

Regular
Monday, July 20, 2020 5:30 PM

BISD Administration Building
802 Conda Ave
Ballinger, TX 76821

Agenda

1. Call to order
2. Roll Call/Establish a Quorum
3. Invocation
4. Pledge of Allegiances to the US Flag and the Texas Flag
5. Public Hearing: There will be a Public Hearing to review the 2019-2020 Optional Flexible School Day Program and to review the 2020-2021 Optional Flexible School Day Program Application.
6. Public Forum/Comments to the Board - (Invitation to address the Board - Time allocation to be specified by the Board president.)
 - A. The public will be able to call in to comment on Board Agenda items. Please call (325) 365-3588.
7. Items for Information/Reports
 - A. Superintendent's Report
 1. Hiring Update for the 2020-2021 School Year
 - a. Angela Hollon - Elementary Teacher
 - b. Kari Calcote - Special Education COOP Director
 - c. Jeff Holland: Junior High Teacher / Head Boys Basketball Coach
 2. Budget Update #2
 3. The next Regular School Board Meeting is scheduled for August 10th, 2020 at 5:30pm.
 4. June Check Register
 5. June Supplemental Pay
 - B. Assistant Superintendent
 1. Budget Report
 2. Tax Report
 3. Investment Report
 4. Texas Education Agency Information Report
 - C. Elementary Principal Report
 1. Elementary Student Handbook
 - D. Junior High Principal Report
 1. Junior High and High School Student Handbook
 - E. High School Principal Report
 1. Junior High and High School Student Handbook
 - F. Athletic Director Report
 1. Summer Workout Update
 - G. Extracurricular Participation update
 - H. Campus Health Guideline Updates for the 2020-2021 School Year
 1. High School Information
 2. Junior High School Information

3. Elementary School Information
8. Items for Action/Discussion
 - A. Consider action to approve the minutes of the Regular Board Meeting that was held on June 8, 2020 and a Called Board Meeting that was held on June 29, 2020.
 - B. Consider action to temporally delegate to the Superintendent final hiring authority for the employment of contract employees
 - C. Consider action to determine the pay scale for teachers, nurse, and counselors for the 2020-2021 school year.
 - D. Consider action to approve a percentage raise for paraprofessionals and administrators for the 2020-2021 school year.
 - E. Consider action to approve the continuation of the Flexible School Program at Ballinger High School
 - F. Consider action to authorize the superintendent to approve all future attestations, waivers, and resolutions that pertain to the Texas Education Agency requirements for the 2020-2021 School Year.
 - G. Consider action to increase lunch prices ten cents in order to meet the United States Department of Agriculture guidelines.
 - H. Consider action to approve the 2020-2021 Student Code of Conduct
9. Executive Session
 - A. Pursuant to Texas Government Code Section 552.0821, deliberation and possible action regarding a matter involving a public school student which may reveal personally identifiable information about the student.
 - B. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.
 - C. Ratify the resignations of employees that have been received by the Superintendent
 - D. Pursuant to Texas Government Code 551.076, to deliberate matters of school safety and security
