : Non-STAAR Assessments** ELAR, Math, Science, Social Studies, CTE, Fine Arts and ROTC (Half Year Courses only)	6-12
	April 26 - April 30	IOWA Testing (Recommendations Due)	1,2, 11 and 12
May 2027	May 3 - May 7	Circle EOY	**Pre-K**
	May 3 - May 7	TPRI & Tejas Lee EOY	**1**
	May 3 - May 14	Credit by Exam Opportunity 3 Testing Window (CBE)	**K-12**
	May 11 - May 17	TxKEA EOY	**K**
	May 3 - May 12	Lexia EOY	**K-1**
	May 3 - May 20	K-12 Summit EOY	**2-12**
	May 3 - May 20	**TIA EOY: Non-STAAR ALT 2 & N2Y Assessments**	**K-2, 11 & 12**
	May 11 - May 20	**TIA EOY : Non-STAAR Assessments** ELAR, Math, Science, Social Studies, CTE, Fine Arts and ROTC	**6-12**
	May 17 - May 21	6th Six Weeks Assessments	**K-2**
	May 17 - May 21	**6th Six Weeks White Assessments/Semester Exam**	**3-8, EOC**
	May 17 - May 21	Reading/Math Renaissance EOY	**K-12**
June 2027	June 7 - June 11	Credit by Exam Opportunity 4 Testing Window (CBE)	**1-12**
	June 14 - June 25	**Algebra I, English I, English II, Biology & US History EOC**	8-12 Retesters

Appendix: SFDRCISD Elementary Grading Policy



OVERVIEW

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is part of the teaching and learning process. This process includes establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are driven by assessment data. Additionally, the grading process should provide clear and consistent feedback to students to lead them to ultimately take responsibility for their own learning.

2026

The purpose of this manual is to present a consistent set of grading and reporting regulations. The regulations adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC) and the San Felipe Del Rio CISD Board polices and regulations.

GRADING PHILOSOPHY

Teachers use grading as part of the intricate learning process. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn.

Teachers:

- construct assignments and assessments that will both teach and assess students' learning.
- establish fair, clear standards and criteria and apply those criteria consistently to student work.
- use previously disclosed rubrics when assessing the students' skills.
- offer feedback to their students in the form of comments and grades.
- provide meaningful opportunities within the classroom setting for their students to assess their own work.
- use what they learn from the grading process to improve their teaching

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations, and role-playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with Texas Education Code §28.0216, grading in San Felipe Del Rio CISD:

- must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment.
- may not require a classroom teacher to assign a minimum grade for an assignment without regard for the student's quality of work.
- may allow the student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

By law in the State of Texas, an examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading policy. [DGBA(LEGAL) and FNG(LEGAL).]

ELEMENTARY GRADING GUIDELINES (K-5)

San Felipe Del Rio CISD will use the following for reporting an elementary student's mastery of the grade-level Texas Essential Knowledge and Skills (TEKS) concepts and achievement:

- Minor Grades (may consist of classwork, homework, daily quizzes, and formative assessments)
- Major Grades (may consist of standards-based projects, essays or research papers, oral presentations, and summative assessments)

Grades will be reported every 3rd week (Progress Reports) and 6th week of each six-week grade reporting period. A student in any grade level from kindergarten through 5th grade shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. (See FEC Legal)

Minimum Number of Grades

Grades will be sufficient in number and category to accurately measure a student's progress and achievement. Teachers should calculate and score:

1. A minimum of two minor grades per week throughout each six weeks; and
2. A minimum of four major grades for all subjects except math, each six weeks. For math, grades will be submitted in accordance with the Bluebonnet Curriculum Scope and Sequence.

Additionally:

- Teachers must post grades weekly in the district's Skyward reporting system.
- No major or minor grade may be counted more than once to meet minimum grade requirements.
- No single assignment or test grade should count more than 10% of the final grade, with the exception of the semester exam, which will count for 25% of the final grade for the course.
- No "blanket" grades are to be issued during any grading period. A blanket grade is given to every student in the class the same grade for an assignment without regard to individual achievement in core subjects.
- The teacher is responsible for grading. While peer review (e.g., peer editing and marking) can be a valuable learning activity, students are not permitted to grade tests, quizzes, or other major assignments.
- A student shall not be given credit or a final grade for a class unless the student is in attendance at least 90% of the days the class is offered.

