

**Rio Grande City Grulla
Independent School District
2022-2023**



Student Handbook

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PURPOSE AND ORGANIZATION

The purpose of this Student Handbook is to give RGCGISD students and their parents an understanding of the general rules and guidelines for attending and receiving an education in our schools.

The Handbook is organized into the following sections:

- Required Legal Notices and Information
- General Information about Admission, Attendance, and Conduct
- Curriculum and Program Information
- Of Special Interest to Students
- Of Special Interest to Parents

When the Handbook uses “we” or “our,” it means the school district and/or school administrators. When the Handbook uses “you” or “your,” it means the parent, legal guardian, or person who has accepted responsibility for a student, at least in regard to school matters. From time to time, the Handbook will use more general terms, such as “parents” and “school officials.” Regardless of the particular terminology, our intention is to speak directly to you as the adults who are responsible for working with us, the school officials, to make your children’s experience with the RGCGISD a positive educational experience.

The Student Handbook has been developed by school district administrators with the assistance of teachers, students, and parents. The content is reviewed by the Board of Trustees and is intended to be consistent with formally adopted school board policies. If there is an apparent contradiction between information in the Handbook and a formally adopted board policy, the school administration will interpret the Handbook in a way that is consistent with policy and may request guidance from the Board of Trustees.

The Student Handbook is not a contract between the school and parents or students. It can be amended at any time at the discretion of the school district. If the district makes changes to the Handbook during a school year, the administration of the district and the campus will communicate those changes in ways that are designed to inform parents and students of the new or revised information.

ACKNOWLEDGEMENT

Dear Student and Parent:

The Rio Grande City Grulla Independent School District provides this Student Handbook to parents and students to provide you with information about the general rules and guidelines for attending and receiving an education in our schools. You are required under Texas law to provide the District with the contact information requested below within the first two weeks of the start of each school year. If this information changes at any time during the school year, you must update the information no later than two weeks after the date of the change.

We urge you to read this publication thoroughly and to discuss it among your family. If you have any questions about the information here, we encourage you to ask for an explanation from the student's teacher, the school counselor, or campus administrator.

The student and parent should each sign this page on the space provided below, then return the page to the student's school. Thank you.



We acknowledge that we have received the RGCGISD Student Handbook for the 2022-2023 school year, and that we are responsible for reading and understanding the information contained here.

Student's Name: _____
(Please print)

Student's Signature: _____ Date: _____

Parent's Name: _____
(Please print)

Parent's Signature: _____ Date: _____

Parent's Address: _____

Parent's Email: _____ Phone #: _____

School: _____ Grade Level: _____

REQUIRED LEGAL NOTICES

Nondiscrimination: Rio Grande City Grulla ISD does not discriminate in its educational programs and services, including its career and technology education programs, on the basis of sex or gender (including pregnancy), race, religion, color, national origin, or disability. The district complies with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973, as amended. Any questions or concerns about the district's compliance with these federal programs should be brought to the attention of the person shown below as Title IX or Section 504 Coordinator.

The Title IX Coordinator for the school district is Dr. Arcadio J. Salinas III, whose office is located at 1 S. Fort Ringgold, and who can be reached by telephone at (956) 370-4629.

The Section 504 Coordinator for the school district is Mrs. Monique Vilarreal, whose office is located at 1 S. Fort Ringgold, Rio Grande City, Texas and who can be reached by telephone at (956) 370-4629.

Homeless Liaison and Title I Participants

Mark Olivarez is our liaison for services to students who are determined to be homeless, as defined by federal law. If you believe your child may be eligible for services or assistance, contact (956) 370-4778 at 1 S. Fort Ringgold. Rio Grande City, Texas

Norma Mckee is our Parent Involvement Coordinator who works with families and children participating in Title I programs. If you have questions about the program or need assistance related to the program, contact Virginia Gonzalez at (956) 370-4554.



Career and Technical Education

Annual Public Notification of Nondiscrimination

(Rio Grande City Grulla Independent School District) offers the following career and technical education programs. Admission to these programs is based on non-discrimination and must follow local school board policies, contracted services and any post-secondary institution local policies and guidelines.

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

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

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

For information about your rights or grievance procedures, contact the Title IX Coordinator / Section 504 Coordinator :Dr. Arcadio Salinas III or e-mail him to asalinas001@rgccisd.org. You may also call (956) 716-6750.

The CTE Program Director is Mrs. Maria Adelina G. Villarreal

Departamento de Carreras Tecnicas

(Notificación Publica de No Discriminación en Programas de Educación Técnica y Vocacional)

(Rio Grande City Grulla Distrito Independiente Escolar) ofrece programas de educación técnica y vocacional. La admisión a estos programas se basa en no discriminación, policias locales del distrito escolar, las reglas de instituciones de colegio y escuelas vocacionales que estan en contratos con RGCGISD.

Es norma de (RGCGISD) no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma de (RGCGISD) no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

(Distrito RGCGISD) se tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Coordinador del Título IX / Coordinador de la Sección 504: (Doctor Arcadio Salinas III, asalinas001@rgccisd.org telefono (956) 716-6750.

Directora de Carreras Tecnicas- Sra. Maria Adelina G. Villarreal

Family Educational Rights and Privacy Act: The school district creates and keeps education records for all students enrolled in district schools. Those records are confidential and generally are accessible only to parents and school personnel or other people who are acting on behalf of the school district. When we say “parents” have a right of access to all education records pertaining to their children, we mean all biological or legal parents—whether married, divorced, or separated—and any other person with whom the child resides and who is acting as a parent in the absence of the child’s parent or legal guardian.

Parents control the access to their children’s education records until the child becomes an adult at age 18. When the child reaches age 18, he or she controls the access to his or her records and is the one who can consent to the release of the records to other persons. However, parents continue to have a right to see their children’s education records so long as the child is a dependent for federal income tax purposes, even if the child does not want them to.

If a parent wants to inspect and review his or her child’s education records, he or she should contact the principal of the child’s school if the child is currently enrolled. The district may request that such a request be reduced to writing. If the child has withdrawn or graduated, parents should contact their school for access to records. Records can be inspected and reviewed within 45 days following the district’s receipt of a request in the administrative offices during regular office hours, from 8:00 a.m. to 5:00 p.m., and someone will be available to answer questions about the records.

Originals cannot be removed from an administrator’s office. Copies may be provided to parents if required by law after parents have made a written request for copies. In such cases, parents will be provided the requested copies within 45 days following the district’s receipt of a request. If copies are provided, parents will be charged the district’s usual copying fees for copies; however, if the student is eligible for free or reduced-price lunches and the parents cannot come to school to review the records, the school will provide one set of the requested records at no charge.

If you believe some information in your child’s records is inaccurate, misleading, or violates your child’s rights, you can ask for a correction. If the principal does not make the correction, you can ask for a hearing with the superintendent to explain why you believe the record should be corrected. If the superintendent does not direct an amendment to be made, you have 30 days to place a comment in the student’s record commenting on your disagreement. **Under no circumstances can students or parents use this process to challenge a grade recorded for a student.**

Because parents generally control access to their children’s education records, the district ordinarily will not permit access to or copies of education records without at least one parent’s written authorization to release the records. **However, under some circumstances, the district can and will provide access to or copies of education records without parent authorization. The most common circumstances are these:**

- The district will forward education records on request to a public or private school or institution of higher education in which the student seeks or intends to enroll.
- The district may disclose education records to a contractor, consultant, volunteer, or other person who is performing services for the district, who is under the district’s control related to the use of the records, and who has complied with district limitations on the re-disclosure of personally identifiable information from education records.

- The district will comply with a lawful subpoena for student education records but will make reasonable efforts to notify the parents before complying, unless the subpoena indicates that parents should not be notified.
- The district will release directory information about students to any person who submits a written request for the information, as provided in the DIRECTORY INFORMATION notice included in this Student Handbook.
- The district will release educational records to a juvenile justice agency in accordance with an agreement between the district and the agency. The information will be released before the student is adjudicated and will be provided so that the juvenile agency can appropriately serve the student.
- The district will release educational records to “school officials,” meaning any employees, trustees, or agents of the district, including persons employed in shared services arrangements or cooperatives of which the district is a member, school volunteers, parents or students serving on official committees, and the district’s legal counsel, who have a “legitimate educational interest” in the records, meaning they are persons who work directly with your child at school or any school activity, including officials involved in disciplinary or academic decisions affecting your child directly, persons who are compiling statistical data for the district, who are reviewing such records to fulfill their employment responsibilities, or who are investigating or evaluating district programs.

If you want to review the school’s entire policy regarding student records, please contact the campus principal, who will be glad to provide a copy for you and to answer any questions you may have about the policy or this notice. You may also view or download the policy (coded FL (LEGAL) and (LOCAL)) from the district’s online policy manual. If you believe the district is not following the law regarding student records, you have the right to file a complaint with the United States Department of Education, Family Policy Compliance Office.

DIRECTORY INFORMATION

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting information unless the parent or guardian objects to the release of the directory information about the student.

If you do not want RCGGISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 30, 2023.

Rio Grande City GISD has designated the following information on the next page about your child as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

DIRECTORY INFORMATION

If you DO NOT want us to release ANY information about your child without your written consent, check this box and return the form by September ____, 2022.

We have designated the following categories of information as pertinent to limited school-sponsored purposes. "School-sponsored purposes" means for publication in a student directory, a school yearbook, or official school publications including the school's website and programs for school-sponsored events.

<input type="checkbox"/> Name	<input type="checkbox"/> Address
<input type="checkbox"/> Telephone listing	<input type="checkbox"/> School electronic mail address
<input type="checkbox"/> Photographs or videos open to the public	<input type="checkbox"/> Degrees, honors, awards received
<input type="checkbox"/> Grade level	<input type="checkbox"/> Most recent school attended
<input type="checkbox"/> Participation in officially recognized activities and sports or those events open to the public	<input type="checkbox"/> Height & weight of members of athletic teams

- If you CONSENT to the use of all of the above-listed items for limited school-sponsored purposes ONLY, check this box and return this form to us by September ____, 2022.
- If you CONSENT to the use of some but not all of the above listed items for limited school-sponsored purposes ONLY, check this box AND the categories for which you are providing consent and return this form to us by September ____, 2022.

RGCGISD receives federal funds under the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 et seq.), and we are therefore required to disclose your secondary (grades 7-12) child's name, address, and phone number to a military recruiter or institution of higher education, on their request, unless you have told us that you do not want that information released without your prior written consent. Please note that you may not selectively withhold this information from military recruiters but provide it to institutions of higher education.

If you DO NOT want us to release your secondary school (grades 7-12) child's name, address, and telephone number to a military recruiter or institution of higher education, check this box.

Student's Name (printed)

Parent/Guardian Name (printed)

Parent/Guardian's Signature

Date

Protection of Pupil Rights Amendment: We do not require students to participate in any surveys that are funded with any U.S. Department of Education funds that concern the following topics unless you (or your child if he or she is an adult) give us your prior consent. You will also have the

opportunity to inspect the survey in advance. If we administer surveys that concern any of these topics that are funded from other sources, we will give you advance notice of the survey, allow you an opportunity to inspect the survey, and give you an opportunity to opt-out of the survey. The topics that are covered by this notice are:

1. political affiliations or beliefs of the student or his or her parent;
2. mental or psychological problems of the student or his or her family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom the responding students have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or his or her parent; or
8. income, other than as required by law, to determine program eligibility.

Invasive Examinations or Screenings: We do not perform any invasive physical examinations or screenings as a condition of attendance. We do perform vision, hearing, acanthosis nigrican and scoliosis screenings, as required by state law. Please contact the principal if you have questions regarding those screenings.

Teacher Qualifications: You may request the following information, which we will provide to you in a timely manner:

1. Whether your child's teacher(s) have met state qualification and licensing criteria for their grade levels and subject areas.
2. Whether your child's teacher(s) are serving under emergency or other provisional status that is less than full state certification.
3. The bachelor's degree major of your child's teacher(s) and any graduate degrees held, and the field of certification or degree.
4. Whether your child receives services from paraprofessionals and, if so, their qualifications.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

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

Special Education Referrals:

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

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

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

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

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Maricela Garcia

Phone Number: (956) 370-4587

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

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

Contact Person: Monique Villarreal

Phone Number: 956-370-4587

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

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

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas "chárter" deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela "chárter" respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Maricela O. Garcia

Número de teléfono: 956-370-4587

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: Monique Villarreal

Número de teléfono: 956-370-4587

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)
- [Texas Project First](#)

Bacterial Meningitis Information: What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord---also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

There are two common types of bacteria that cause meningitis: - *Strep pneumoniae* causes pneumococcal meningitis; there are over 80 subtypes that cause illness - *Neisseria meningitidis*—Meningococcal meningitis; there are 5 subtypes that cause serious illness—A, B, C, Y, W-135

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms, but any of the following are possible. Children (over 1-year-old) and adults with meningitis may have:

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

**In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia), which sometimes happens with meningitis, particularly the meningococcal strain.*

What is the risk of getting bacterial meningitis?

The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, meningococcal meningitis, is highest among children 2 to 18 years old.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability, such as deafness, blindness, amputations or brain damage (resulting in intellectual disability or paralysis) even with prompt treatment.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. Being a carrier helps to stimulate the body's natural defense system. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This vaccine is recommended by some

groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

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

Seek prompt medical attention.

How is bacterial meningitis diagnosed?

The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

For more information

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine.

Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

Pest Control: Periodically, district buildings and grounds are treated by licensed or trained individuals to control unwanted pests, such as insects and rodents. We will post notices of those treatment dates as required by law and will schedule treatment times when students or employees are least likely to be in the building or on the grounds.

Asbestos Management Plan: The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos that may have been used in district facilities, is available in the Superintendent's office during regular business hours, 8:00 a.m. to 5:00 p.m., Monday through Friday.

Dear Parent and/or Guardian:

We would like to inform you that an Integrated Pest Management (IPM) approach for controlling insects, rodents and weeds will be used at the Rio Grande City Grulla ISD. The IPM approach we will be using focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water source, and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some IPM techniques we will employ include monitoring, increased sanitation, sealing, entry points, physically removing the pest, and modifying storage practices. From time to time, it may be necessary to use chemicals to control a pest problem. Chemicals will only be used, when necessary, and will not be routinely applied. When chemicals must be used, when necessary, and the school will try to use the least toxic products when possible. Access to treated areas will be secured against unauthorized access for the period specific on the pesticide label. Notices will be posted at the application sites and will remain there until the posted safe re-entry time is met, generally 12 hours after application.