10. Return to open meeting and take any action deemed necessary upon discussion in the closed meeting.
11. Official Adjournment

	3% Raise	2% Raise	
ADMINISTRATION	\$14,929.14	\$9,952.76	Increase in
Hourly Employees	\$41,935.78	\$27,957.18	Increase in
			\$0
TEACHERS/COUNS/NURSE/	\$1,000 Signing Bonus	\$86,000	Increase in

the Budget

the Budget

the Budget

For the Month of June								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
003679	06-12-2020	BALLINGER HOSPITAL C	216641		799-51-6499.00-999-099000	T CHAPA WC	134.64	N
003680	06-19-2020	BALLINGER HOSPITAL C	216643		799-51-6499.00-999-099000	T CHAPA	134.64	N
003680	06-19-2020	HEALTH E INNOVATION	216642		799-11-6499.00-999-099000	E PYMT MULTIPLE	150.00	N
003681	06-19-2020	BALLINGER MEMORIAL	216644		799-51-6499.00-999-099000	A MARTINEZ	639.35	N
003682	06-19-2020	ANDREA MORALES	216640		799-11-6499.00-999-099000	EPYMT DOWNS AND STANFORD	75.00	N
003683	06-16-2020	CLAIMS ADMINISTRATIV	216656		799-11-6499.00-999-099000	E PYMT	500.00	N
005063	06-11-2020	ALONZO AUDIO AND VID	119455		865-36-6399.21-221-000000	GRADUATION VIDEO	350.00	N
005064	06-30-2020	STEPHANIE BOWSHER	216655	BBALL CONC	865-36-6399.21-103-000000	BB CONCESS STND	549.38	N
005065	06-30-2020	TURITY	216650	20039	865-36-6399.21-139-000000	SCREEN FOR IPAD	89.00	N
012613	06-25-2020	ASSN OF TEXAS PROF E	DEDCH		863-00-2159.00-008-000000	JUN DED MISCELLANEOUS DEDU	911.50	N
012614	06-25-2020	EDUCATION CAREER AL	DEDCH		863-00-2159.00-115-000000	JUN DED MISCELLANEOUS DEDU	425.00	N
012615	06-25-2020	FIRST FINANCIAL ADMIN	DEDCH		863-00-2153.00-003-000000	JUN DED HEALTH INSURANCE	184.50	N
			DEDCH		863-00-2153.00-014-000000	JUN DED HEALTH INSURANCE	4,831.46	N
			DEDCH		863-00-2153.00-021-000000	JUN DED HEALTH INSURANCE	33.93	N
			DEDCH		863-00-2153.00-025-000000	JUN DED LIFE INSURANCE	442.53	N
			DEDCH		863-00-2153.00-026-000000	JUN DED HEALTH INSURANCE	4,644.89	N
			DEDCH		863-00-2153.00-027-000000	JUN DED LIFE INSURANCE	1,561.50	N
			DEDCH		863-00-2153.00-084-000000	JUN DED LIFE INSURANCE	238.29	N
			DEDCH		863-00-2153.00-103-000000	JUN DED HEALTH INSURANCE	452.01	N
			DEDCH		863-00-2153.00-104-000000	JUN DED HEALTH INSURANCE	461.00	N
			DEDCH		863-00-2153.00-114-000000	JUN DED LIFE INSURANCE	6.50	N
			DEDCH		863-00-2159.00-002-000000	JUN DED INCOME	1,135.26	N
			DEDCH		863-00-2159.00-017-000000	JUN DED TAX SHEL. ANNUITY	400.00	N
			DEDCH		863-00-2159.00-030-000000	JUN DED TAX SHEL. ANNUITY	125.00	N
			DEDCH		863-00-2159.00-035-000000	JUN DED TAX SHEL. ANNUITY	1,200.00	N
			DEDCH		863-00-2159.00-038-000000	JUN DED TAX SHEL. ANNUITY	225.00	N
			DEDCH		863-00-2159.00-042-000000	JUN DED TAX SHEL. ANNUITY	75.00	N
			DEDCH		863-00-2159.00-043-000000	JUN DED TAX SHEL. ANNUITY	50.00	N
			DEDCH		863-00-2159.00-055-000000	JUN DED INCOME	190.00	N
			DEDCH		863-00-2159.00-056-000000	JUN DED TAX SHEL. ANNUITY	325.00	N