Major Grades (40%) minimum of 4 grades per six weeks	Minor Grades (60%) minimum of 12 grades per six weeks
Major grades consist of, but are not limited to:	Minor grades consist of, but are not limited to:
• Summative Assessments • Formative and Unit Assessments • Standards-Based Projects • Essays or Research Papers • Oral Presentations • Comprehensive Labs	• Formative Assessments • Homework • Class work • Announced and planned quizzes • Labs
Pacing Suggestion: Two major grades should be recorded at the 3rd-week progress report, and an additional two major grades by the 6th-week Report Card. **Note:** Math grades should be recorded in alignment with the Bluebonnet Curriculum Scope and Sequence guide.	**Pacing Suggestion**: Two minor grades should be recorded weekly throughout the six-week grading period.

Instructional Modifications and Accommodations

Each teacher must ensure the application of modifications and/or student accommodations in instruction and/or materials, to the degree specified on each student's individual modification sheets (for 504 students) or Individual Education Plan (IEP). EHBAB(LEGAL) 19 TAC 89.1075(c)

Late Work/Make-up Work

Students are expected to complete all assignments. If a student fails to complete assignments or if late assignments become a concern for that student, the teacher will notify the parent or guardian. Listed below are additional guidelines for make-up work:

Excused Absences

- Students will be expected to make up assignments and tests after an absence.
- Students are responsible for obtaining and completing the make-up assignments satisfactorily and within a reasonable amount of time specified by the teacher.
- Make-up assignments and assessments due to an excused absence (i.e., a documented medical appointment or school-sanctioned trip) submitted within 5 days of the assigned due date 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 shall be considered late, and are subject to a "late" penalty as follows:
  *Late 6 days = 5-point penalty
  *Beyond 6 days = 5-point penalty for each day the 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.*

Unexcused Absences

- *Students will be expected to make up assignments and tests after an absence.*
- *Students are responsible for obtaining and completing the make-up assignments satisfactorily and within a reasonable amount of time specified by the teacher.*
- Make-up assignments submitted past the assigned due date due to an unexcused absence shall be considered late, and are 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

Other guidelines

- SFDR-CISD will not impose a grade penalty for make-up assignments after an absence due to a suspension.
- A student may be required to attend a "before school" or "after school" teacher-led session or program to complete any missing and/or unsatisfactory assignments turned in after the due date.
- In extenuating circumstances, the Campus Attendance Committee shall review individual cases when incomplete grades are posted.

Incomplete Grades

An "I" recorded on the report card indicates an incomplete grade that must be cleared within the reporting period. It is the student's responsibility to make arrangements with the teacher to clear an incomplete grade. The principal retains the authority to extend time for completion in extenuating circumstances.

Reteaching

Teachers will use their professional judgment to determine when to implement reteaching strategies to strengthen or master skills. Reteaching may occur in various ways, including, but not limited to, independent practice, small group lessons or activities, or complete class lessons or activities.

Before posting the grades for an assignment/test, the teacher shall verify that 70% of the class section has met mastery. If 70% of that class section does not meet mastery, the teacher shall reteach and provide an alternate assignment to ensure 70% mastery before posting the grade.

Failing Grades

All grades (major and minor) recorded by teachers must reflect a student's mastery of the TEKS. Teachers will review failure reports at the end of each grading period to identify students who have not mastered grade-level standards.

Teachers are responsible for promptly posting and tracking grades, informing students, parents, and administrators of progress (or lack of progress), and taking action as follows:

A Failing Minor Grade	A Failing Major Grade	A Failing Grade on a Progress or 6 weeks Report Card
Students who have a failing minor grade may have an opportunity, within a timely manner, to gain additional assistance from their teacher. These opportunities can be delivered either during class time or at an alternatively scheduled time with the teacher. This can be done through differentiated individual instruction, small group instruction, tutorials, etc.	When a student earns a 69 or below on a major grade (e.g. test, project, research paper, etc.), the teacher must allow the student a second opportunity to test or complete an assignment. Students who have a failing major grade should be given an opportunity to demonstrate growth in mastery of the skill(s) assessed with ONE of the options below: • reteach AND reassess opportunity, • provide extra credit for a task that requires demonstration of the same learned concepts originally assessed, or • implement an alternatively designed assignment that may offer a student another way to demonstrate mastery of the learned concepts. The highest grade the student can earn on a retest or a reassigned activity is a grade of 70. If the retest grade or the second assignment grade is also a failing grade, then the teacher should record the higher of the two grades in the grade book. If the student earns above a 70 on the retest or second assignment, then the teacher will enter a grade of 70.	**Note:** ***The actions listed in the previous columns should be taken and documented BEFORE a student receives a failing grade on a progress report or 6 weeks' report card grade.*** When a student is in jeopardy of failing a 3rd week IPR or 6-weeks subject or course grade, the teacher MUST: • Make every effort to communicate directly with the parent or guardian and communicate and discuss options for remediation and intervention; and • Maintain constant dialogue and documentation of the communication with parent or guardian regarding the student's progress, AND • Assign the student to any appropriate remediation or intervention activity including any after-school tutorials as deemed appropriate.

Homework

A teacher may use homework to enrich or reinforce lessons or skills covered in class. When assigned, it should satisfy at least one of the following objectives:

- Provide a drill or practice in a particular skill.
- Give practice and extend understanding of concepts and material covered in class.
- Develop effective study methods.
- Provide advanced preparation for classroom work.
- Allow the student to make up work after an absence.

The teacher is responsible for assigning effective, well-planned homework assignments that help the student master the essential knowledge and skills.

Homework is...	Homework is not...
• Differentiated based on student need. • An extension of instruction for independent practice. • Used to reinforce skills introduced initially in the classroom. • Make-up work due to an absence. • Short assignments or long-term projects. • Coordinated with other teachers who share students. • Graded and returned to the student promptly with meaningful feedback. • Designed to be respectful of students' time.	• Repetition of skills a student has already mastered. • Punishment for student misbehavior. • Assigned to keep students busy. • Assigned the day before a state assessment (STAAR, EOC) • Assigned over extended school breaks. • Worksheets NOT directly tied to class objectives. • Worksheets or tasks not correlated to the TEKS. • Tied to monetary value, such as bringing items for bonus points.

Student Responsibilities for Homework:	Parent/Guardian Responsibilities for Homework
1. Ask the teacher for clear instructions when assignments are not understood. 2. Record assignments and due dates in a designated homework folder, notebook, or by setting calendar reminders on personal devices. 3. Complete and turn in assignments on time as directed by the teacher. 4. Develop proper study habits by: a. maintaining a daily assignment notebook or calendar reminders b. gathering proper materials needed for homework assignments before leaving campus c. finding a quiet, well-lit, and orderly place free of distractions or interruptions d. having a consistent homework time, and e. reading when no other assignment has been made.	• Check your child's assignment notebook regularly • Provide a quiet, well-lit, and orderly place free of distractions or interruptions • Please provide your child with the necessary school supplies to complete their homework, such as notebook paper, pencils, and pens. • Designate a consistent homework time • Encourage reading when no other assignments have been made. • Discuss homework assignments with your child. • Keep a copy of the teacher's or district's homework policy and syllabus for reference when questions arise. • Promptly notify the school and provide medical excuses for make-up assignments.

Academic Dishonesty

The classroom teacher or principal will investigate when academic dishonesty comes into question by a student, including cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher, and unauthorized communication between students during an examination. The teacher will take into consideration written materials, observation, or information from students when investigating academic dishonesty. [See EIA]

A student found to have engaged in academic dishonesty will be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Retention and Promotion Policy (EIE LOCAL)

Grade Level	Promotion Standard
Grades 1-8	• Promotion to the next grade level shall be based on an overall average of 70 based on course-level, grade-level standards (TEKS) for all subject areas; and a • A grade of 70 or above in **three** of the following subject areas: language arts, mathematics, science, and social studies.
Grades 9-12	• Grade-level advancement for students in grades 9–12 shall be earned by course credits.