If you would like more information, we have a list of pesticides and material safety and data sheets (MSDS) that may be used in the school this school year. This list may be obtained by contacting the IPM coordinator, Juan Oyervides at 956-716-4600.

COVID-19 or Other Widespread Illness or Epidemic: The district will adhere to all orders of local, state, and federal authorities and governmental officials with respect to school closure and social distancing as a result of a widespread illness or epidemic such as COVID-19. In addition, the district will follow the guidance of the Texas Department of State Health Services (TDSHS), the Centers for Disease Control and Prevention (CDC), and any other appropriate federal, state, or local health authorities when determining the standards for admittance to school after exposure to, symptoms of, and/or infection with COVID-19 or other widespread illness or epidemic; for sending home students who have been exposed to or are displaying symptoms of COVID-19 or other widespread illness or epidemic; for excluding students from school attendance with COVID-19 or other widespread illness or epidemic exposure, symptoms, or diagnoses; for holding campus-based instruction and district-sponsored activities and events; and for any other recommendations pertaining to and/or affecting school district operations and student health and safety.

SUPERINTENDENT’S MESSAGE

We at RGCGISD believe firmly that our hardest times often lead to the greatest moments of our lives, if we only keep the faith. I believe, firmly, that our hardest times can often lead to the greatest moments of our lives, if only we stick to our convictions. It is my sincere expectation that everyone who makes up our SENSATIONAL district, have been able to persevere and find the true measure of happiness regardless of the circumstances. Although this has been a challenging year for everyone in our district and our families, we have implemented new procedures, strategies, and upgraded facilities to meet the health and safety standards of our community.

Our RGCGISD teachers and staff have been working tirelessly to ensure all students have access to a quality education, while also maintaining safety protocols. Parents, rest assured, your concerns are our concerns. Not a day goes by where we do not have their best interest in mind and are constantly looking at ways to improve our safety. That is and will always remain our top priority.

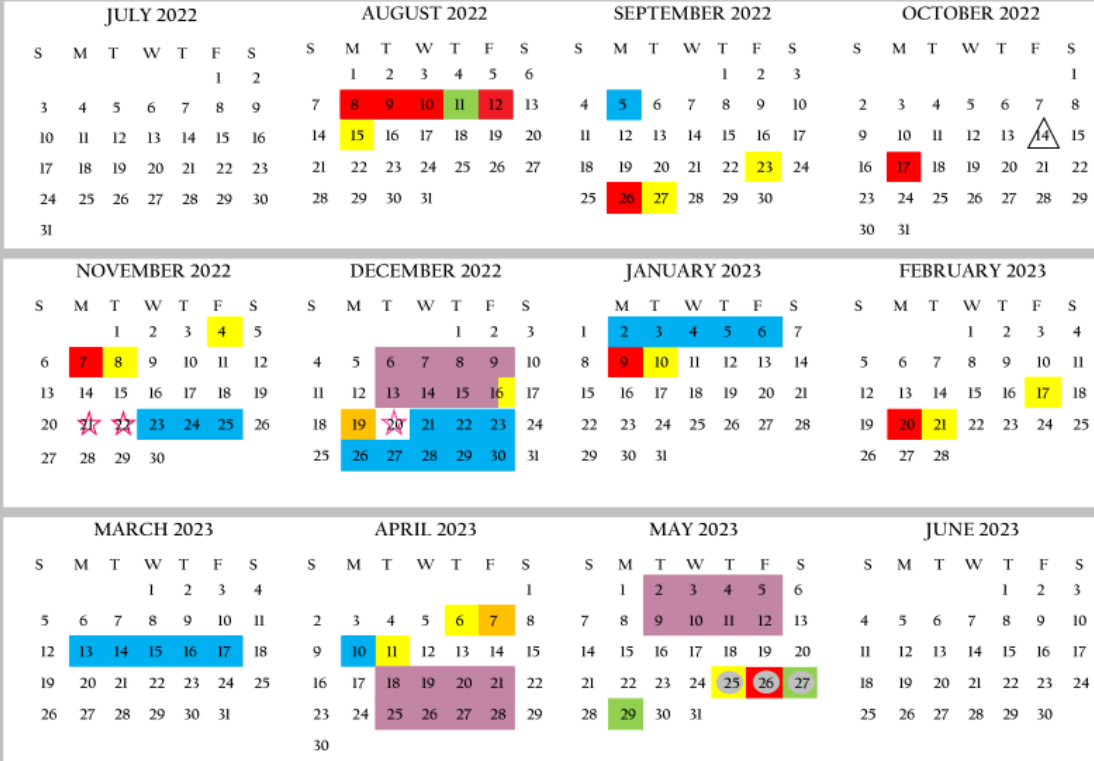
Each school year brings challenges, rewards and moments of happiness and accomplishment. As we strive to give every child a quality education, we encourage you to take advantage of every opportunity to help improve the lives of our students. Working together as a FAMILY, we know that we can accomplish these goals. Our top priority, along with the Board of Education, is to take care of the needs of our students, faculty, staff, and community. In this journey, we are also striving to become an “A” district. We believe these goals go hand in hand with each other.

I, Adolfo Pena Jr., Rio Grande City Grulla ISD Superintendent of Schools, want you to know that your TRUST means the world to me and the School Board of Trustees. Thank you for trusting Rio Grande City Grulla ISD to care for your family, as well as ours!



Rio Grande City Grulla INDEPENDENT SCHOOL DISTRICT

BOARD APPROVED: MARCH 29, 2022



FIRST DAY OF SCHOOL	AUGUST 15, 2022	
LAST DAY OF SCHOOL	MAY 25, 2023	
REPORTING PERIODS		
FALL SEMESTER		
1ST SIX WEEKS	13,195 MINUTES (29 DAYS)	
2ND SIX WEEKS	12,515 MINUTES (28 DAYS)	
3RD SIX WEEKS	10,920 MINUTES (24 DAYS)	
TOTAL	36,630 MINUTES (81 DAYS)	
SPRING SEMESTER		
4TH SIX WEEKS	13,195 MINUTES (29 DAYS)	
5TH SIX WEEKS	12,740 MINUTES (28 DAYS)	
6TH SIX WEEKS	15,015 MINUTES (33 DAYS)	
TOTAL	40,950 MINUTES (90 DAYS)	
77,580 MINUTES (171 DAYS)		
LEGEND		
■ BEGIN/END GRADING PERIOD	■ DISTRICT HOLIDAY	■ PROFESSIONAL LEARNING DAY
■ ASSESSMENT DATES	■ WEATHER DAY	■ TEACHER WORK DAY
△ EARLY RELEASE	★ TIME EQUIVALENCY DAY	● HS GRADUATION DAYS

STAFF PROFESSIONAL LEARNING/WORKDAYS/STUDENT HOLIDAYS	
AUGUST 8-10, 2022	PROFESSIONAL LEARNING DAYS
AUGUST 11, 2022	TEACHER WORKDAY
AUGUST 12, 2022	PROFESSIONAL LEARNING DAY
SEPTEMBER 26, 2022	PROFESSIONAL LEARNING DAY
OCTOBER 14, 2022	EARLY RELEASE
OCTOBER 17, 2022	PROFESSIONAL LEARNING DAY
NOVEMBER 7, 2022	PROFESSIONAL LEARNING DAY
NOVEMBER 21-22, 2022	TIME EQUIVALENCY DAYS
DECEMBER 20, 2022	TIME EQUIVALENCY DAYS
JANUARY 9, 2023	PROFESSIONAL LEARNING DAY
FEBRUARY 20, 2023	PROFESSIONAL LEARNING DAY
MAY 26, 2023	PROFESSIONAL LEARNING DAY
MAY 27, 2023	TEACHER WORKDAY
MAY 25-27, 2023	HIGH SCHOOL GRADUATION DAYS
MAY 29, 2023	TEACHER WORKDAY
STAFF/STUDENT HOLIDAYS	
SEPTEMBER 5, 2022	LABOR DAY
NOVEMBER 23-25, 2022	THANKSGIVING
DECEMBER 21, 2022-JANUARY 6, 2023	WINTER BREAK
MARCH 13-17, 2023	SPRING BREAK
APRIL 10, 2023	SPRING HOLIDAY
INCLEMENT WEATHER MAKE-UP DAYS	
DECEMBER 19, 2022	APRIL 7, 2023

Student's Legal Name

While we recognize that there are circumstances when a parent may wish his or her child to be enrolled under a name other than the child's legal name, we are required to maintain all school records for your child under the child's legal surname as shown on the birth certificate or other recognized document to prove the child's identity or as shown in a court order changing the child's name.

Admission, Release, Withdrawal

(Admission Application Questions and Residency Power of Attorney forms are available at student services webpage)

These are the basic requirements for admission to district schools:

1. The student lives in the district with a parent or legal guardian or one of the student's parents lives in the district, even if the student does not live with that parent.
 - The parent enrolling a student based on only the parent's residence in the district must provide a copy of a current order, signed by the judge and showing a file stamp from the court, designating the parent as a managing or possessory conservator.
2. The student is under age 18 and, subject to district policy at FD (LOCAL) and FDA (LOCAL), lives in the district with an adult resident of the district who has accepted a Power of Attorney from the child's parent or legal guardian or adult caregiver who has accepted responsibility for the child by an Authorization Agreement in compliance with Texas Family Code section 34.002. The school district has Power of Attorney forms to be completed by both the parent and the person with whom the student lives.
3. The student is under age 18 and does not reside in the district, but a grandparent who provides a substantial amount of after-school care for the person resides in the district. "Substantial amount of after-school care" means the grandparent provides after-school care for the student at least four days each school week. The student resides with a parent or guardian who is an active member of the U.S. armed forces stationed in a military installation in or adjacent to the district's attendance zone.
4. The student resides with a parent on a residential homestead that is located on a parcel of property with any part of the parcel being located in the school district.
5. Students under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for the student. Students who are 18 or older, who are legally married, or who have ever been legally married, and who have not graduated from high school can enroll themselves.
6. The adult enrolling the student must present current immunization records or show proof that the required immunizations have been begun.
7. No later than 30 days after a student has been enrolled, the adult enrolling the student must provide a copy of a birth certificate or other acceptable identification for the child and copies of the education records from the school the child last attended.

We do not ordinarily admit overage students to school. However, a student who is under 21 years of age on September 1 of the current school year will be admitted.

The district shall not admit into its public schools any person age 21 or older unless otherwise required by law.

The application for admission and enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials can ask parents or another adult enrolling a student to provide some evidence that they are bona fide residents of the school district. As required by law, we will record the name, address, and date of birth of the person enrolling a student.

At the time of enrollment, we will request that you disclose whether your child has a food allergy or a severe food allergy (including the food to which the child is allergic and the nature of the allergic reaction) that, in your judgment, should be disclosed so that district officials may take necessary precautions regarding the child's safety. This information is confidential and will be disclosed only to those employees who need the information to appropriately care for your child.

If school officials have reason to question the legitimacy of a child's residency information, they can investigate to determine the student's actual place of residence. If the district finds that a student is not really a district resident, the student will be withdrawn, and school officials will take the necessary legal steps to recover the maximum tuition fee the school district can charge or the amount the board of trustees budgets as an expense per student.

Attendance Zones

The Board of Trustees has established geographic boundaries for each school, and students generally must attend the schools in the zone for their street address. You can make a written request for your child to attend a particular school and will have a chance to explain to the superintendent why you think your request should be granted. Contact the superintendent for further information if you are not satisfied with the superintendent's decision.

Certain Transfers—Victims of Bullying and Sexual Assault or Students Who Have Engaged in Bullying

If you believe that your child is the victim of bullying (see the definition in the Student Code of Conduct), you may request a transfer to another classroom at the same campus or to another campus within the school district. If we verify that your child is the victim of bullying, the transfer will be made. If the transfer is to another campus, we will not provide transportation to that campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

If your child is determined to have engaged in bullying of any other student, he or she may be transferred to another classroom at the same campus or to another campus. We will consult with you about the transfer before it occurs.

If another student in the district is convicted of committing continuous sexual abuse of a young child or children or convicted and placed on deferred adjudication for a sexual assault or aggravated sexual assault against your child (see definitions in the Student Code of Conduct), you may request that your child be transferred to another campus within the district or to a neighboring school district, and the request will be granted. We will not provide transportation to the new campus. If you do not want to transfer your child, we will take appropriate steps regarding the other student to ensure that both students are not assigned to the same campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

Release During the School Day

Students will be allowed to leave school during the school day only with the permission of the principal or someone in the principal's office who has been given the authority to release students. Parents cannot go directly to their children's classroom and take the child away from school during the day. Teachers do not have the authority to let children leave their classroom with anyone. If you need to take your child from school before the end of the school day, such as for a medical appointment or a family emergency, you should go to the principal's office and sign the child out. The teacher will send the child to the principal's office, and she or he will be released to you at that time.

At the time children are enrolled, the parent or other adult completing the enrollment forms should list those people who are authorized to pick up children during the school day. **Unless the principal has a current court order signed by a judge, showing an official file stamp with the court and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent.**

Students will not ordinarily be released during the school day to participate in private lessons or other instruction. If you believe you have a special situation that would warrant an exception to this rule, please contact the campus principal to schedule a conference about your situation.

Withdrawing from School

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Students must return all textbooks and instructional technology issued to them and clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents or to another school district.

Students who are age 18 or older, who are legally married, or who have ever been legally married are adults and can withdraw themselves from school.

Attendance Requirements

State compulsory attendance laws generally require all children between the ages of six and 19 to attend school each day that school is in session. A student who is younger than six and has ever been enrolled in the first grade is required to attend school. Once a parent enrolls a child in kindergarten or pre-kindergarten, the child is required to attend school that school year.

A student who voluntarily remains enrolled after the age of 19 is required to attend school. A student who is at least 19 years old and under the age of 21 will be required to attend school until the end of the school year.

If a 19-year-old student has more than five unexcused absences in a semester, we may revoke his or her enrollment for the rest of the school year but will not take such action on a day when the student is physically present at school. We will issue a warning notice to the student after the third unexcused absence that enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester.

If we revoke enrollment, the student will be treated as an unauthorized person and may be arrested for trespassing if he or she comes on school property.

Regular attendance is critical to your child's success in school. It is also critical to the school district's success because it is a factor in the district and campus rating under the state accountability system and is a significant factor in the amount of state financial aid the district is entitled to receive. In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all attendance policies will apply to virtual learning on remote platforms and all other forms of distance learning as they would during classroom instruction.