			DEDCH		863-00-2159.00-061-000000	JUN DED MISCELLANEOUS DEDU	44.85	N
			DEDCH		863-00-2159.00-099-000000	JUN DED MISCELLANEOUS DEDU	9.00	N
			DEDCH		863-00-2159.00-105-000000	JUN DED HSA	746.66	N
			DEDCH		863-00-2159.00-107-000000	JUN DED MISCELLANEOUS DEDU	18.95	N
			DEDCH		863-00-2159.00-108-000000	JUN DED MISCELLANEOUS DEDU	790.16	N
Totals for Check 012615							18,191.49	
012616	06-25-2020	TCTA	DEDCH		863-00-2159.00-057-000000	JUN DED MISCELLANEOUS DEDU	18.00	N
012617	06-25-2020	TXS CHILD SUPPORT DI	DEDCH		863-00-2159.00-065-000000	JUN DED MISCELLANEOUS DEDU	850.50	N

Date Run: 07-17-2020 12:39 PM					Check Payments			Program:	FIN1300
Cnty Dist: 200-901					BALLINGER ISD			Page: 2 of	9
From 06-01-2020 To 06-30-2020								File ID: C	
For the Month of June									
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT	
043765	06-01-2020	ABILENE CHRISTIAN UNI	216155	433	199-41-6499.00-701-099000	EVENT CANCELLED DUE TO	-60.00	N	
044045	06-04-2020	CISCO EQUIPMENT-CRO	216545	714490	199-51-6319.00-999-099000	DID NOT ACCEPT CKS PD BY VIS	-95.82	N	
044063	06-04-2020	INTERSTATE ALL BATTE	216566	90129162	199-34-6319.60-999-099000	VEHICLE SUPPLIES	133.95	N	
044064	06-04-2020	BRAD BREVARD	216554	POLE	199-36-6499.43-999-091000	TRACK SPLS	67.68	N	
044065	06-04-2020	SYNCHRONY/AMAZON	119398	carts	199-11-6399.00-101-011000	EOY order	99.96	N	
			119394	5 in pkg tape	199-11-6399.00-101-011000	EOY	52.35	N	
			119397	elem wob chrs	199-11-6399.00-101-011000	furniture	97.98	N	
			119385	elem eoy order	199-11-6399.00-101-011000	eoy order	94.13	N	
			119400	el EOY order	199-11-6399.00-101-011000	EOY order	98.70	N	
			119396	elem eoy order	199-11-6399.00-101-024000	EOY order	99.37	N	
Totals for Check 044065							542.49		
044066	06-04-2020	RIDELL INCRIDDELL ALL	119435	951122165	199-36-6249.32-999-091000	Riddell Helmet Reconditioning	2,626.45	N	
044067	06-04-2020	BORDER STATES ELEC	216565	920001188	199-51-6319.00-001-099000	MAINT SPLS	272.70	N	
			216565	920001188	199-51-6319.00-041-099000	MAINT SPLS	272.70	N	
	06-09-2020	BORDER STATES ELEC	216565	920001188	199-51-6319.00-001-099000	VOID DUE TO CREDIT AT BORDE	-272.70	N	
			216565	920001188	199-51-6319.00-041-099000	VOID DUE TO CREDIT AT BORDE	-272.70	N	
Totals for Check 044067							.00		
044068	06-04-2020	BALLINGER PARTS PLU	216555		199-34-6319.60-999-099000	VEH SPLS	8.88	N	
			216555		199-34-6319.60-999-099000	VEH SPLS	241.97	N	
			216555		199-51-6319.00-999-099000	OTHER MAINT SPLS	62.35	N	
Totals for Check 044068							313.20		
044069	06-04-2020	MARC-MID-AMERICAN R	216559	697643-IN	199-51-6319.01-001-099000	CUSTODIAL SPLS	514.68	N	
			216559	697643-IN	199-51-6319.01-041-099000	CUSTODIAL SPLS	514.66	N	
			216559	697643-IN	199-51-6319.01-101-099000	CUSTODIAL SPLS	514.66	N	
Totals for Check 044069							1,544.00		
044070	06-04-2020	BARON SERVICE PARTS	216557	1230-433622	199-34-6319.00-999-099000	BUS SPLS	1,127.56	N	