Note:

- *Unless credit is awarded by the attendance committee or regained in accordance with a principal's plan [see FEC], a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. Education Code 25.092*

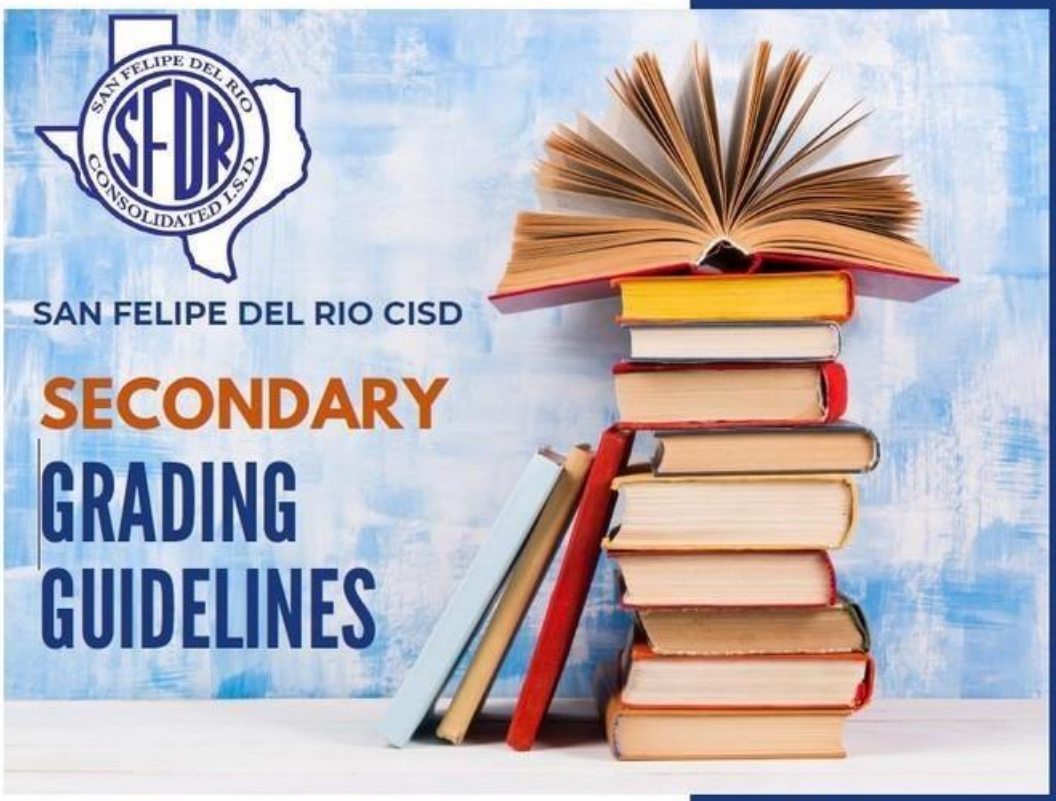
- *A student in Grades 1-8 who fails **three or more** core subject areas (language arts, mathematics, science, and social studies) with a score of 69 or below will be retained in the same grade level. EIE(LOCAL)*

Parental Option to Retain

For grades 1 through 8, a parent may request that their student repeat the grade in which he/she was enrolled during the previous school year.

Note: If a district disagrees with the parent's election to retain their student, the district must convene a retention committee and meet with the parent or guardian to discuss retention. The meeting shall be conducted in person unless the parent or guardian agrees upon an alternative means. A student may not be retained for a grade or retake a course under this provision if the parent or guardian does not meet with the retention committee.

Appendix: SFDRCISD Secondary Grading Policy



2026

OVERVIEW

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is part of the teaching and learning process. This process includes establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are driven by assessment data. Additionally, the grading process should provide clear and consistent feedback to students to lead them to ultimately take responsibility for their own learning.

The purpose of this manual is to present a consistent set of grading and reporting regulations. The regulations adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC) and the San Felipe Del Rio CISD Board polices and regulations.

GRADING PHILOSOPHY

Teachers use grading as part of the intricate learning process. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn.

Teachers:

- construct assignments and assessments that will both teach and assess students' learning.
- establish fair, clear standards and criteria and apply those criteria consistently to student work.
- use previously disclosed rubrics when assessing the students' skills.
- offer feedback to their students in the form of comments and grades.
- provide meaningful opportunities within the classroom setting for their students to assess their own work.
- use what they learn from the grading process to improve their teaching

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations, and role-playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with Texas Education Code §28.0216, grading in San Felipe Del Rio CISD:

- must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment.
- may not require a classroom teacher to assign a minimum grade for an assignment without regard for the student's quality of work.
- may allow the student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

By law in the State of Texas, an examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading policy. [DGBA(LEGAL) and FNG(LEGAL).]