School officials aggressively enforce the state compulsory attendance laws. If your child, age 12 or older, is absent three or more days or partial days during a four-week period but has not had absences that would require a referral to truancy court, we will implement truancy prevention measures in hope of minimizing the need to refer your child to truancy court. If your child aged 12 or older is absent from school on 10 or more days or partial days within a six-month period in the same school year, you will be referred for prosecution for contributing to truancy and your child will be referred to truancy court, unless the truancy is a result of your child's pregnancy, assignment to a state foster program, homelessness, or being the principal income earner for your family.

You will be notified when your child has three unexcused absences within a four-week period or less to advise you that you must monitor your child's attendance, to inform you that you may be prosecuted, and to request a conference to discuss the absences. Every day that a child is out of school in violation of compulsory attendance laws is a separate offense. You may be assessed a fine for each offense and may also be ordered to participate in a class designed to help you make sure your child attends school as required.

Of course, there are times that children are sick or have other legitimate reasons for being absent from school. Regardless of the age of your child, if she or he is sick and will not be at school that day, you should call the school office to let them know of the absence. Whenever a child is absent from school for any reason, she or he should bring a note signed by you explaining the reason for the child's absence when she or he returns to school. The principal or someone acting for the principal will make the final decision whether an absence is classified as excused or unexcused.

If the child does not bring a signed note, the absence will be classified as unexcused. Students ordinarily will not be permitted to make up missed work for credit if the absence is unexcused.

Although students who are married are legally adults, this fact does not mean that they are not legally required to attend school until they are age 19. We will work aggressively with local authorities to make sure that all students who are within compulsory attendance requirements come to school.

Doctor and Dental Appointments: Absences for appointments with doctors, dentists, orthodontists, physical therapists, and other health care professionals will be classified as excused absences if the student returns to school on the same day as the appointment and presents a note from the health care provider stating the time of the appointment and the time the student left the doctor's office. If the appointment is at the end of the school day and the student has been at school all day up to that time, the absence will be excused if the student brings a note from the health care provider the following day. These excused absences include those for a student diagnosed with autism spectrum disorder to attend appointments with health care practitioners to receive a generally recognized service for persons with that diagnosis, such as applied behavioral analysis, speech therapy, and occupational therapy. This provision also applies to excuse the absences of students who are parents and are absent to take the student's child for a medical appointment.

Serious or Life-Threatening Illness: Absences resulting from a serious or life-threatening illness or related treatment causing a student's attendance infeasible shall be excused upon presentation of a written certification from a physician licensed to practice medicine in this state specifying the student's illness and the anticipated period of absence. Students who become truant as a result of a serious or life-threatening illness shall not be referred to truancy court but will instead be offered additional counseling.

Religious Holidays: Absences for religious holy days, including up to two days of travel time if necessary, will be classified as excused absences.

Court Appearances: Absences for required court appearances will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's appearance in court.

Foster Care Activities: Absences for court-required activities attendant to the student's being in foster care will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's attendance at the activities, provided it is not practicable to schedule the activity outside of school hours. Absences are also excused if they are required under a foster care service plan.

Sounding "Taps" at a Veteran's Funeral: Absences by students in grades 6-12 for the purpose of sounding "Taps" at a veteran's funeral with military honors may be excused upon verification that the student provided the service noted.

Citizenship/Naturalization Activities: Absences for appearing at a government office to complete citizenship application paperwork and for taking part in a United States naturalization oath ceremony will be excused upon verification of the student's participation.

Enlistment in Armed Services or National Guard: No more than four absences in the period a student is enrolled in high school will be excused for a student who is 17 years of age or older in order for the student to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard. The absences need not be consecutive. The absence will be excused upon verification that the student did pursue such enlistment.

Military Deployment: No more than five absences in a school year for visiting with a student's parent, stepparent, or legal guardian who is on active duty and who is called to duty for, on leave from, or immediately returned from a continuous deployment of at least four months away from the person's regular residence will be excused. The absences must occur not earlier than 60 days before the date of deployment or 30 days after the date of return from deployment.

Election Clerk Activities: Students who are serving as election clerks or early voting clerks may receive a maximum of two excused absences in a school year for such activities.

College/University Visits: The District will permit junior and senior students a maximum of two days per year to visit a college or university when approved by the campus principal. Absences will be excused upon verifying the visit with the District and completing all make-up work in connection with their absence.

Obtaining a Driver's License: Students aged 15 and older may receive a maximum of one excused absence to visit a driver's license office to obtain a driver's license and up to one excused absence to obtain a learner's permit license. Absences will be excused upon presenting verification of their visit to the campus attendance official and the student will be expected to complete all make-up work in connection with their absence.

Attendance and Credit

Separate and apart from the compulsory attendance requirements, students in all grade levels K-12 must attend school a certain amount of time in order to get credit or a final grade for a class. State law generally requires students to be "in attendance" for at least 90 percent of the days or minutes a class is taught during a semester or year. All absences from class, excused or unexcused, are counted in determining whether a student has met attendance requirements for credit or a final grade.

Students who are in attendance in a class at least 75% of the days or minutes but less than 90% are eligible to receive credit or a final grade if they complete a plan approved by the principal providing for the student to meet the instructional requirements for the class. Students who are under the jurisdiction of a court in a criminal or juvenile justice proceeding must also obtain the court's consent before credit may be granted.

In the 2022-2023 school year, we require students to be in a class for 81 days in the Fall Semester and 90 days in the Spring Semester to meet the 90% attendance for credit requirements. Each campus has an attendance committee that will review student attendance records. If the committee decides that extenuating circumstances prevented a student from meeting the minimum attendance for credit standard or fulfilling the principal's plan for meeting instructional requirements, the committee can

award credit or tell the student what additional work, additional time, or both time and work must be completed in order for the student to get credit for the grade level or course.

You will be notified when your child is in danger of losing credit because of absences and will have the chance to meet with the attendance committee to discuss your child's situation.

Conduct and Discipline

Along with this Student Handbook, your child has also received a copy of the RGCGISD Student Code of Conduct. The Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action. If you have any questions about conduct or discipline rules, please refer to the Code of Conduct or call your child's principal.

A student age 21 or older who has been admitted to district schools to complete the requirements for a high school diploma will not be placed in the district's DAEP or a JJAEP in which the district participates for violations of the Code of Conduct. Instead, the district will revoke the student's admission to the district.

Infractions and Consequences will include parent conference (as per principal's discretion)

NOTE: Continuance of misconduct in any of the infractions listed in the following section may result in suspension, DAEP (Disciplinary Alternative Education Program), placement, possible referral to juvenile authorities/legal authorities, and/or expulsion from school based on the incident and administrative review. All consequences may be at the principal's or designee's discretion.

A. Abusing Student Relations

1st offense --- Student-Parent conference and one (1) day ISS

2nd offense --- Three (3) days ISS, counseling and parent conference and possible denial of bus privileges

3rd offense--- Denial of bus privileges, counseling and parent conference

B. Abusing Bus Privileges

1st offense---Parent Conference

2nd offense---Three (3) days ISS, counseling, parent conference and possible denial of bus privileges

3rd Denial of bus privileges, counseling, and parent conference

C. Abusive Foul Language or Swearing (Verbal/Signs/Graphics)

1st offense --- Two (2) days ISS, counseling and parent conference

2nd offense --- Three (3) days ISS, counseling, parent conference and personal contract

3rd offense --- Up to three (3) day suspension, counseling, and parent conference 4th offense --- Parent conference, up to three (3) days suspension, counseling, and DAEP placement

D. Assembly Misconduct

1st offense --- One (1) day ISS and parent notification
2nd offense --- Three (3) days ISS, counseling, and parent conference
3rd offense --- Denial of assembly privileges, counseling, parent conference (student will be sent to designated area during assemblies)

E. Dishonesty in School Work

1st offense --- A grade of zero (0) will be given to the student and parent conference
2nd offense --- Three (3) days in ISS, counseling, a grade of zero (0) on school work, parent conference
3rd offense --- Up to three (3) days suspension counseling, and parent conference 4th offense --- Parent conference and DAEP placement

F. Disruptive Classroom Behavior

1st offense --- One (1) day in ISS and parent/teacher conference
2nd offense --- Three (3) days ISS, counseling, parent conference
3rd offense --- Up to three (3) days suspension, counseling, parent conference, and placed on personal contract
4th offense --- Parent conference, counseling, and DAEP placement

G. Failure to Identify Self and/or Present ID Card

1st offense --- One (1) day ISS and parent notification 2nd offense --- Three (3) days in ISS, counseling, and parent conference 3rd offense --- Up to three (3) day suspension, counseling, and parent conference

H. Forgeries

1st offense --- One (1) day ISS and parent conference
2nd offense --- Three (3) days ISS, counseling, and parent conference
3rd offense --- Up to three (3) days suspension, counseling, parent conference, and personal contract

I. Insubordination toward Principal, Teachers, and Other School Personnel

1st offense --- Two (2) days ISS, counseling, and parent conference
2nd offense --- Up to three (3) days suspension, counseling, and parent conference **Possible DAEP placement depending on the severity of the infraction.

J. Skipping Class

1st offense --- One (1) days ISS, parent conference, and student contract

- 2nd offense --- Three (3) days ISS, counseling, parent conference, and student/teacher class sign-in sheet
- 3rd offense --- Parent shadowing student, counseling
- 4th offense --- Up to three (3) day suspension, counseling, and parent conference

K. Violating Dress Code Policy

- 1st offense --- One (1) day ISS and correction of dress code violation
- 2nd offense --- Three (3) days ISS, counseling, and parent conference
- 3rd offense --- Up to three (3) days suspension, counseling, student/parent conference

L. Violations of Off-Limits Policy (unauthorized visits to off-limits areas)

- 1st offense --- Two (2) days in ISS, parent/principal conference
- Any additional offense --- Three (3) days ISS, counseling and parent conference

M. Fighting in School or on School Property

Note: (The student may be disciplined accordingly, once the school administration examines the severity of the infraction).

- 1st offense --- Three (3) days suspension, parent conference, referral to legal authorities, counseling, and placed on personal contract
- 2nd offense --- DAEP placement (Disciplinary Alternative Education Program)

N. Possession and/or Use of tobacco/Cigarettes Products on school property

- 1st offense--- Up to Three (3) days ISS

O. Possession and/or Use of Electronic/Vape Products on School Property

- 1st offense --- Three (3) days suspension, parent conference, referral to legal authorities, possible DAEP placement after the first offense

P. Stealing Note: (The student may be disciplined accordingly, once the school administration examines the severity of the infraction).

- 1st offense --- Three (3) days in ISS, counseling, parent conference, restitution of property, possible referral to legal authorities
- 2nd offense ---Up to three (3) days suspension, counseling, parent conference, restitution of property, referral to legal authorities

Q. Violation of Closed Campus Policy 1st offense --- Up to three (3) days suspension and parent conference 2nd offense --- Parent conference and DAEP placement

R. Breaking into the School 1st offense --- Up to three (3) day suspension, counseling, parent conference, referral to legal authorities, restitution of damages if any, DAEP placement or possible expulsion. (if felony criminal mischief)

- S. Deliberate Destruction/Defacement of Property to Students, Personnel, and School 1st offense --- Up to three (3) days suspension, counseling, parent conference, expense of replacement by student or parent, and possible referral to legal authorities. (Note: An expellable offense is committed if damages are appraised in excess of \$1500.00)
- T. Assault on a Teacher or Other Individual Refer to Student Code of Conduct
- U. Possession or Use of Firecrackers, Explosives, Smoke/Stink Bombs, etc. Refer to Student Code of Conduct
- V. Sells, Gives, or Delivers an Alcoholic Beverage to Another Person Possesses, Uses, or Is Under the Influence of Alcohol Refer to Student Code of Conduct
- W. Terroristic Threat (false fire alarm, bomb threat) Refer to Student Code of Conduct
RGCCISD High School Student Handbook 2020-2021 Page 34
- X. Use, Possession, or Under the Influence of Illegal Drugs on School Property Refer to Student Code of Conduct
- Y. Aggravated Assault Refer to Student Code of Conduct
- Z. Distribution and/or Sale of Illegal Drugs on School Property Refer to Student Code of Conduct

AA Possession or Use of Explosives or any Such Devices That Causes Bodily Harm Refer to Student Code of Conduct

BB Prohibited Weapons on School Premises (including but not limited to firearms, knives, and all illegal weapons) Refer to Student Code of Conduct

On the eighth (8th) disciplinary referral for unacceptable behavior, the parent will be notified that the student is on disciplinary contract stating that the next offense will result in DAEP placement

Conduct and Discipline Middle School

Classroom Expectations

All students will:

- be seated with all supplies before the tardy bell rings
- follow all directions the first time they are given
- respect the rights and feelings of others by not using abusive or offensive language
- keep hands, feet, and other objects to themselves

- not eat, chew gum or groom in class

Teacher Level

Teachers are responsible for discipline in their classrooms. Each teacher will have a classroom management plan which should include the above class expectations. Rules and consequences will be explained to the students the first week of the school year. Violations of the above class expectations are minor infractions and should be handled by the teacher. Consequences for violations will include teacher/student conferences, loss of classroom privileges, assigned to detention, a written notice or parent telephone conference. Students who are extremely disruptive in the classroom will be removed and escorted to a school administrator's office. Parents will be called and notified. Persistent misbehavior may require a conference involving the student, parents, teacher(s), school administrator and counselor.

Administrative Level

A student may be REFERRED DIRECTLY to the principal or designee if he/she has violated the Student Code of Conduct. Every campus at Rio Grande City GISD develops a handbook in addition to the RGCGISD Student Code of Conduct. In meeting each campus' unique needs, differences may be noted in the handbook. In accordance with the law, in case RGCGISD Middle School Student Handbook 2022-2023 conflict between the Student Code of Conduct and the student handbook, the Student Code of Conduct will prevail. The Student Code of Conduct is adopted by the District's Board of Trustees and has the force of policy. In accordance with state law, the Rio Grande City GISD Student Code of Conduct will be made available to every student. Parents and students are responsible for reading and returning the proof of receipt form to the office.