044071	06-04-2020	BYOB WATER STORE	216567	203-39	199-34-6399.00-999-099000	TRANSP WATER	15.00	N	
044072	06-04-2020	HOUSE OF CHEMICALS I	216556	565818	199-51-6319.01-101-099000	CUSTODIAL SPLS	188.31	N	
			216563	565941	199-51-6319.01-101-099000	ELEM CUSTODIAL SPLS	188.31	N	
Totals for Check 044072							376.62		
044073	06-04-2020	PASKE SHELL-PASKE TI	216558	27478	199-51-6319.00-999-099000	MAINT	48.00	N	
044074	06-04-2020	QUILL CORP	119427	6949799	199-11-6399.00-041-011000	TEACHER CHAIRS	199.98	N	
			119388	6338673	199-11-6399.00-101-011000	EOY order	82.51	N	
Totals for Check 044074							282.49		
044075	06-04-2020	SCHOOL SPECIALTY	119386	308103526332	199-11-6399.00-101-011000	EOY order	112.19	N	
			119387	308103526331	199-11-6399.00-101-011000	EOY order	106.20	N	
Totals for Check 044075							218.39		
044076	06-04-2020	SHOPPIN BASKIT	216560		199-34-6399.00-999-099000	SUPPLIES AND GRO	37.98	N	
			216560		199-51-6319.00-001-099000	SUPPLIES AND GRO	30.36	N	
			216560		199-51-6319.00-041-099000	SUPPLIES AND GRO	119.55	N	
			216560		199-51-6319.00-101-099000	SUPPLIES AND GRO	42.81	N	
			216560		199-51-6319.00-101-099000	SUPPLIES AND GRO	152.53	N	

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			216561		199-51-6319.00-101-099000	SUPPLIES	13.77	N
			216560		199-51-6319.00-999-099000	SUPPLIES AND GRO	229.16	N
			216560		199-51-6319.01-999-099000	SUPPLIES AND GRO	59.94	N
			216561		199-51-6319.01-999-099000	SUPPLIES	163.05	N
						Totals for Check 044076	849.15	
044077	06-04-2020	THE TREADMILL	216564	MAINT TSHIRTS	199-51-6319.00-999-099000	GROUND'S MAINT SHIRTS	162.00	N
044078	06-04-2020	WALSH GALLEGOS TRE	216550	LEGAL SVC	199-41-6211.00-701-099000	LEGAL SVC	1,409.50	N
044079	06-04-2020	WCTCOG	216569	MEMBERSHIP	199-41-6499.00-701-099000	DUES	75.00	N
044080	06-04-2020	WEST TEXAS REHAB CE	216568	40755	199-34-6219.04-999-099000	milton mcmillan physical	75.00	N
044081	06-04-2020	WINTERS ISD	216562	STC03062020	199-34-6219.02-999-099000	FAIRVIEW BUS SPLIT	1,661.52	N
044082	06-04-2020	PROLINE RENTALS	216551	29228	199-51-6249.06-999-099000	RENTAL	80.00	N
044083	06-04-2020	XEROX CORP	216580	10456327	199-41-6269.00-701-099000	copiers	131.89	N
			216580	10456327	199-41-6269.00-750-099000	copiers	131.89	N
						Totals for Check 044083	263.78	
044104	06-11-2020	AGC EDUCATION	119459		199-23-6399.00-001-099000	POSTER MACHINE SUPPLIES	258.00	N
044105	06-11-2020	ALONZO AUDIO AND VID	119455	2617	199-36-6499.00-001-099000	GRADUATION VIDEO	1,200.00	N
044106	06-11-2020	ANGELO ARCHIVES INC	216595	96856	199-11-6219.00-001-011000	HS STORAGE	10.65	N
			216595	96855	199-41-6219.00-750-099000	ADMIN STORAGE	9.90	N
						Totals for Check 044106	20.55	
044107	06-11-2020	AT&T MOBILITY	216599		161-51-6259.02-999-099000	PHONE	56.30	N
			216599		199-34-6259.02-999-099000	PHONE	56.30	N
			216599		199-34-6259.02-999-099000	PHONE	421.60	N