SECONDARY GRADING GUIDELINES (6-12)

San Felipe Del Rio CISD will use the following for reporting an elementary student's mastery of the grade-level Texas Essential Knowledge and Skills (TEKS) concepts and achievement:

- Minor Grades (may consist of classwork, homework, daily quizzes, and formative assessments)
- Major Grades (may consist of standards-based projects, essays or research papers, oral presentations, and summative assessments)

Grades will be reported every 3rd week (Progress Reports) and 6th week of each six-week grade reporting period. A student in any grade level from kindergarten through 5th grade shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. (See FEC Legal)

Minimum Number of Grades

Grades will be sufficient in number and category to accurately measure a student's progress and achievement. Teachers should calculate and score:

1. A minimum of two minor grades per week throughout each six weeks; and
2. A minimum of four major grades per subject area per six weeks.

Additionally:

- Teachers must post grades weekly in the district's Skyward reporting system.
- No major or minor grade may be counted more than once to meet minimum grade requirements.
- No single assignment or test grade should count more than 10% of the final grade, with the exception of the semester exam, which will count for 25% of the final grade for the course.
- No "blanket" grades are to be issued during any grading period. A blanket grade is given to every student in the class the same grade for an assignment without regard to individual achievement in core subjects.
- The teacher is responsible for grading. While peer review (e.g., peer editing and marking) can be a valuable learning activity, students are not permitted to grade tests, quizzes, or other major assignments.
- A student shall not be given credit or a final grade for a class unless the student is in attendance at least 90% of the days the class is offered.

Major Grades (40%) minimum of 4 grades per six weeks	Minor Grades (60%) minimum of 12 grades per six weeks
Major grades consist of, but are not limited to:	Minor grades consist of, but are not limited to:
• Summative Assessments • Formative or Unit Assessments • Standards-Based Projects Essays • Research Papers • Oral Presentations • Comprehensive Labs	• Formative Assessments • Homework Assignments • Class Assignments • Quizzes • Labs
Pacing Suggestion for Secondary Schools	**Pacing Suggestion for Secondary Schools**
At least **two** major grades for each course should be recorded at the **3rd-week Progress Report**, and at least **two** major grades for each course should be recorded by the end of the **6th week (Report Card)**.	**At least two** minor grades should be recorded each week throughout the six-week grading period for each course.

Instructional Modifications and Accommodations

Each teacher must ensure the application of modifications and/or student accommodations in instruction and/or materials, to the degree specified on each student's individual modification sheets (for 504 students) or Individual Education Plan (IEP). EHBAB(LEGAL) 19 TAC 89.1075(c)

Late Work/Make-up Work

Students are expected to complete all assignments. If a student fails to complete assignments or if late assignments become a concern for that student, the teacher will notify the parent or guardian. Listed below are additional guidelines for make-up work:

Excused Absences

- Students will be expected to make up assignments and tests after an absence.
- Students are responsible for obtaining and completing the make-up assignments satisfactorily and within a reasonable amount of time specified by the teacher.
- Make-up assignments and assessments due to an excused absence (i.e., a documented medical appointment or school-sanctioned trip) submitted within 5 days of the assigned due date 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 shall be considered late, and are subject to a "late" penalty as follows:
  *Late 6 days = 5-point penalty
  *Beyond 6 days = 5-point penalty for each day the 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.*

Unexcused Absences

- *Students will be expected to make up assignments and tests after an absence.*
- *Students are responsible for obtaining and completing the make-up assignments satisfactorily and within a reasonable amount of time specified by the teacher.*
- Make-up assignments submitted past the assigned due date due to an unexcused absence shall be considered late, and are 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

Other guidelines

- SFDR-CISD will not impose a grade penalty for make-up assignments after an absence due to a suspension.
- A student may be required to attend a "before school" or "after school" teacher-led session or program to complete any missing and/or unsatisfactory assignments turned in after the due date.
- In extenuating circumstances, the Campus Attendance Committee shall review individual cases when incomplete grades are posted.