The principal or designee has the option of taking any of the following measures:

- conference with student and notification of parent
- conference that may include parent/guardian, teacher, student, counselor and any other staff member
- conference with parent/guardian and student resulting in suspension from school for up to 3 days in accordance with school board policies
- immediate suspension from school, placement at an alternative center or a possible recommendation to the superintendent for expulsion, this action will be exercised as an option when the safety or health of the student(s) is involved or persistent disruption of class occurs

In accordance with state law, the Rio Grande City GISD Student Code of Conduct will be available for review at the Principal's office or can be accessed through the District website at www.rgccisd.org.

State law requires certain disciplinary actions for certain offenses. The following offenses require placement in a Disciplinary Alternative Education Program. Campus policy is subject to district Student Code of Conduct.

- conduct that contains elements of simple assault or terroristic threat

- possessing, using, or being under the influence of:
 - marijuana or controlled substance in amount not constituting a felony
 - dangerous drug in amount not constituting a felony
- possessing, using, or being under the influence of alcohol
- conduct containing the elements of offense related to abuse of glue or aerosol paint or relating to volatile chemicals
- conduct containing elements of public lewdness or indecent exposure
- conduct that is a felony that occurs on or off school property
- retaliation against a school employee, either on or off school property and when not combined with another offense
- retaliation against a school employee, either on or off school property and when not combined with another offense 32 RGCGCISD Student Handbook 2021-2022

Offenses that require EXPULSION are:

- using, exhibiting, or possessing firearms, prohibited knife, club, or prohibited weapon
- conduct containing elements of aggravated assault; sexual assault; aggravated sexual assault; arson; murder; capital murder, or; indecency with a child; aggravated kidnapping; conduct related to alcohol or drugs that is punishable as felony
- retaliation against an employee involving any of the offenses listed above

The District may EXPEL for:

- continued serious misbehavior following placement in an alternative education program for disciplinary purposes
- criminal mischief, if punishable as felony

In addition, the principal may expel a student immediately on an emergency basis if the principal believes the action is necessary for the protection of persons or property.

Violation Consequences

Violations by students on the Student Code of Conduct may result in, but are not limited to, the following consequences:

- conference with teacher, advisor, counselor or principal

- parent/teacher/advisor conference
- reassignment of classes
- in-school/after-school suspension (including cafeteria duty)
- out of school suspension
- verbal reprimand
- denial of privileges
- assignment of supervised study/detention
- corporal punishment
- home-based instruction (Unsupervised educational setting)
- recommendation to Disciplinary Alternative Education Program (DAEP)
- expulsion
- a student shall not be suspended for being truant or tardy (H.B. 13)

Infractions and Consequences

NOTE: Continuance of misconduct in any of the infractions listed in the following section may result in suspension, DAEP (Disciplinary Alternative Education Program) placement, and possible referral to juvenile authorities/legal authorities and /or expulsion from school based on the incident and administrative review.

The following is a list of minor offenses and their possible consequences:

- bullying or taunting behaviors (may include repeated teasing or ridicule, name-calling, gossip and rumors) toward another student
- physical intimidation of any kind (depending on severity)
 - abusing student relations
 - boy/girl relationships (hugging, kissing, etc.)
- abusing bus privileges (possible removal of bus privileges)
- violation of dress or grooming code (students will be given an opportunity to comply)
- dishonesty in school work (grade zero will be given)

- failure to identify self or display ID card
- disruptive classroom behavior (after teacher and team level compliance)
- leaving class without permission
- tardiness (three or more)
- violation of off limits policy (possible referral to legal authorities)
- insubordination towards principal, teacher, or other school personnel (may be level III, depending on severity)
 - assembly misconduct (possible referral to legal authorities)
 - forgeries (may be level III)
 - possession of laser (confiscation of item)
 - possession of knife over five and a half inches (may be level III)
- loitering

Consequences

First Offense:

documented warning (depending on severity), parent notification and referral to counselor

Second Offense: up to 3 days in or out-of-school suspension and/or parent notification

Third & Subsequent Offenses: consequences may include but are not limited to one or a combination of the following:

- parent notification
- counselor intervention
- referral to an outside agency
- up to 3 days out-of-school suspension
- corporal punishment
- student contract
- detention (during or after school)

- restitution if applicable
- possible referral to legal authorities, depending on severity
- referral to DAEP

The following is a list of serious offenses and their possible consequences:

- fighting in school or school property (depending on severity)
- engaging in a verbal confrontation or written exchanges that threaten the safety of another student, a school employee, or school property
- abusive or foul language (swearing, vulgar, profane, or rude remarks to staff or students) (may be applicable to minor offenses depending on intent)
- use of tobacco
- gambling (1st and 2nd offense)
- obscene or vulgar gestures
- direct threat of bodily injury (depending on severity)
- theft (restitution)
- violation of Closed Campus Policy
- deliberate destruction/defacement of property (restitution of item or damages)
- possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person
- possessing or selling a “look-alike weapon”, air gun, BB gun, ammunition, stun gun, mace or pepper spray
- discharging of a fire extinguisher or pulling a fire alarm •
making false accusations or hoaxes regarding school safety
- using the Internet or other electronic communications to threaten students or employees, or cause disruption to the educational program
- sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation or illegal

- abusing the student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug **Consequences**

First Offense: up to 3 days in or out-of-school suspension/parent notification or referral to legal authorities/restitution if applicable

Second Offense & Subsequent Offenses: consequences may include but not limited to one or a combination of the following:

The following is a list of severe offenses and their consequences:

- use of tobacco, after first offense
- gambling, after second offense
- fighting after first offense or on the first offense depending on severity or if gang related • obscene language, depending on location, severity, and prompting situation
- improper sexual advances or sexual harassment
- possession or use of fireworks
- any device used to disrupt the educational setting • hazing (any physical, oral, or written act) • forgery
- falsifying records
- habitual thievery
- extortion
- violent insubordination
- non-violent insubordination
- indecent exposure
- graffiti
- use, possession or under the influence of illegal drugs on school property
- abusable volatile chemical, inhalant paraphernalia
- public lewdness
- criminal mischief (vandalism)

- terroristic threat
- the consumption, possession, under the influence or sale of any alcoholic beverage
- truancy after the third legal referral to truant officer
- assault on student or any other individual
- persistent misbehavior (Student will be placed on a disciplinary contract on his/her 8th)

Consequences

Referral to legal authorities and refer to the Student Code of Conduct.

Level I and/or Level II offenses The parent will be notified that on any next offense, the student will be recommended to the DAEP.

- gang related activities
- offenses not covered

Terminology

The campus principal may use suspension as a disciplinary alternative in lieu of in-school suspension or vice-versa. Suspension is a disciplinary management alternative whereby a student is temporarily removed from school and placed at home under the supervision of the parent or guardian for a period not to exceed three (3) days per offense. Expulsion from school will be reflected in the student's cumulative record. Referral to legal authorities means the school district will refer the case to the sheriff's department/juvenile office and may file charges, if need be, in the appropriate court of law. Expulsion means the total withdrawal of a student from the school environment and termination of all school services to the student. The student cannot be on school property nor attend school sponsored activities for the duration of the expulsion. Student Adjustment Center placement refers to a transfer of campus to an alternative education program for a specified period of time where the student will be separated from the home campus environment.

Discipline Procedures

The following procedures shall apply to all discipline cases. The disposition of particular discipline cases may terminate at any administrative level depending upon the infraction and punishment rendered.

Preliminary Hearing:

- investigation by the principal and/or assistant principal
- discussion with student of charges
- hearing of student's side of incident

- informing student of action being taken

2. Notification of Parents:

- call parents immediately by telephone, if possible, send note home

3. Notification of Superintendent:

- provide copy or letter to parents
- recommend action over and above limits of principal's authority

4. Superintendent

- conduct an investigation as to the evidence and facts of the case
- set-up hearing date to hear appeal, if appropriate, and notify parents of date, time, and site of hearing
- hear the case and render decision including referral to the Board of Trustees for hearing, if appropriate
- provide pertinent school records for Board meeting

5. Board of Trustees • Hear case

- Determine guilt or innocence on basis of evidence
- Determine penalty

Students Declared Delinquent or Convicted of Misdemeanors and or Felonies

Any student who has been legally declared delinquent or who has been convicted of a misdemeanor or felony may be suspended or expelled from school. When the principal becomes aware of such convictions, he may suspend the student from school. In such event, he shall provide the superintendent with a written report concerning the conviction and action taken. The superintendent shall review the case and may alter the action of the principal or continue the suspension or add days to the suspension until such time as the Board of Trustees shall meet in regular or special session. At this time, the superintendent may recommend an additional period of suspension or expulsion for the remainder of the school term with no credit earned for the current semester.

Tardiness A student who is tardy to class is subject to disciplinary action. Repeated instances of tardiness will result in more severe disciplinary action.

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 probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- to comply with a properly issued directive to take a student into custody
- by an authorized representative of child protective services, Texas department of protective and regulatory services, 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

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person deem 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 custody action, notification will most likely be after the fact.

Notification of Law Violations

The district is also required by state law to notify:

- all instructional and support personnel who have responsibility for supervising a student who has been 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 or adjudicated of delinquent conduct for any felony offense or certain misdemeanors. [See policy GRA (LOCAL)].

Dress and Grooming Code

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. We do not permit students to wear clothing with pictures, emblems, or writing that is lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school. The principal makes decisions about dress and grooming violations.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all dress and grooming policies will apply to virtual learning on remote platforms as they would during classroom instruction.

<p>APPROPRIATE ATTIRE</p>	<p>Male students must wear clean clothing (shirt, slacks, jeans, trousers) that is not torn or damaged. Female students must wear clean clothing (dress, blouse, shirt, skirt, slacks, jeans) that is not torn or damaged. Pants must be worn with the waist at waist level, and shirts or blouses must be buttoned. All students must wear shoes and appropriate undergarments. * * All jackets must have a zipper*</p>
<p>APPROPRIATE GROOMING</p>	<p>All students will exemplify grooming standards that project a positive image for the student, school, and District. Hair must be clean and neatly groomed and worn in a style that does not cover the eyes or eyebrows. Male students' hair must be neatly trimmed. Male students must be free from facial hair. Sideburns may extend no lower than the bottom of the ear and must be trimmed in a straight line without flares at the bottom.</p>
<p>INAPPROPRIATE GROOMING</p>	<p>The following hair styles or colorings are inappropriate grooming for any student at school or a school-related or –sanctioned activity: Spikes or other sculptured hair styles. Neon or other hair colorings or bleaching, whether permanent or temporary, in a shade or tone that the principal determines to be unnatural, such as neon orange, neon pink, magenta, any shade of blue, any shade of green, violet, purple, white. Hair coloring or bleaching for the purpose of creating extreme differences in color, shade, or tone between sections of individual strands of hair or areas of hair on the head. Hair coloring or bleaching for the purpose of creating extreme differences in color, shade, or tone between the student's natural and original hair color and the colored or bleached color, shade, or tone. Patterns or designs shaved or cut into the hair, e.g., "mohawks," partially shaved heads, etc.</p>
<p>INAPPROPRIATE OR UNACCEPTABLE ATTIRE</p>	<p>The following clothing and accessories are inappropriate attire for any student at school or a school-related or –sanctioned activity: Shorts or skirts shorter than the length of all fingertips, unless the student is in a primary grade (K-3).</p>

	<p>Pants worn below the natural waistline or sagging, baggy, or extremely loose pants.</p> <p>Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, or halter tops.</p> <p>Exposed undergarments.</p> <p>Bedtime attire, pajamas, undershirts, or undergarments worn as outerwear, e.g., boxer shorts.</p> <p>Clothing made of any see-through material, fish net, or very loosely-woven fabric, unless other clothing is worn underneath.</p> <p>Shirts or blouses that are split up the side such that the vent or split is unfinished or extends above the natural waistline.</p> <p>Unhemmed, torn or cut-off clothing of any kind.</p> <p>Muscle shirts, shirts with oversized armholes, or backless shirts, blouses, or tops.</p> <p>Any clothing made of Spandex or similar body-hugging fabric or material.</p> <p>Flip flops, crocks, slippers, or house shoes.</p> <p>Sunglasses, hats, or caps worn inside a school building.</p> <p>Hair rollers, hair curlers, plastic hair bags, and other similar grooming items worn inside a school building.</p>
<p>CLOTHING WITH WORDS OR PICTURES</p>	<p>Clothing worn at school or school-related or-sanctioned activities may not display printed statements or pictures:</p> <ol style="list-style-type: none"> 1. that are vulgar or obscene; 2. that are related to or depict sexual activity; 3. that promote hate or violence in general or are directed at any specific person or group of persons; or 4. that are related to or depict the use of drugs, alcohol, or tobacco.
<p>JEWELRY, TATTOOS, BODY PIERCING</p>	<p>Students may not wear on the outside of their clothing any jewelry or similar artifacts that are obscene or distracting or that are likely to cause disruption to the educational environment.</p> <p>Students may not wear facial jewelry of any kind, other than non-distracting earrings worn on the earlobe. Male students may not wear earrings at all.</p> <p>Any body piercings or tattoos, including temporary tattoos, must be covered at all times while students are under the school’s jurisdiction.</p>
<p>GANG ATTIRE AND GROOMING</p>	<p>Clothing, grooming, or any attire that identifies or connects a student with a gang [There is a definition in the EWHPM Code of Conduct.] is prohibited. The principal will maintain and regularly update a list of clothing, grooming, and other attire that has been identified as gang-related and will make the list available to teachers and parents for review.</p>

**PRINCIPAL'S
AUTHORITY**

The principal will determine if clothing or attire addressed/not addressed in this policy which creates a distraction to the educational process may be prohibited in his or her campus. Administrators have the discretion to determine the appropriateness of dress and grooming and to make exceptions, including religious or medical reasons.

School Uniforms High School

Shirts (boys and girls)

- Polo-style shirt (short- or long-sleeve)
- School organization, class, and tournament shirts may be worn only on Fridays or any other designated day
- Each high school campus has its own dress code (shirt colors). See campus administration.

Pants

- Plain blue or black jeans or blue or black dress pants.
- Girls may wear blue or black Capri jeans that must be at least calf length.
- Boys' pants must be ankle length.

Skirts

- Blue or black denim skirts for females that are at least knee length when standing, with no slits above the knee

No shorts, oversized shirts, sweat shirts or pants shall be permitted.