			216599		199-51-6249.99-999-099000	HOT SPOTS FOR CVD	4,385.43	N
			216599		199-51-6259.02-001-099000	PHONE	84.45	N
			216599		199-51-6259.02-041-099000	PHONE	84.45	N
			216599		199-51-6259.02-101-099000	PHONE	112.60	N
			216599		199-51-6259.02-999-091000	PHONE	56.30	N
			216599		199-51-6259.02-999-099000	PHONE	112.60	N
						Totals for Check 044107	5,370.03	
044108	06-11-2020	ATHLETIC SUPPLY	216591	ORDER 78 4136	199-51-6249.99-999-099000	SANITIZER	3,380.00	N
044109	06-11-2020	RA BAGWELL OIL CO IN	216583	66514	199-51-6311.00-999-099000	MAINT	304.56	N
044110	06-11-2020	RHONDA BOONE	216593	KARALYNE	240-00-5751.00-000-000000	REF ON LUKE KARALYNN LUNCH	25.00	N
			216593	LUKE	240-00-5751.00-000-000000	REF ON LUKE KARALYNN LUNCH	25.65	N
						Totals for Check 044110	50.65	
044111	06-11-2020	CO-OP FOR SPECIAL SE	216592	100	199-93-6492.00-999-023000	CBW INSTR	17,673.00	N
044112	06-11-2020	TEXAS DEPT OF PUBLIC	216584	202003 191201	199-41-6499.00-750-099000	RECORDS	3.00	N
044113	06-11-2020	DOUCET PLUMBING INC	119444	8054	199-51-6319.00-999-099000	COMPOST AT JH FIELD	630.00	N
044114	06-11-2020	DEPARTMENT OF INFOR	216600		199-51-6259.02-999-099000	OTHER PHONE	1.49	N

For the Month of June								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
044115	06-11-2020	FRONTIER	216594		199-51-6259.02-001-099000	PHONE	118.79	N
			216594		199-51-6259.02-041-099000	PHONE	253.76	N
			216594		199-51-6259.02-101-099000	PHONE	307.85	N
			216594		199-51-6259.02-999-099000	PHONE	247.20	N
Totals for Check 044115							927.60	
044116	06-11-2020	GOODYEAR AUTO SVC	216589	033 1267040	199-34-6319.00-999-099000	BUS SPLS	2,409.76	N
044117	06-11-2020	HOUSE OF CHEMICALS I	216587	566152	199-51-6319.01-001-099000	CUSTODIAL SPLS	193.43	N
044118	06-11-2020	HOWARD TEHNOLOGY	119418		161-11-6399.01-999-011000	Technology2020Revamp	87,989.00	N
			119418	20-00891159	161-11-6399.01-999-011000	Technology2020Revamp	13,566.00	N
Totals for Check 044118							101,555.00	
044119	06-11-2020	LLANO ATHLETIC BOOS	119460	boys track meal	199-36-6412.43-999-091000	Boys Track Meals	133.00	N
044120	06-11-2020	KELLY MATSCHEK	216586	SKLENARIKS	199-41-6399.00-702-099000	REIMB ON SUMMER SAUS	25.01	N
044121	06-11-2020	STEVE OVERBY	216590	MAY MOWING	205-51-6499.00-101-032000	LAWNCARE HS	225.00	N
044122	06-11-2020	PITNEY BOWES INC	216597	3311307705	199-41-6269.00-701-099000	POSTAGE MACH APR-JUNE	640.83	N
044123	06-11-2020	PRIME-STRIPE INC	216588	54684	199-51-6319.00-001-099000	PAINTING	938.10	N
044124	06-11-2020	PROLINE RENTALS	216585	28712	199-51-6249.06-999-099000	STORM REPAIRS	80.00	N
044125	06-11-2020	QUILL CORP	216581	4475046	199-11-6399.00-101-011000	OFC SPLS	6.02	N
			119399	6266480	199-11-6399.00-101-011000	easle pads	902.22	N
				834851	199-41-6399.00-701-099000	RETURNED ITEM REFUNDED	-24.89	N
			119452		199-41-6399.00-750-099000	PO Created by Req: 119743	784.16	N