Incomplete Grades

An "I" recorded on the report card indicates an incomplete grade that must be cleared within the reporting period. It is the student's responsibility to make arrangements with the teacher to clear an incomplete grade. The principal retains the authority to extend time for completion in extenuating circumstances.

Reteaching

Teachers will use their professional judgment to determine when to implement reteaching strategies to strengthen or master skills. Reteaching may occur in various ways, including, but not limited to, independent practice, small group lessons or activities, or complete class lessons or activities.

Before posting the grades for an assignment/test, the teacher shall verify that 70% of the class section has met mastery. If 70% of that class section does not meet mastery, the teacher shall reteach and provide an alternate assignment to ensure 70% mastery before posting the grade.

Failing Grades

All grades (major and minor) recorded by teachers must reflect a student's mastery of the TEKS. Teachers will review failure reports at the end of each grading period to identify students who have not mastered grade-level standards.

Teachers are responsible for promptly posting and tracking grades, informing students, parents, and administrators of progress (or lack of progress), and taking action as follows:

A Failing Minor Grade	A Failing Major Grade	A Failing Grade on a Progress or 6 weeks Report Card
Students who have a failing minor grade may have an opportunity, within a timely manner, to gain additional assistance from their teacher. These opportunities can be delivered either during class time or at an alternatively scheduled time with the teacher. This can be done through differentiated individual instruction, small group instruction, tutorials, etc.	When a student earns a 69 or below on a major grade (e.g. test, project, research paper, etc.), the teacher must allow the student a second opportunity to test or complete an assignment. Students who have a failing major grade should be given an opportunity to demonstrate growth in mastery of the skill(s) assessed with ONE of the options below: • reteach AND reassess opportunity, • provide extra credit for a task that requires demonstration of the same learned concepts originally assessed, or • implement an alternatively designed assignment that may offer a student another way to demonstrate mastery of the learned concepts. The highest grade the student can earn on a retest or a reassigned activity is a grade of 70. If the retest grade or the second assignment grade is also a failing grade, then the teacher should record the higher of the two grades in the grade book. If the student earns above a 70 on the retest or second assignment, then the teacher will enter a grade of 70.	**Note:** ***The actions listed in the previous columns should be taken and documented BEFORE a student receives a failing grade on a progress report or 6 weeks' report card grade.*** When a student is in jeopardy of failing a 3rd week IPR or 6-weeks subject or course grade, the teacher MUST: • Make every effort to communicate directly with the parent or guardian and communicate and discuss options for remediation and intervention (including credit recovery options for secondary students); and • Maintain constant dialogue and documentation of the communication with parent or guardian regarding the student's progress, AND • Work with the students' counselor to assign the student to any appropriate remediation or intervention activity (including after-school tutorials or credit recovery options) as deemed appropriate.

Homework

A teacher must use **grade and TEKS-appropriate** homework to enrich or reinforce lessons or skills covered in class. When assigned, it should satisfy at least one of the following objectives:

- Provide a drill or practice in a particular skill.
- Give practice and extend understanding of concepts and material covered in class.
- Develop effective study methods.
- Provide advanced preparation for classroom work.
- Allow the student to make up work after an absence.

The teacher is responsible for assigning effective, well-planned homework assignments that help the student master the essential knowledge and skills.

Homework is...	Homework is not...
• Differentiated based on student need. • An extension of instruction for independent practice. • Used to reinforce skills introduced initially in the classroom. • Make-up work due to an absence. • Short assignments or long-term projects. • Coordinated with other teachers who share students. • Graded and returned to the student promptly with meaningful feedback. • Designed to be respectful of students' time.	• Repetition of skills a student has already mastered. • Punishment for student misbehavior. • Assigned to keep students busy. • Assigned the day before a state assessment (STAAR, EOC) • Assigned over extended school breaks. • Worksheets NOT directly tied to class objectives. • Worksheets or tasks not correlated to the TEKS. • Tied to monetary value, such as bringing items for bonus points.