School Uniforms Middle School		
Campus	Grade	Shirt Colors
All Middle Schools	6 th grade	-WHITE polo-style shirt -blue or black jeans or dress pants -blue or black jean skirts/jumper -School spirit shirts may be worn only on Fridays
All Middle Schools	7 th grade	-ROYAL or NAVY BLUE polo-style shirt -blue or black jeans or dress pants -blue or black jean skirts/jumper -School spirit shirts may be worn only on Fridays.
All Middle Schools	8 th grade	-RED polo-style shirt -blue or black jeans or dress pants -blue or black jean skirts/jumper -School spirit shirts may be worn only on - Fridays.
All Middle Schools	6 th , 7 th , & 8 th grades	-College Shirts may be worn only on Thursdays. -School spirit shirts may be worn only on Fridays. -Polo shirts with collar must have no more than a four button closure (approved color only). -Only regular fit jeans are allowed. (No torn jeans of any type will be allowed)
Oversized or undersized clothing, including jackets, overalls & cargo pants will not be allowed.		

School Uniforms

Elementary

1. Shirts – Short- or long-sleeve knit polo shirts
2. Pants – plain blue or black jeans (No color striping and/or lettering) or dress pants. Girls may wear blue or black capri jeans that must be at least calf length and boy’s pants must be ankle length.
3. Skirts/Jumpers – Navy blue pleated or jean skirts.
4. Shorts - Blue jean shorts or navy blue gabardine that must fit at the waist.Length shall be no more than three inches above the knee.

Campus	Grade	Shirt Colors
Alto Bonito Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – Navy Blue School Spirit Shirt (Option)
Grulla Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – Blue School Spirit Shirt or Royal Blue Polo (Options)
La Union Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)
Barrera Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)

Hinojosa Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)
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Ringgold Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)
Roque Guerra, Jr. Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)
Gen. Ricardo Sanchez Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)
Dr. Mario E. Ramirez Elementary	PreK – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)
Ac ² E Elementary	1st – 5th	Monday through Friday <ul style="list-style-type: none"> • Red or White • Thursday – College Spirit Shirt (Option) • Friday – School Spirit Shirt (Option)

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, she or he will be placed in in-school suspension until she or he is in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, she or he will promptly return to regular classes.

Harassment or Bullying of Students

We prohibit students from sexually harassing other students and from sexually harassing employees; we also prohibit harassment based on anyone's race, color, religion, gender (including pregnancy), national origin, or disability. Likewise, we prohibit students from bullying each other. Engaging in harassment or in bullying, including cyberbullying, is a violation of the Student Code of Conduct. We, of course, prohibit employees from having any kind of sexual contact or romantic relationship with students enrolled in our schools, even if the student is willing and the parents do not object. See the Student Code of Conduct for a complete description of the offense of "harassment" and possible disciplinary consequences.

If you or your child have a complaint about sexual comments, conduct, contact, or any other inappropriate conduct by a school employee or about any other kind of harassment or bullying, contact the Title IX coordinator whose name appears at the beginning of this Handbook regarding sexual harassment or the superintendent regarding any other harassment or bullying. We will listen to your concern and conduct a prompt investigation, if warranted based on the allegations. You may report instances of bullying anonymously. We also will look into reports that other students have been making sexual or other harassing comments or engaging in bullying or sexual or other inappropriate conduct. Harassment may ultimately be reported to law enforcement.

Although we will provide you a general report of the results of our investigation of harassment complaints, the same federal law that protects the confidentiality of information about your child (see Family Educational Rights and Privacy Act) protects the confidentiality of information about the student you reported for investigation. In other words, we will not disclose to you the specific discipline imposed on another student, unless that student's parents give us permission to disclose that information. If the complaint is about an employee's conduct, we will inform you of the results of the investigation and of the general action taken in response if there is a finding of wrongdoing on the employee's part.

Copies of the complete policies and procedures addressing prohibited bullying, harassment, or retaliation and the process for making reports or complaints related to alleged harassment or retaliation are included in the appendix of this handbook.

Searches of Students, Lockers, and Vehicles on School Property

The principal or other school administrator can search a student's outer clothing, pockets, or property if she or he has a reasonable basis to suspect that the search will reveal evidence that the student has violated a school rule. The scope of the search will be related to the suspected violation.

Lockers are school property and remain under the school’s control at all times. Lockers can be searched at any time. Students are responsible for any contraband that is found in their lockers and will be disciplined accordingly. Therefore, they should not give any other student the combination to their locker or otherwise let anyone else have access to their lockers.

Vehicles parked on school property are also subject to search by the principal or other school administrators if the administrator has a reasonable basis to suspect that there may be contraband of any kind, such as weapons, alcohol, drugs, or any other prohibited substance, in the car.

We periodically bring in trained dogs to sniff around vehicles parked on school property or within 300 feet of school property. If the trained dog alerts to a vehicle, that alert provides a reasonable basis to search the car. We randomly use trained dogs to check/search on students’ lockers for illegal substances as well. We will always ask the student for permission to search when a dog alerts or we have another reasonable basis, such as a reliable tip, to search the vehicle. If the student does not consent, we will ordinarily contact a parent and local law enforcement and turn the matter over to law enforcement. Because students are responsible for any contraband that is found in a vehicle they have parked on school property and will be disciplined accordingly, they should be aware of and very careful about what goes on in any vehicle they drive to school.

Questioning Students at School

As school officials, we have the right to question your child about his or her own conduct at school and, in the investigation of alleged misconduct by other students or employees, to question him or her about the conduct of others. We expect students to cooperate in this process, and the refusal to cooperate will be treated as insubordination and disciplined accordingly. We will not ordinarily contact you before questioning your child about his or her own conduct or about the conduct of other students or employees, but we will contact you as provided in the Student Code of Conduct if our investigation shows that your child has violated school conduct rules. The Code of Conduct provides a complete explanation of the discipline processes and when you will be contacted. Our investigation of possible violations of the Code of Conduct is not a criminal proceeding, and there is no such thing as “taking the Fifth” or a student’s right not to incriminate himself or herself in a school discipline investigation.

Sometimes law enforcement officials or investigators from Child Protective Services (“CPS,” or also known as the Department of Family and Protective Services) ask to interview students at school. In the case of an investigator from Child Protective Services conducting a child abuse or neglect investigation, we are required by state law to permit the investigator to talk to the child at school. We will also make every effort to cooperate with law enforcement officials conducting an investigation that requires talking to students.

Ordinarily, we will attempt to contact you before the interview by an outside person takes place. However, if the CPS investigator or the law enforcement official asks or tells us not to contact you, we will comply.

Pledges, Minute of Silence, Prayer, and Meditation

Each day teachers will lead students in the recitation of the Pledge of Allegiance to the U.S. flag and to the Texas flag. If you do not want your child to participate in this activity, please make a written request to the principal for your child to be excused. Following the recitation of the pledges, the school

will observe a minute of silence. During this time, students may choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract other students.

Each student has a right to individually, voluntarily, and silently pray or meditate in school or at any school activity in a manner that does not disrupt or interfere with the delivery of instruction or other activities in the school. No school employee can or will require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

CURRICULUM AND PROGRAMS

General Curriculum Information

Ro Grande City Grulla ISD operates a Pre-K—12 program that meets all state curriculum requirements. Schools are organized by grade level, with separate campuses for elementary (pre-K—grade 5), middle school (grades 6-8), and high school (grades 9-12).

A free half-day pre-kindergarten program is available for children who are at least four years old on September 1 and who are eligible because:

1. they cannot speak or understand English;
2. they are homeless as defined by federal law;
3. they are educationally disadvantaged;
4. they are the child of an active duty member of the armed forces, including a National Guard member ordered to active duty;
5. they are the child of member of the armed forces, including a National Guard member, who was injured or killed while on active duty;
6. they are or ever have been in the conservatorship of the Department of Family and Protective Services, after an adversary proceeding;
7. is the child of a person eligible for the Star of Texas award (seriously injured in the line of duty) as:
 - a) a peace officer under Section 3106.002, Government Code;
 - b) a firefighter under Section 3106.003, Government Code; or
 - c) an emergency medical first responder under Section 3106.004, Government Code.

If you think your child or children are eligible, please contact the principal.

Structured Physical Activity

In accordance with state law, we have the following policies in place to ensure that all students in elementary school, middle school, and junior high school engage in the amount and level of physical activity required by the State Board of Education:

Structured Physical Activity in accordance with state law, we have the following policies in place to ensure that all students in elementary school, middle school, and junior high school engage in the amount and level of physical activity required by the State Board of Education:

Elementary School

The district will ensure that in kindergarten through grade 5 to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year, as part of the district's physical education program or through structured activity during a campus's daily recess, 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/Junior High School

The district will ensure that students grades 6–8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels, in accordance with policies at EHAB, EHAC, EHBG, and FFA. For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Physical Fitness Assessment (Grades 3–12) “FITNESSGRAM”

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to school principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Special Programs

To meet the requirements of state and federal law, we also offer several programs designed to meet specific needs of some of our students. We identify students as eligible for one or more of these programs based on assessments made after referrals and recommendations from teachers and counselors and will always inform you about the program beforehand. We also can identify students based on an assessment after a request or referral from you. If you have any questions about the referral and identification process for any of the following programs, please contact your child's teacher(s), counselor, or the campus principal.

Special Education: RGCGISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. You may request an evaluation of your child to determine eligibility for special education at any time. Please contact Maricela O. Garcia, Special Education Director at (956) 370-4587, or your principal to receive full information about our special education programs. See also the required Notice at the beginning of this Handbook.

Section 504: Some students who are not eligible for special education and related services may also have disabilities that interfere with their ability to benefit from the regular school program. A committee of educators who have knowledge of the student and his or her needs and limitations will determine what accommodations to the regular method and requirements of instruction are necessary in order for the student to participate. The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for Section 504 services is:

Contact Person: Monique Villarreal
Phone Number: (956) 370-4587

Bilingual Education/English as a Second Language: School districts in Texas, including Charters and Districts of Innovation, are responsible for ensuring compliance with Texas Education Code (TEC) §29.051-29.064 - Bilingual Education and ESL Programs, and Texas Administrative Code, Chapter 89. Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Emergent Bilinguals.

This includes following the standardized, statewide process for identifying, serving, and reclassifying/exiting Emergent Bilinguals, and for monitoring their English language acquisition and academic progress through each campus Language Proficiency Assessment Committee (LPAC). In addition, Texas school districts must also ensure equitable access of Emergent Bilinguals to other program services, including special education services and services for gifted and talented students.

English is the basic language of instruction in our schools. Children who have limited English-speaking skills will have access to programs to help them learn to understand, speak, read, and write the English language. At the time you enroll your child for the first time, you will be asked to complete a Home Language Survey so we know whether to take additional steps to be sure your child is properly served.

Elementary: Transitional Early Exit Bilingual Education Program A bilingual program model in which students identified as Emergent Bilinguals are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

Elementary: Dual Language Immersion One Way Program A bilingual/biliteracy program model in which students identified as Emergent Bilinguals are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Secondary: English as a Second Language Pull Out Program an English acquisition program that serves students identified as Emergent Bilinguals through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.

Assessments for Emergent Bilinguals in Texas Emergent Bilinguals take the same state assessments as all other children in Texas, currently known as the State of Texas Assessments of Academic Readiness, or STAAR.

All Emergent Bilinguals are also assessed using the Texas English Language Proficiency Assessment System, or TELPAS. This assessment measures the progress Emergent Bilinguals are making in learning the English language.

Please contact Mr. Jesús A, Martínez, Bilingual/ESL Director, at (956) 370-4680, or your principal to receive full information about our BE/ESL programs.

Gifted and Talented Students:

The district provides a variety of programs, activities, and learning opportunities for identified Gifted and Talented students.

Elementary: Grouping Gifted/Talented students together provides learning opportunities for them to work with cognitive peers. Cluster grouping places a select number of Gifted/Talented students together for instruction in the content area(s) for which they have been identified for services.

Secondary: Identified students in grades 6th -8th are cluster grouped with Gifted and Talented trained teachers. Cluster grouping places a select number of Gifted/Talented students together for instruction in the content area(s) for which they have been identified for services. Identified Gifted and Talented students in 9th - 12th are required to enroll in Pre-AP and/or AP courses offered in their academic fields for which they are identified. Teachers in Pre-AP and AP courses who teach gifted and talented students are trained with Pre-AP and AP course requirements and provide differentiated instruction for Gifted/Talented students according to their needs.

Enrichment/Accelerated Opportunities:

Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessment for differentiating instruction and deepening academic learning in K-12. These state-provided tasks are designed to enhance the Gifted/Talented programs through a continuum of learning.

In addition to the differentiated instruction provided during the day, campuses provide a variety of enrichment programs to student outside the school day. Options may include, but are not limited to, those listed below. Parents may contact the individual campuses for their campus-based opportunities.

Invention Convention	GT Project Showcase	Project Lead the Way Modules	STEM Camps
District Competitions: Math, Science, Social Studies, Writing	Mock Trials (Regional)	Spelling Bee (Regional)	TMSCA
Battle of the Books	National Honor Society	Summer Enrichment Program	UIL Academics

Please contact Dr. Pablo Martinez, GT Director for Secondary and Lilliana Olivarez, GT Administrator for Elementary. Visit RGCGISD Website for program information.

Accelerated or Intensive Instruction/Students At-Risk: Some students do not qualify for special education programs or Section 504 accommodations, but still need some additional assistance to be successful in school and complete the high school program. We provide tutorial programs and intensive or accelerated instruction in subjects where students are showing special difficulty and may provide specially focused instruction to improve students' language and math skills. Some of our specialized programs are designed to help students who are pregnant or are parents or who have been involved in the juvenile justice system. Others are designed to provide additional assistance to students who have been retained at any grades or have had serious discipline problems.

We will not remove your child from a regularly scheduled class in order to provide remedial tutoring or test preparation if that removal would cause the student to miss the regularly scheduled class more than 10 percent of class time, unless you provide written consent for removal from the class for remedial tutoring or test preparation.

In addition to the circumstances listed above, accelerated instruction will be required during the 2021-2022 school year or subsequent summer 2022 for any student who did not pass STAAR grades 3-8 or EOC assessments. In this case, we will not remove your student from foundation curriculum, recess, or any other physical activity in which your student is participating.

Accelerated or Intensive Instruction/Students At-Risk: Some students do not qualify for special education programs or Section 504 accommodations, but still need some additional assistance to be successful in school and complete the high school program. We provide tutorial programs and intensive or accelerated instruction in subjects where students are showing special difficulty and may provide specially focused instruction to improve students' language and math skills. Some of our specialized programs are designed to help students who are pregnant or are parents or who have been involved in the juvenile justice system. Others are designed to provide additional assistance to students who have been retained at any grades or have had serious discipline problems.