Totals for Check 044125							1,667.51	
044126	06-11-2020	RIDELL INCRIDDELL ALL	119464	60403359	199-36-6399.32-999-091000	Football Helmets	2,549.45	N
044127	06-11-2020	SCHOOL SPECIALTY	119401	308103528822	199-11-6399.00-101-011000	EOY order	90.76	N
044128	06-11-2020	TABC	119463	5 mbshp fees	199-36-6494.31-999-091000	TABC Membership	100.00	N
044129	06-11-2020	TEXAS GIRLS COACHES	119462	coaching dues	199-36-6494.31-999-091000	Coaching Dues	490.00	N
044130	06-11-2020	THSCA	119461	10 mbrshp fees	199-36-6494.31-999-091000	Coaching Dues	700.00	N
044131	06-11-2020	VYVE BROADBAND LLC	216596		161-11-6219.00-001-011000	INT	48.77	N
			216596		161-11-6219.00-041-011000	INT	48.77	N
			216596		161-11-6219.00-101-011000	INT	48.77	N
Totals for Check 044131							146.31	
044132	06-11-2020	WEAVER TECHNOLOGIE	118589	1622363	161-51-6259.02-999-099000	Open PO	593.42	N
044133	06-11-2020	WEST CENTRAL CELLUL	216598	10574739	199-51-6259.02-999-099000	PHONES	168.55	N
044134	06-11-2020	WEST TEXAS FIRE EXTI	216582	216926	199-51-6319.01-101-099000	ELEM CUSTODIAL	75.48	N
044135	06-11-2020	SOUTHWEST FOOD EXC	216601	20041050 April	240-35-6219.02-999-099000	lunch services	21,482.93	N
			216601	20051050 May	240-35-6219.02-999-099000	lunch services	16,618.83	N
Totals for Check 044135							38,101.76	
044136	06-18-2020	AGC EDUCATION	216626	110132	199-23-6399.00-001-099000	ADD ON TO BILL	20.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
044137	06-18-2020	ATHLETIC SUPPLY	119432		199-36-6249.32-999-091000	Schutt Helmet Reconditioning	2,165.00	N
044138	06-18-2020	ATMOS ENERGY	216611		199-51-6259.04-101-099000	GAS	107.09	N
			216611		199-51-6259.04-999-099000	GAS	38.60	N
						Totals for Check 044138	145.69	
044139	06-18-2020	RA BAGWELL OIL CO IN	216615	72507	199-34-6311.00-999-099000	FUEL	999.95	N
044140	06-18-2020	BALLINGER PRINTING &	119469	20090	199-23-6499.00-001-099000	FLEX/FAIRVIEW DIPLOMAS	20.00	N
			216627	20117	199-41-6399.00-701-099000	ADMIN ENVELOPES	370.61	N
						Totals for Check 044140	390.61	
044141	06-18-2020	BEEFMASTER STEAK H	216623	DELIV FOR ADM	199-41-6399.00-702-099000	MEAL FOR SB MEETING	25.97	N
044142	06-18-2020	BORDER STATES ELEC	216614	920080278	199-51-6319.00-001-099000	MAINT SPLS	55.51	N
			216614	920080278	199-51-6319.00-041-099000	MAINT SPLS	55.50	N
			216614	920080278	199-51-6319.00-101-099000	MAINT SPLS	20.64	N
			216614	920080278	199-51-6319.01-999-099000	MAINT SPLS	2,177.28	N
						Totals for Check 044142	2,308.93	
044143	06-18-2020	CLIMATEC, LLC	216619	965002278	199-51-6319.00-001-099000	HS MAINT	435.00	N
044144	06-18-2020	ESC REGION 15	216622	162-21688	199-23-6499.00-101-099000	BUS DRV TRNG	110.00	N
044145	06-18-2020	HOWARD TEHNOLOGY	119442		161-11-6399.01-999-011000	Technology2020Revamp	22,131.00	N
			119442		161-11-6399.99-999-011000	Technology2020Revamp	116.00	N
			119421	20-00891166	205-11-6399.00-101-032000	technology	3,872.00	N