Student Responsibilities for Homework:	Parent/Guardian Responsibilities for Homework
1. Ask the teacher for clear instructions when assignments are not understood. 2. Record assignments and due dates in a designated homework folder, notebook, or by setting calendar reminders on personal devices. 3. Complete and turn in assignments on time as directed by the teacher. 4. Develop proper study habits by: a. maintaining a daily assignment notebook or calendar reminders b. gathering proper materials needed for homework assignments before leaving campus c. finding a quiet, well-lit, and orderly place free of distractions or interruptions d. having a consistent homework time, and e. reading when no other assignment has been made.	• Check your child's assignment notebook regularly • Provide a quiet, well-lit, and orderly place free of distractions or interruptions • Please provide your child with the necessary school supplies to complete their homework, such as notebook paper, pencils, and pens. • Designate a consistent homework time • Encourage reading when no other assignments have been made. • Discuss homework assignments with your child. • Keep a copy of the teacher's or district's homework policy and syllabus for reference when questions arise. • Promptly notify the school and provide medical excuses for make-up assignments.

Academic Dishonesty

The classroom teacher or principal will investigate when academic dishonesty comes into question by a student, including cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher, and unauthorized communication between students during an examination. The teacher will take into consideration written materials, observation, or information from students when investigating academic dishonesty. [See EIA]

A student found to have engaged in academic dishonesty will be subject to grade penalties on assignments or tests, as well as disciplinary penalties in accordance with the Student Code of Conduct.

Retention and Promotion Policy (EIE Local)

Grade Level	Promotion Standard
Grades 1-8	• Promotion to the next grade level shall be based on an overall average of 70 based on course-level, grade-level standards (TEKS) for all subject areas; and a • A grade of 70 or above in **three** of the following subject areas: language arts, mathematics, science, and social studies.
Grades 9-12	• Grade-level advancement for students in grades 9–12 shall be earned by course credits.

Note:

- *Unless credit is awarded by the attendance committee or regained in accordance with a principal's plan [see FEC], a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. Education Code 25.092*

- *A student in Grades 1-8 who fails **three or more** core subject areas (language arts, mathematics, science, and social studies) with a score of 69 or below will be retained in the same grade level.*

- *Students in Grades 9-12 earn credits towards high school graduation. To receive a high school diploma, a student must earn a minimum of 22 credits in core subjects (English, Mathematics, Science, and Social Studies), physical education, languages other than English, and electives. Additionally, students can earn endorsements in five areas: STEM, Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies, requiring a total of 26 credits.to graduate.*

- *A student in Grades 9-12 who fails a course is given the option to retake the course to regain credit.*

Graduation Requirements

Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based on the essential knowledge and skills (TEKS) of each course. Credit earned toward state graduation requirements in an accredited school district shall be transferable and must be accepted by any other school district in the state. 19 TAC 74.26(a)(1), (c)

Graduation Paths for High School Students

Subject Area	Foundation High School Program (FHSP)	Foundation High School Program (FHSP) with Distinguished Level of Achievement (DLA)	Texas First Early High School Diploma Program (EHSDP)
English Language Arts	4 credits	4 credits	Demonstrated Mastery
Mathematics	3 credits	4 credits	Demonstrated Mastery
Science	3 credits	4 credits	Demonstrated Mastery
Social Studies	3 credits	3 credits	Demonstrated Mastery
Physical Education	1 credit	1 credit	N/A
Fine Arts	1 credit	1 credit	N/A
Speech	Demonstrated Proficiency	Demonstrated Proficiency	N/A
Languages Other Than English	2 credits	2 credits	Demonstrated Mastery
Electives	5 credits	7 credits	N/A
Endorsement	N/A	1 completion	N/A
GPA	N/A	N/A	3.0 (on a 4.0 scale)
Test Scores	N/A	N/A	80th percentile on ACT,SAT,PSAT/NMSQT, TSIA/TSIA2, or GED, (or GPA in the top 10%)
Total	**22 credits**	**26 credits**	**22 credits**

Parental Option to Retain

For grades 1 through 8, a parent may request that their student repeat the grade in which he/she was enrolled during the previous school year.

For courses taken for high school credit, a parent or guardian may elect for a student to repeat any course in which the student was enrolled during the previous school year. A parent or guardian may not elect for a student to repeat a course if the District determines the student has met all of the requirements for graduation.

Note: If a district disagrees with the parent's election to retain their student, the district must convene a retention committee and meet with the parent or guardian to discuss retention. The meeting shall be conducted in person unless the parent or guardian agrees upon an alternative means. A student may not be retained for a grade or retake a course under this provision if the parent or guardian does not meet with the retention committee.