We will not remove your child from a regularly scheduled class in order to provide remedial tutoring or test preparation if that removal would cause the student to miss the regularly scheduled class more than 10 percent of class time, unless you provide written consent for removal from the class for remedial tutoring or test preparation.

In addition to the circumstances listed above, accelerated instruction will be required during the 2022-2023 school year or subsequent summer for any student who did not pass STAAR grades 3-8 or EOC assessments. In this case, we will not remove your student from foundation curriculum, recess, or any other physical activity in which your student is participating. Participation in accelerated instruction is subject to state compulsory attendance laws. As such, your student's failure to attend mandated accelerated instruction shall result in attendance violations, such as truancy measures and in some circumstances, grade retention.

Counseling Programs and Services

School counselors offer services designed to increase student wellness, improve academic performance, and increase participation in postsecondary education. School counselors support students in their

academic, career, and social-emotional development. They help students achieve success in school, pursue post-secondary opportunities, and lead healthy, fulfilling lives. As described in Texas Education Code (TEC) §33.005 and §33.006, a school counselor works with school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program (CSCP). The school's CSCP includes the following four components:

Guidance Curriculum

Through a guidance curriculum, a school counselor guides students in developing their full educational potential and serves as a critical Tier I support for all students. This curriculum helps students develop competencies that align with the knowledge, attitudes, and skills appropriate for their developmental level. The guidance curriculum is delivered systematically by school counselors in collaboration with other professional educators. The curriculum includes K-12 classroom lessons and group activities.

Individual Student Planning

Through Individual Student Planning, a school counselor guides each student in planning, monitoring, and managing their educational, career, personal, and social development. To achieve this, school counselors work with other educational professionals to implement systemic activities that guide students in creating future goals and plans.

Responsive Services

Through the responsive services component, school counselors 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. This can include preventive, remedial, or crisis situations. Responsive services are implemented through individual or small-group counseling, as well as through crisis response.

System Support

System support is the foundation of the comprehensive school counseling program (CSCP). School counselors plan, organize, implement, manage, and evaluate their school counseling program to increase efficiency and efficacy. In addition, school counselors coordinate with providers in the broad network of interrelated services offered in the school, district, and community to ensure individual student needs are met.

Mental Health and Behavioral Health

The landscape of school mental health is rapidly changing in Texas in transformative ways. The 86th Texas Legislature passed historic laws designed to improve the access to and quality of school mental health services and supports across the state, including in House Bill (HB) 18, HB 19, HB 906 and Senate Bill (SB) 11.

Students have access to Licensed Professional Counselors (LPCs) and Case Managers that assist them in the mental health process. Case managers are assigned to campuses and will assist students and parents in ensuring that students have a safe and nurturing educational environment. Contact your campus School Counselor for more information.

In case of emergencies call:

National Suicide Prevention Lifeline (800-273-8255) (800-273-TALK)988 Suicide & Crisis Lifeline

Testing and Assessment Programs

The statewide assessment program continues to change, most recently to reduce the number of state assessments required of students. Students and parents will be informed of changes in the program affecting them as those changes are implemented. Results of the state examinations are used to assess individual student progress, as well as being a significant factor in the campus and district ratings under the statewide and federal accountability systems. Please make every effort to have your children at school on state test administration days and to be sure that they have had plenty of rest the night before and a good breakfast that morning.

There is no available option under Texas law for students to opt-out of a STAAR exam for any grade level.

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

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

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

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

STAAR End-of-Course (EOC) Assessments for Students in Grades 9-12

Beginning with students who entered grade 9 in the 2011-2012 school year, end-of-course (EOC) assessments are administered for the following courses:

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

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

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

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee. These particular EOC assessments may be different testing windows than the general assessments, and the ARD committee will determine whether successful

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

The Texas English Language Proficiency Assessment System (TELPAS)

TELPAS fulfills federal requirements for assessing the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). Student performance is reported in terms of the four English language proficiency levels described in the ELPS: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators. TELPAS is administered to all ELs in the Spring semester. TEA has developed the TELPAS Alternate assessment to meet the federal requirements mandated under the Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations. This assessment is also administered in the Spring semester.

Texas Success Initiative (TSI) Assessment 2.0 (TSIA2)

Texas Success Initiative Assessment 2.0 (TSIA2) instrument used to determine college readiness for non-exempt students as required by Texas Success Initiative TSIA2 helps determine whether you're ready for college-level coursework in English language arts and reading (ELAR) and mathematics. These are foundational subjects for your other college coursework. The results of TSIA2, in conjunction with your academic background, goals and interest, are used by academic advisers and counselors to pace you in the appropriate courses that match your achievement level. The TSIA2 is offered at the high school campuses. Ask your counselor about when you can register to test.

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test. The PSAT is a great primer for the SAT, and even the ACT, but it's more than just a trial run. PSAT scores are used to identify National Merit Scholars and award merit scholarships. More than 3.4 million high school students (most juniors and sophomores) take this nationwide, multiple-choice test every year. The PSAT has two sections: Math and Evidence-Based Reading and Writing. You'll encounter passage-based questions –sometimes accompanied by tables, graphs, and charts – and math problems drawing upon algebra, geometry, and a little trig. The PSAT is offered nationally every year in October. Ask your counselor or college advisor about when your class is scheduled to take the PSAT.

Preparation for College Entrance Tests

Computerized study programs to prepare students to take the SAT, ACT, TSIA2, and PSAT are available. In addition, study booklets and sample tests designed to help students ready themselves for the college entrance tests are available at the College & Career Resource Center at each high school. Notification of dates and times of tests will be posted in advance. For any questions on college entrance exams, please visit or call the College & Career Resource Center at the high school.

Grading and Report Cards

Relation to Essential Knowledge and Skills The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students.

These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to teachers, students and parents.

Minimum Number of Grades

Grades must be posted and updated weekly in the PowerTeacher gradebook. Major Assessments must be scheduled/projected and announced at least *five school days in advance*. At least two new Minor grades must be entered into the PowerTeacher Gradebook per week.

Six Week Grading Period

Minimum Number of grades (2 per week) for all secondary subjects and elementary Reading/Language Arts and elementary Mathematics

Major Grades (per subject)	Minor Grades (per subject)	*Separate Category (per subject)
Weekly tests, Projects, exams	Daily work, quizzes, assignments, exit tickets	Elementary Science, Social Studies, PE & Music
4-5	10-12	Elementary Only

Progress Reports (end of 3rd week)

Minimum Number of grades (2 per week) for all secondary subjects and elementary Reading/Language Arts and elementary Mathematics

Major Grades (per subject)	Minor Grades (per subject)	*Separate Category (per subject)
Weekly tests, Projects, exams	Daily work, quizzes, assignments, exit tickets	Elementary Science, Social Studies, PE & Music
2	6	Elementary Only

*Elementary Science and Social Studies - A minimum of 5 grades are required per grading period for each subject with at least one being a major grade for all grading periods.

Elementary Music and Physical Education - - A minimum of 5 grades are required per grading period for each subject with at least one being a major grade for all grading periods.

Elementary Music and Physical Education teachers will give assign grades for skills and assignments submitted during six-week grading period.

Grades will be posted at the progress report grading period and at the end of the six-week grading period for these subjects.

Grade Calculation

A uniform system of calculating six weeks' grades will be utilized.

25% of a student's grade shall be based on:

Six weeks tests, Tests, Unit Exams, Common assessment, Projects, Portfolios, Reports, Presentations or Written Research/Term Papers (High Schools)

75% of a student's grade shall be based:

Classwork, Homework, assignments, class participation/daily engagement, exit tickets, class presentations, quizzes, etc.

There will be six week examinations for all students in grades 9-12.

The semester grade will be determined by adding the first, second, and third six week averages. The total of the three will then be divided by three for the semester grades. The same will be done for the fourth, fifth, and sixth six-weeks.

FOR EXAMPLE:

1st six weeks average 70

2nd six weeks average 80

3rd six weeks average 75

$225 \div 3 = 75$ Thus 75 is the semester average.

Retesting

“Reasonable opportunity” to redo/retest on major assessment:

- Student/Parent must request within 5 days of failing grade.
- All students will be able to substitute the retest grade for the failing grade, but the grade will be no higher than a 70.
- The student must participate in some form of re-teaching/tutoring prior to the re-test.

Make-up Work

“Reasonable opportunity” to make-up a major/minor assessment or assignment due to absence:

- **Excused absence:** All students will have up to 3 days (from the day of said absence) to make up a major/minor assessment or assignment without penalty.

Homework/Classwork assigned prior to student’s absence is due the day student returns to class.

A teacher will have the option of assigning an alternate assessment in lieu of the original. In extenuating circumstances with absences due to illness or other family emergency, the campus principal will make a decision on the assignment and make-up days.

- **Unexcused absence:** All students will have up to 3 days to make-up a major/minor assessment or assignment with a progressive grade penalty of 10 points per day.

A teacher will have the option of assigning an alternate assessment in lieu of the original.

A student should not, on the day of returning to school, be required to take a major/minor assessment that was announced during his/her absence. However, if student received all instruction for the announced major/minor assessment, student is responsible for taking major/minor assessment or submitting major/minor assessment upon return to school.

Late Work

“Reasonable opportunity” for late submission of major/minor assessment:

All students will have up to **3 days** to submit late major/minor assessment with progressive grade penalty of 10 points per day.

Grade Reporting

The grade from any assignment/assessment administered through the last day of the grading period will be included in the current grading period. All major/minor grades must be reported to the student prior to the end of the last day of the grading period.

Progress Monitoring

The District shall issue grade reports/report cards every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Progress Reports

Progress reports shall be issued for all students after the third week of each grading period.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. 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.

**ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS**

Teachers establish their grading standards, including penalties for late work, but those standards must be consistent with guidelines approved by the campus principal. If you have a question about a grade your child receives on an assignment, you should talk first with the teacher. An exam or course grade issued by the teacher is final and will not be changed unless we determine that it was arbitrary, erroneous, or not consistent with the grading standards and policy.

Report cards will be sent home at the end of each grading period. If your child is having trouble in a class, the teacher may ask you to schedule a conference. We encourage you to attend those conferences. If your child's performance in language arts, math, science, or social studies is consistently unsatisfactory, you will receive grade reports every three weeks.

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and report cards as necessary. Information about grading standards and requirements is an important element of the student handbook. If your campus has more specific information that would help parents understand how their children's grades are determined, you should include it here.

Promotion, Retention, Award of Credit

Students are promoted from grade to grade, or awarded credit for a course, based on their mastery of the knowledge and skills that will let them be successful at the next grade level. In secondary grades, students receive credit for a course when they have met all the state and local requirements for that credit.

If your child does not pass the STAAR or EOC examination after the first administration at a grade level, we will provide intensive instruction in your child's area(s) of academic weakness. Contact your principal for more information or see policy EIE (LOCAL).

For grades PK-3, parents may elect in writing for their student to repeat the grade the student was enrolled in during the previous year. If the District disagrees with the parent's election to retain their student in any grade or course, the District shall convene a retention committee meeting to discuss the election. Your student will not be retained if you do not attend the retention committee meeting.

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and promotion, retention, and award of credit as necessary.

Library Facilities, Hours, and Access

Each school has a library available for student research and study, with resources appropriate for needs of the grades served by the campus. The library is supervised by a certified librarian/library aide. Students have access to the library during the school day and during posted hours before and after school.

The Rio Grande City GISD Administrative Procedures Manual For The Library Media Center Grade K-12 stipulates the following information on pg. 16 Student Management

Carries out discipline in accordance with board policies and administrative regulations.

Interacts with students to promote positive attitudes toward school library.

[RCCGISD Library Policy Manual Final](#)

If you have a concern about library materials available to your child, please contact the librarian, teacher, or the principal. We have a policy and process that will allow you to explain your concerns and reach an understanding about your child's access to the questioned materials.

Educational Technology and Acceptable Use

We are steadily acquiring computers for school use and access to other instructional and research resources through connections to the Internet and the World Wide Web. These electronic instructional resources are for use at school and for school and for school-related purposes. Before your child is permitted to receive a User Identification and password to use school computers, you and your child must sign a User Agreement that explains acceptable and unacceptable use of school educational technology. You will have the choice to prevent your child from having access to the Internet on school computers.

The following kinds of use of the school's equipment or network are classified as unacceptable under our policy and the User Agreement:

1. Unauthorized use of copyrighted material, including violating district software licensing agreements or installing any personal software on district equipment without approval of the Technology Director. (See EFE)
2. Viewing, posting or distributing messages that are obscene, vulgar, profane, harassing, sexually oriented, sexually explicit, pornographic, offensive to others, threatening to others, or illegal, because a significant part of the district's educational mission is to inculcate or instill the habits and manners of civility and to teach students the boundaries of socially appropriate behavior.
3. Personal political use to advocate for or against a candidate, office-holder, political party, or political position, measure, or proposition. Research or electronic communications regarding political issues or candidates is not a violation when the activity is to fulfill an assignment for course credit.
4. Viewing or participating in social network sites or chat rooms other than those sponsored and overseen by the district.
5. Tampering with anyone else's computer, files, or e-mail.
6. "Hacking," i.e., attempting unauthorized access to any computer or electronic device whether within the district's network or outside it.
7. Attempting to change, disable, or destroy district equipment, files, or data or any other user's data or files, including introducing computer viruses into the district's system by any means.
8. Any use that would be unlawful under state or federal law.
9. Unauthorized disclosure, use, or distribution of personal identification information regarding students or employees.
10. Forgery of e-mail messages or transmission of unsolicited junk e-mail chain messages.
11. Use that violates the student code of conduct.
12. Use related to commercial activities or for commercial gain.
13. Advertisement for purchase or sale of a product.

Students who violate the terms of the User Agreement may lose their computer privileges at school, as well as incur consequences under the school's Student Code of Conduct. Rio Grande City CISD

Acceptable Use Policy

As a user of the Rio Grande City GISD, I hereby agree to comply with the stated acceptable use policy. I have read and understand the terms and conditions stated in the policy and I agree to the consequences if I violate them.

Student Signature: _____ Date: _____

Campus: _____

As the parent or legal guardian of the minor student above, I grant permission for my child to access the Internet services provided by the Rio Grande City GISD. I understand that individuals and families may be held liable for any violations that may occur through the use of the internet. I also understand that some materials on the Internet may be objectionable but that the Rio Grande City GISD is doing everything possible that will help in screening some of these materials. I will not hold Rio Grande City GISD liable if my child should intentionally view a questionable site without consent by the Rio Grande City GISD staff. I further understand that I will be notified if my child is accessing this questionable material by a campus administrator.