			119442		410-11-6399.01-999-011000	Technology2020Revamp	100,000.00	N
						Totals for Check 044145	126,119.00	
044146	06-18-2020	KITS BODY SHOP	216618	21205	199-34-6249.60-999-099000	MIRROR INSTALL	325.00	N
044147	06-18-2020	ROBERT MADDEN INDU	216620	4972579	199-51-6319.00-101-099000	ELEM MAINT	10.64	N
044148	06-18-2020	MAYFIELD PAPER CO	216612	2710820	199-51-6319.01-001-099000	SUPPLIES	177.05	N
			216613	2702114	199-51-6319.01-001-099000	SUPPLIES	188.44	N
			216612	2710820	199-51-6319.01-041-099000	SUPPLIES	177.05	N
			216613	2702114	199-51-6319.01-041-099000	SUPPLIES	188.44	N
			216612	2710820	199-51-6319.01-101-099000	SUPPLIES	177.05	N
			216613	2702114	199-51-6319.01-101-099000	SUPPLIES	188.44	N
						Totals for Check 044148	1,096.47	
044149	06-18-2020	NATIONAL HONOR SOCI	119468	9001328331	199-13-6499.00-001-011000	NHS MEMBERSHIP RENEWAL	385.00	N
044150	06-18-2020	NIMCO INC	119414	497892/497986	199-31-6399.00-041-011000	Red Ribbon Week prizes	334.90	N
044151	06-18-2020	WEIDNER & PHILLIPS LT	216616	DISP 42653	199-51-6249.00-999-099000	RESET LOCKS	220.00	N
044152	06-18-2020	SYNCHRONY/AMAZON	119445	COVID SPLS	199-41-6399.00-750-099000	PO Created by Req: 119737	2,518.00	N
			216624		199-51-6319.00-999-099000	BRK RM SPLS	14.98	N
			216625	MAINT	199-51-6319.00-999-099000	MAINT SPLS	154.84	N
						Totals for Check 044152	2,687.82	
044153	06-18-2020	PAM WEST	216621	1399	199-41-6239.01-701-099000	CONSULTATION	1,538.00	N
044154	06-18-2020	WEST TEXAS FIRE EXTI	216617		199-51-6319.00-001-099000	MAINT SPLS	709.20	N
			216617		199-51-6319.00-041-099000	MAINT SPLS	379.21	N
			216617		199-51-6319.00-101-099000	MAINT SPLS	1,345.20	N
						Totals for Check 044154	2,433.61	

Date Run: 07-17-2020 12:39 PM					Check Payments		Program: FIN1300	
Cnty Dist: 200-901					BALLINGER ISD		Page: 6 of 9	
From 06-01-2020 To 06-30-2020							File ID: C	
For the Month of June								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
044155	06-30-2020	ALL-TEX IRRIGATION &	119470	33219	199-51-6319.07-001-099000	PO Created by Req: 119764	316.13	N
			119470	33219	199-51-6319.42-999-099000	PO Created by Req: 119764	316.13	N
			Totals for Check 044155					632.26
044156	06-30-2020	BALLINGER AUTO TECH	216647	566437	199-34-6249.00-999-099000	BUS REPAIR	214.00	N
044157	06-30-2020	BALLINGER FEED & SEE	216652	2041	199-51-6319.00-001-099000	MAINT SPLS	66.03	N
			216652	2041	199-51-6319.00-041-099000	MAINT SPLS	66.03	N
			216652	2041	199-51-6319.00-101-099000	MAINT SPLS	66.03	N
			216652	2041	199-51-6319.01-999-099000	MAINT SPLS	66.03	N
			Totals for Check 044157					264.12
044158	06-30-2020	BCRR INC	216649	532479/80/64	199-51-6249.05-999-099000	EQUIP REPAIR CAFETERIA	904.56	N
044159	06-30-2020	BES-TEX SUPPLY LLC	216645	76137	199-51-6319.00-001-099000	MAINT	584.60	N
			216645	76137	199-51-6319.00-041-099000	MAINT	584.60	N