Parent Signature: _____ Date: _____

Address: _____

City: _____

Virtual Instruction

In the event the District provides notice of its intent to offer only virtual instruction for more than one grading period during the regular school year, you may transfer your student to another district that provides in-person instruction during the same school year. Such a transfer is contingent upon the receiving district's acceptance of the student as a transfer.

You have the right to view materials used during your child's participation in virtual or remote instruction, as well as a limited right to observe virtual remote instruction in which your child is participating.

[\(Parent Information and Authorization and Student User Agreement forms available\)](#)

In the event the District provides notice of its intent to offer only virtual instruction for more than one grading period during the regular school year, you may transfer your student to another district that provides in-person instruction during the same school year. Such a transfer is contingent upon the receiving district's acceptance of the student as a transfer.

You have the right to view materials used during your child's participation in virtual or remote instruction, as well as a limited right to observe virtual remote instruction in which your child is participating.

OF SPECIAL INTEREST TO STUDENTS

Extracurricular Activities

We offer a variety of school-related extracurricular activities and encourage students to participate in those that are of interest to them. Some activities are closely related to subjects taught in the curriculum; others, such as the Student Council, help students build leadership skills. All of the academic, athletic and sports teams that participate in University Interscholastic League (UIL) athletic competition are extracurricular, as is the Marching Band, cheerleading, and drill team or pep squad. etc. Although most extracurricular activities are designed for secondary students, those in grades 7 to 12, we encourage elementary age students to participate in UIL Academic activities and competitions.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an honors or dual credit course in English language arts, math, science, social studies, or a language other than English. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

Many of our approved extracurricular activities have standards of conduct, dress, and grooming that are stricter than those that apply to all students. You and your child will be informed of those rules at the beginning of the semester, school year, or activity and will be asked to sign a form acknowledging that you are aware of those standards and know that violation of those standards will result in suspension or

removal from the activity. These additional rules are authorized by the school board, which has delegated to the superintendent the authority to approve them.

RGCGISD can regulate the following off-campus student speech absent a demonstration of special interests sufficient to overcome to the student's interests: 1) serious or severe bullying or harassment targeting particular individuals, (2) threats aimed at teachers or other students, (3) the failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and (4) breaches of school security devices are areas where schools still have authority to maintain discipline. We have developed a Model Extracurricular Code of Conduct which references this decision, which is included in this set of materials.

Our secondary schools have established a limited open forum that permits students to meet on school premises during non-instructional time before or after school in groups that are not related to the curriculum. Meetings of these groups must be student-initiated and student-run. School employees cannot be sponsors of these groups, and adults from outside the school system cannot direct, conduct, control, or regularly attend these meetings.

The following groups, activities, and organizations are authorized extracurricular activities in RGCGISD. Students can miss a class no more than 10 times in the school year to participate in an approved extracurricular activity. If a student advances to a post-district competition level, she or he is allowed up to five additional absences. If the student advances to state competition, he or she is allowed up to two additional absences.

FM (LOCAL) Student Activities

*NOTE: See campus administration for a list of activities

Student Publications/Distribution of Materials

All materials prepared and published as part of a school's journalism or language arts programs are under the control and supervision of the administration and the Board of Trustees. The principal has final approval authority on all materials published or distributed in the name of the school.

Each campus has an area in the school where non-school publications or materials that have been approved by the principal can be made available to students. Students are not permitted to distribute non-school publications or materials in the classroom or hallways.

Before non-school materials or publications are made available to students in the designated area, they must be submitted to the principal for review and approval. The principal will make a decision within two school days after the materials are submitted, and his or her failure to act within that time is interpreted as disapproval. If the materials are disapproved, students can appeal to the superintendent using the student complaint policy FNG (LOCAL).

Parking/Driving at School

Students driving cars to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school. The principal will establish student parking areas, and students must park only in those designated areas. Students may apply for a parking permit by submitting a copy of a valid driver's license, proof of financial responsibility, and the fee of \$20.00. The fee is not refundable. Cars parked in unauthorized areas will be towed away at the owner's expense

Graduation Plans

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Discipline	Foundation HSP	MHSP	RHSP	DAP
English Language Arts	Four credits: <ul style="list-style-type: none"> English I English II English III An advanced English course 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV or approved alternate course 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV
Mathematics	Three credits: <ul style="list-style-type: none"> Algebra I Geometry An advanced math course 	Three credits: <ul style="list-style-type: none"> Algebra I Geometry SBOE approved math course 	Four credits: <ul style="list-style-type: none"> Algebra I Algebra II Geometry An additional math credit 	Four credits: <ul style="list-style-type: none"> Algebra I Algebra II Geometry An additional math credit
Science	Three credits: <ul style="list-style-type: none"> Biology IPC or an advanced science course An advanced science course 	Two credits: <ul style="list-style-type: none"> Biology IPC or Chemistry and Physics (one of the two serves as an academic elective) 	Four credits: <ul style="list-style-type: none"> Biology Chemistry Physics An additional science credit 	Four credits: <ul style="list-style-type: none"> Biology Chemistry Physics An additional science credit
Social Studies	Three credits <ul style="list-style-type: none"> U.S. History U.S. Government (one-half credit) Economics (one-half credit) World History or World Geography 	Three credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) or World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) World Geography (one credit)
Physical Education	One credit	One credit	One credit	One credit
Languages Other Than English	Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)	None	Two credits in the same language	Three credits in the same language
Fine Arts	One credit	One credit	One credit	One credit
Speech	Demonstrated proficiency in speech skills	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE)
Electives	Five credits	Seven and one half credits (one must be an academic elective)	Five and one-half credits	Four and one-half credits
Total Credits	22	22	26	26

* Only available for students who entered grade 9 before the 2014-2015 school year

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Endorsements	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> ▪ curriculum requirements for the endorsement ▪ a total of four credits in mathematics ▪ a total of four credits in science ▪ two additional elective credits
STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology applications • A combination of credits from the categories listed above
Public Services	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Social studies • The same language in Languages Other Than English • Two levels in each of two languages in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
Multidisciplinary Studies	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
Total Credits w/endorsement - 26	
Distinguished Level of Achievement	<ul style="list-style-type: none"> • A total of four credits in math, including credit in Algebra II • A total of four credits in science • Completion of curriculum requirements for at least one endorsement
Performance Acknowledgments	<ul style="list-style-type: none"> ▪ For outstanding performance <ul style="list-style-type: none"> ▪ in a dual credit course ▪ in bilingualism and bi-literacy ▪ on an AP test or IB exam ▪ on the PSAT, the ACT-Plan, the SAT, or the ACT ▪ For earning a nationally or internationally recognized business or industry certification or license

Personal Graduation Plan: If your child is in middle school and does not perform successfully on any state assessment or if we determine that your child is not likely to receive a high school diploma before the fifth school year following enrollment in the 9th grade, you will be asked to participate in developing a personal graduation plan for your child. That plan will identify your child's education goals and will take into consideration your educational expectations for your child. Should a personal graduation plan be appropriate for your child, the school counselor and principal will contact you with more specific information.

Every student entering ninth grade or above shall, in consultation with a school counselor and the student's parent(s), develop, confirm, and sign a personal graduation plan indicating the student's choice of graduation plans and endorsements. Each plan shall identify a course of study that promotes college and workforce readiness and career placement and advancement. For more complete information, please contact the high school principal or school counselor.

Graduation Honors/Class Ranking

Visit rgccisd.org policy EIC (Legal)

Graduation/Commencement Exercises

Graduation/Commencement exercises are held at the end of the school year for students who have completed all state and local graduation and assessment requirements. Students who have not met the state assessment requirements, the Individual Graduation Committee must convene to inform student and parent of the options available to them. Official diplomas are not distributed at the graduation ceremony, but may be picked up from the high school administrative office during designated dates/office hours.

In the event of a temporary school closure due to a widespread illness or epidemic, the RGCGISD administration may amend procedures for graduation/commencement exercises as necessary. State law requires that we permit a student with disabilities who has completed four years of high school but has not completed all requirements for graduation under the student's individualized program to participate in graduation exercises if he or she wishes. Such students may participate in only one graduation exercise during their high school career.

Participation in graduation/commencement exercises is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the rehearsal and ceremony will be removed from the ceremony. Graduating students who are assigned to the district's Disciplinary Alternative Education Program and successfully complete their term of assignment in the DAEP without further disciplinary action may be allowed to take part in graduation ceremonies. That decision rests with the principal and cannot be appealed. See the Student Code of Conduct for additional information.

The graduation ceremony is a solemn event commemorating a milestone achievement in the lives of our graduates. The planning and execution of the ceremony is under the joint control of the graduating class and the administration. Education Code 25.156 Education Code Chapter 25, Subchapter E (FNA LEGAL

FAFSA Prerequisite to Graduation

New Graduation Requirement-FAFSA starting 2021-2022

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021-2022 school year, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

A student may opt out of the financial aid application graduation requirement if:

- a parent or guardian submits a signed form;
- the student is 18 years of age or older and submits a signed form; or
- a school counselor authorizes the student to decline to complete and submit the application for good cause.

Assistance for submitting the FAFSA or TASFA will be provided by the College Advisor at each high school. Students may go by the College & Career Resource Center for additional information.

To confirm that your student has completed and submitted the required applications for FAFSA, your student must provide one of the following:

- Date included in the "FAFSA Process date" field in ApplyTexas Counselor Suite FAFSA data; or
- Notification from USDE that demonstrates a student has completed and submitted a FAFSA, such as an email confirmation of submission; or
- Alternate proof of FAFSA completion that may be provided by a student based on the local policy developed by a district or charter school. Some examples may include:
 - Screenshot of FAFSA submission acknowledgement page
 - Financial aid award letter from an Institution of Higher Learning
 - Other, as established by local policy

To confirm that your student has completed and submitted the required applications for TASFA, your student must provide one of the following:

- Acknowledgement of receipt from an Institution of Higher Learning;
- Copy of signature page;
- Screenshot of TASFA submission acknowledgement page (from those institutions that offer an electronic form); or
- Other, as established by local policy

OF SPECIAL INTEREST TO PARENTS

Parent Rights

Academic Programs: You can ask the principal to change your child’s teacher or class assignment; however, the principal is not required to make the reassignment and will not do so ordinarily if that change would affect the assignment or reassignment of another student.

You can ask the school board to add a specific academic course to the schedule and offerings. If the administration and the board determine that the course is among those included in the State Board of Education-approved curriculum and that there is sufficient interest in the class to make it economically practical to offer the class, the request will not be unreasonably denied.

You can ask that your child be permitted to attend a class for credit above his or her grade level. If the counselor and child’s current and prospective teacher expect that the child can perform satisfactorily in the class, the request will not be unreasonably denied.

Teaching Materials: You may review all teaching materials, textbooks and other teaching aids used in your child’s classroom and may review all tests administered to your child, after the test is given. To review these materials, please contact the principal, who will make arrangements to provide you access to those materials at school during regular school hours.

Our District utilizes an online learning portal to assign, distribute, present, or make available instructional materials to students. As required by Texas Education Code § 31.002, we will provide the login credentials for your student’s account at the beginning of the school year.

Some textbooks are so expensive that we purchase classroom sets rather than a textbook for each student taking the course. You may request that your child be permitted to take home any textbook used by the student, and if a book is available, we will gladly honor that request. If the teacher requests it, the student must return the textbook to school the following school day.

Records and Other Information: As we stated in the “Required Notices” section of this Handbook, you have a right of access to all written educational records that we maintain concerning your child. You also can receive full information about any and all school activities in which your child is involved. However, as we explained in the section on “Questioning Students at School,” we must comply with a request or directive from a Child Protective Services investigator regarding contact with or information to parents about an investigation.

Video and Audio Recording: We will seek and obtain your written consent before any school employee makes an audio or video recording of your child, except that your prior consent is not required before a recording that will be used only for:

- safety purposes, including maintaining order and discipline in common areas of the school or on school buses;
- a purpose related to a co-curricular or extracurricular activity;
- a purpose related to regular classroom instruction;

- video surveillance of special education settings in accordance with Texas Education Code section 29.022; or
- media coverage of the school.

Psychological Examinations: We will seek and obtain your written consent before conducting any psychological examination, test, or treatment of your child, unless the examination is part of an investigation by Child Protective Services in response to a report of known or suspected child abuse or neglect. If the examination or test is part of the comprehensive assessment to see if your child needs special education or related services, before we obtain consent, on your request, we will provide you with information about the name and type of examination and how the examination will be used to develop an appropriate individualized program for your child.

Exemption from Instruction: You may temporarily remove your child from a class or other school activity that conflicts with your religious or moral beliefs if you provide a written statement authorizing the removal to your child’s teacher. However, you are not entitled to remove your child from class or an activity to avoid taking a test, including a state assessment, or to prevent your child from taking a subject for an entire semester. Your child will be required to satisfy grade level or graduation requirements, regardless of any periods of temporary removal based on your religious or moral beliefs. Before providing instruction on human sexuality, the prevention of child abuse, family violence, dating violence, and sex trafficking, the District must first obtain written consent from the parent. The written consent for provision of these forms of instruction shall be sent to parents at least 14 days before instruction will begin.

Campus Performance and Accountability: We will keep you annually informed of your children’s campus ratings and whether the campus has been identified under state and federal law as one that needs improvement. If the campus is so identified, we will inform you of your rights regarding public school choice and transportation at that time. You will receive information with your child’s report card for the first reporting period of each year related to the campus performance rating under the state accountability system.

Classroom Celebrations: The campus principal has discretion over whether you or a grandparent may provide a food product of your choice to your child and his or her classmates on the occasion of the child’s birthday or for any other school-designated function, such as class parties, bake sales, etc. Such foods may not be consumed in the cafeteria when normal meals are being served due to possible conflicts with federal nutrition guidelines. Please inquire before bringing items to the school or your child’s class so that any issues with food allergies or disruption to classroom instruction can be addressed and every effort can be made to ensure a successful, positive experience.

School Marshals: You may request in writing to be informed in writing whether any school employee at your child’s campus is currently appointed as a school marshal; however, we will not disclose the identity of that person.

Visiting School

You are welcome to visit your children’s schools from time to time; however, you must comply with our policy requiring **all** visitors to go first to the principal’s office and sign in. We have this policy for

the safety of your children and our staff. Parents and any other person on campus without the principal's knowledge will be considered as trespassers and may be subject to arrest.

We also expect parents to be polite and civil in their dealings with all school staff. We do not permit or tolerate abusive, disrespectful, threatening, lewd, profane, or offensive language from your children at school, and we will not tolerate it from parents. Parents who create a disruption at school or behave unacceptably may be prohibited from coming onto school property without specific authority and will be treated as criminal trespassers if they disregard the principal's or superintendent's directive. While we encourage you to be involved in your children's education and knowledgeable about their classes, teachers, and curriculum, it has been our experience that frequent and lengthy visits to the classroom are disruptive both to teaching and learning. The principal can limit or restrict the frequency and duration of classroom visits to be sure that disruption of the instructional process does not occur.

In the event of a temporary school closure due to a widespread illness or epidemic, RGCGISD may deliver instruction to its students virtually through a remote learning platform. If you wish to view or attend a virtual learning session, you must first obtain approval of such a request from the campus principal. The principal can limit or restrict the frequency and duration of virtual classroom visits to ensure that disruption of the instructional process does not occur.

We encourage you to come to school occasionally and eat lunch with your child; however, children can be removed from the campus during lunch period only by following the established process of signing the child out from the principal's office. Unless we have possession of a court order that specifically limits a parent conservator's access to their child while at school, a parent appointed as a conservator of a child has at all times the right to attend school activities, including, but not limited to, school lunches, performances, and field trips.

Prominent notices will be posted at each campus requiring all visitors to first report to the campus main office. This shall apply to parents, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, vendors, representatives of the news media, former students, and any other visitors.

Complaint Process

We realize that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. A number of these types of disputes or controversies have specific processes for pursuing those concerns. The principal can provide you with a copy of the relevant policies and procedures.

In general, all parent complaints should be brought initially to the teacher involved or the campus principal within 15 business days of the events or situation that you are concerned about. Often the problem can be resolved through an informal conference with the teacher or principal. On those occasions when a conference does not take care of problem, you should request a copy of the complaint policy and complaint form from the principal's office. In order for your concern to be resolved at the earliest possible level, you must put your complaint in writing on the form provided before meeting formally with the principal.

The principal will schedule a conference with you and give you a written response within ten business days after the conference. You will also have an opportunity for a conference with the superintendent if the principal has not resolved the matter. If the superintendent is not able to take care of the problem, you can make a written request for the board of trustees to consider the matter at a future meeting. You must, however, follow our established policies and use our forms.

Individual trustees cannot respond to parent complaints beyond referring the matter to the administration. Furthermore, the board of trustees will not permit complaints to be heard in the public comment or open forum portion of board meetings. In order for the board to take any action on a complaint, you must follow the complaint process established in policy.

FNG (LOCAL)

LEVEL ONE

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 complaint 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.

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 Level One.
 3. The written response issued at Level One and any attachments.
3. 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 complaint 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. 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, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

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.

Student Health Concerns

We have adopted and enforce policies to ensure that our campuses comply with Texas Department of Agriculture guidelines for restricting student access to vending machines containing foods of minimal nutritional value. Generally, this means that soft drinks and other foods of minimal nutritional value will not be available to elementary students during the school day or to secondary students during any designated meal periods.

As required by state law, we have and enforce prohibitions against student possession and use of tobacco, tobacco products, and e-cigarettes on campuses or at school-sponsored or –related activities. These prohibitions are addressed in the Student Code of Conduct and also in board policy and the employee handbook.

Physical and Mental Health Resources

The district’s board policies promoting student physical and mental health may be found online at [district’s Policy Online URL]. Some of the relevant Board policies include:

- Food and Nutrition Management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Free

Each campus has a full-time health staff member and full-time school counselor. Parents and students who have physical or mental health concerns may contact the following:

CAMPUS	NURSE
AC2E ELEMENTARY	CARMEN CASTILLO, LVN
AC2E MIDDLE	YARELY LEAL, CNA
ALBERTO&CELIABAREERA ELEMENTARY	LESLIE ORTA, RN
ALTO BONITO ELEMENTARY	VANESSA HERNANDEZ, RN
DAEP/CHANCE2BE	ROBERT BENAVIDEZ, CNA
EARLY COLLEGE HIGH	CELINDA LOPEZ, RN
GRULLA ELEMENTARY	KAYLA SALINAS, RN
GRULLA HIGH SCHOOL	LILIANA ZARATE, RN
GRULLA MIDDLE	MARTHA ZARATE, LVN
JOHN & OLIVE HINOJOSA ELEMENTARY	ESMERALDA JUAREZ, CNA
LA UNION ELEMENTARY	MARIA G. SALINAS, LVN
MARIO RAMIREZ ELEMENTARY	MARIA V. SALINAS, LVN

RINGGOLD ELEMENTARY	NELDASOLIS, LVN
RINGGOLD MIDDLE	CELINDA LOPEZ, RN
RIOGRANDECITY HIGH	VANESSA CANALES, RN
ROQUE GUERRAELEMENTARY	PATRICIA GALVAN, LVN
SANCHEZ ELEMENTARY	CLAUDIA HERNANDEZ, LVN
VETERANSMIDDLE	CYNTHIA GONZALEZ, RN

- The school executive director counselor, Ricardo Solis, at (956) 716-6737.
- The local public health authority, Emelie Prot, DO, MPH, at (915) 834 - 7675
The local mental health authority, Border Region, at (956) 487-3748.

The district's student health advisory council meets four times during the preceding school year and will meet at least four times during each school year. In collaboration with you and, if possible, your child's physician, we will develop an individualized health plan for children with diabetes who need care for diabetes while in school or participating in a school activity. If your child has diabetes and will need care at school or while participating in a school activity, you must submit the diabetes management and treatment plan prepared by you and your child's physician before or at the beginning of the school year, on enrollment after the beginning of the school year, or as soon as practicable following a diagnosis of diabetes.

Students with a diagnosed food allergy that places them at risk for anaphylaxis (sudden onset, whole body reaction to an allergen that can involve closing of airways, hives, swelling, irregular heartbeat, wheezing, and other symptoms) shall be cared for in accordance with district policy.

Students are permitted to possess and use over-the-counter sunscreen at school to avoid over-exposure to the sun and over-the-counter insect repellent to prevent mosquito bites, provided that the sunscreen or repellent is not being used for medical treatment of any injury or illness.

Student Illness or Injury at School

We will promptly attempt to notify you or a person you have authorized us to notify if we have knowledge that your child has been injured at school or has become ill at school. We have school nurses/licensed vocational nurses/trained aides available on each campus and a secluded area where your child can stay if she or he is injured or becomes ill.

One of the forms we ask you to complete at the beginning of each school year is a form authorizing designated school employees to consent to medical treatment in case your child is injured at school or a school-related activity and requires emergency treatment. We, of course, will call you in such a situation and will also call for emergency medical assistance, if needed. **It is important, however, that you understand that the school district is not responsible for any cost of medical treatment or services provided after an injury at school or a school-related activity. We cannot and will not use public funds to pay individual student medical expenses.**

[\(Student Activity Permission and Student Activity and Transportation Permission forms available\)](#)

At the beginning of each school year, we offer you the opportunity to purchase low-cost student accident insurance that covers the student while at school. You may also purchase a policy that covers the student 24 hours a day. The school district is not the policyholder for this insurance; if you decide that additional protection would be a benefit and protection to you and your family, the contract is between you and the insurance company. We are authorized to and do purchase accident insurance for students who participate in interscholastic athletic practice and competition.

Although we want your child to attend school every day, we do not want your child at school if she or he has a communicable disease or is running a fever of 100° or more. Under State and local Health Department regulations, if your child has certain medical conditions, she or he must be excluded from school for a period of time. The principal can provide you a complete list of those conditions and periods of exclusion.

Administering Medicine at School

Often, students have to take prescription medication for a certain period of time as treatment for a medical condition. If at all possible, we ask that you schedule the timing of the doses so that the child takes the medicine at home. If children have to take medicine at school, you must make a written request to the principal or nurse. The school nurse or other authorized school employee will administer medications only from a container that appears to be the properly labeled original prescription container or from a properly labeled unit dosage container filled by the nurse from a properly labeled original prescription container. Only the nurse or other authorized school employees are permitted to administer prescription medicines at school. Other than prescription asthma medicine or anaphylaxis treatment for students with severe allergies that may result in anaphylaxis, we do not permit students to carry their own medications and self-administer.

Children with asthma or children with severe allergies that may result in anaphylaxis will be allowed to carry and self-administer their prescription asthma or anaphylaxis medicine under certain conditions. The student must have demonstrated to his or her doctor and to the school

nurse that the child has the skills necessary to self-administer the asthma or anaphylaxis medicine. Additionally, you must provide us a written authorization for self-administration and a written statement from child's doctor that the student has asthma and is capable of self-administration and that includes the name and purpose of the medicine, the prescribed dosage, the times and circumstances for administration, and the period for which the medicine is prescribed.

If your child has unique medical conditions or any other condition that requires virtually immediate administration of medications under specified conditions, please contact the principal, who will schedule a meeting of appropriate personnel to ensure that your child's needs are met.

If your child has a food allergy or a severe food allergy that, in your judgment, would require immediate medical attention if the student were exposed to the allergen, we will ask you to disclose that information, including the food to which the child is allergic and the nature of the allergic reaction, at enrollment so that we may take necessary precautions for the child's safety. The information provided is confidential and will be disclosed only to those employees who need the information in order to appropriately care for your child.

Lost, Damaged, or Stolen Personal Items

We ask that you discourage your child from wearing or bringing to school expensive or irreplaceable jewelry, watches, sunglasses, or personal clothing that may be removed during the days, such as winter coats. Students are responsible for all their personal possessions while at school or any school-sponsored or school-related event. **It is important that you understand the school district is not responsible for any personal items that are lost, damaged, or stolen at school or a school-related activity.**

Each campus maintains a "Lost and Found" in the administrative offices; clothing and other items that are turned in as "lost" and not claimed by the end of the school year will be donated to a local charity.

Telephone Use

School telephones are for school business use. Students will be permitted to use school telephones only for emergencies and only with permission. If you call for your child during the school day, we will take a message and deliver it to the student at the end of the class period or other time that will least interfere with instruction. Students are allowed to carry cellular phones or other electronic communication devices during the school day, but requires them to be turned off during instruction. Cell phones or other electronic devices may be used before school and after school hours only. Improper use of a cellular phone or other electronic communication device during the school day will result in the item's being confiscated.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, students will not be permitted to use their cell phones during virtual instruction on virtual learning platforms except as necessary to access remote learning materials.

Parent Organizations/Volunteer Opportunities

Every campus in the district has an active Parent-Teacher Association/Parent-Teacher Organization/Parent-Teacher-Student-Organization, and we encourage you to actively participate in the group at your child's or children's campus(es). At the secondary schools, parents have formed booster clubs and organizations to support several types of student activities. Contact campus principals for information on names and cell phones numbers of leader or president of such booster clubs.

We encourage parents to volunteer in our schools. All volunteers must complete an application form, and the district will obtain a Criminal History Report on all applicants for volunteer programs. Approved volunteers participate in a training and orientation program before they are permitted to assist in school programs and activities.

Transportation Program

We provide transportation on school buses to and from school for those children who live more than two miles away from the school they attend. Students are required to comply with rules for conduct on school buses and to comply with the Student Code of Conduct while at authorized school bus stops waiting for the bus. Students who misbehave or violate the Code of Conduct while on the bus will be disciplined according to the Code of Conduct and may be suspended from the bus for a period of time.

Authorized Fees

Although the basic cost of your child's public education is provided through local tax revenues, state funding, and some federal funds, we may assess fees for certain kinds of materials and services, as described in the following list:

- a fee to cover the cost of materials when the student makes, builds, or prepares some product that becomes the student's personal property.
- dues for voluntary student organizations and clubs and admission fees to voluntary extracurricular activities.
- security deposits for materials, supplies, or materials that must be returned to the district.
- fees for personal PE equipment and clothing, unless the student provides his or her own clothing and equipment that meets school health and safety standards.
- fees for items of personal use or products a student chooses to purchase, such as student publications, class rings, annuals, and graduation announcements.
- a reasonable fee, not more than the annual cost of maintenance, for school-owned musical instruments and uniforms.
- fees for personal apparel used in extracurricular activities that become the student's personal property, such as cheerleader, pep squad, or drill team uniforms.
- a fee for vehicle identification for cars regularly parked on school property.
- a fee for student identification cards.
- a fee for school-provided driver training courses.

- a fee for an elective course taken for credit if it requires using facilities not available on school premises or employment of an educator who is not part of the regular staff.
- fees for attendance at summer school. If the course is one required for graduation, summer school fees will be assessed if the course is also offered during the regular school year.
- where applicable, fees for a course taken through the Texas Virtual School Network (TXVSN).
- fees, not more than \$50, for attendance in a program offered outside of regular school hours that allows students who have excessive absences that would require losing credit to make up missed instruction and receive credit. This fee will be assessed only if a parent signs a form stating that paying the fee will not create a financial hardship or discourage the student from attending the program.
- a reasonable fee for transporting a student to and from school if the student is not an eligible rider and the district does not receive any state funds for a transportation allotment.

You may request a waiver of any required fee that you are unable to pay by contacting the principal who will determine ability to pay based on the criteria for identifying students who are eligible for participation in the free and reduced-price school breakfast and lunch program.

Food Services

The RGCGISD Child Nutrition Program is made up of a team of food and nutrition professionals dedicated to students' health, well-being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices. Breakfast, lunch and supper meals are provided at no charge via the [Community Eligibility Provision](#) at all sites throughout the District. The program provides access to a variety of affordable and appealing foods that meet the health and nutrition needs of our amazing students. For more information regarding Child Nutrition Programs, please visit squaremeals.org

All foods and beverages sold or served at schools must meet state and federal program requirements which are based on the [USDA Dietary Guidelines](#). In addition, items sold to students by the Child Nutrition Program as well as other school organizations must meet standards as outlined in the [USDA Smart Snacks](#) policy. For more information regarding the District's Child Nutrition Program, contact Mrs. Patsy Ramirez Director of Food Services' office at 956-370-4657.

Appendix I. Freedom from Bullying Policy

“Bullying”:

1. Means 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 satisfies the applicability requirements below and that:
 - a) 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;
 - b) Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c) Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d) Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a) Interferes with a student’s educational opportunities; or
 - b) Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a) A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b) A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832