			216645	76137	199-51-6319.00-999-099000	MAINT	669.40	N
			216646	76938	199-51-6319.00-999-099000	MAINT	39.40	N
			216645	76137	199-51-6319.01-999-099000	MAINT	584.60	N
			216646	76995	199-51-6319.01-999-099000	MAINT	132.00	N
			Totals for Check 044159					2,594.60
044160	06-30-2020	CLIMATEC, LLC	216651	BA00130	199-51-6319.00-001-099000	MAINT	584.00	N
044161	06-30-2020	CTWP	216653		161-53-6269.01-999-099000	COPIERS	77.87	N
			216653		199-11-6269.00-001-011000	COPIERS	611.84	N
			216653		199-11-6269.00-001-023000	COPIERS	77.23	N
			216653		199-11-6269.00-041-011000	COPIERS	917.01	N
			216653		199-11-6269.00-101-011000	COPIERS	959.72	N
			216653		199-11-6269.17-001-011000	COPIERS	76.01	N
			216653		199-11-6269.72-001-022000	COPIERS	76.62	N
			216653		199-23-6269.00-001-099000	COPIERS	313.33	N
			216653		199-23-6269.00-041-099000	COPIERS	249.38	N
			216653		199-23-6269.00-101-099000	COPIERS	421.01	N
			216653		199-36-6269.00-001-091000	COPIERS	76.00	N
			216653		199-41-6269.01-701-099000	COPIERS	39.83	N
			216653		199-41-6269.01-750-099000	COPIERS	211.97	N
			216653		199-41-6269.01-750-099000	COPIERS	39.83	N
			Totals for Check 044161					4,147.65
044162	06-30-2020	DOUCET PLUMBING INC	119472	8154	199-51-6319.00-999-099000	PO Created by Req: 119766	630.00	N
044163	06-30-2020	DEPARTMENT OF INFOR	216657	200507019N	199-51-6259.02-999-099000	TECH	.06	N
044164	06-30-2020	KAPLAN	119420	5471490	205-11-6399.00-101-032000	supplies	1,819.11	N
044165	06-30-2020	PROLINE RENTALS	216648	29419	199-51-6249.06-999-099000	CONT RENTAL	80.00	N
044166	06-30-2020	SCHOOL SPECIALTY	119395	308103533116	199-11-6399.00-101-011000	Classroom Supplies	282.70	N
044167	06-30-2020	WAL-MART COMMUNITY	216654		199-41-6399.00-701-099000	ADM REFRESHMENTS	46.84	N
105568	06-04-2020	BRIAN ARROTT	216577		437-21-6411.00-751-023000	TRAVEL FOR MAY 2020	36.11	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
105569	06-04-2020	BISD OPERATING FUND	216553		437-21-6399.00-751-023000	COPY USAGE SEPT-MARCH	1,254.14	N
			216553		437-21-6399.00-751-023000	NOT READY TO PAY	-1,254.14	N
			216553		437-51-6259.00-751-099000	INTERNET & ELECT. 12 MONTHS	4,489.32	N
			216553		437-51-6259.00-751-099000	NOT READY TO PAY	-4,489.32	N
						Totals for Check 105569	.00	
105570	06-04-2020	BISD OPERATING FUND	216573		313-93-6493.00-751-023000	B - SALARIES	14,798.41	N
105571	06-04-2020	ASHLEY BOOK	216570		459-11-6219.00-751-023000	C - PT MAY 2020	528.75	N
			216570		459-11-6219.00-751-023000	B - PT MAY 2020	439.50	N
			216570		459-11-6219.00-751-023000	W - PT MAY 2020	100.50	N
						Totals for Check 105571	1,068.75	
105572	06-04-2020	CHASE	216579		437-11-6399.00-751-023000	C - POSTAGE	6.85	N
			216579		437-11-6399.00-751-023000	C - POSTAGE	6.70	N
			216579		437-11-6399.00-751-023000	B - FOLDING MAT	406.95	N
			216579		437-11-6399.00-751-023000	C - POSTAGE	6.00	N
			216579		437-11-6399.00-751-023000	C - POSTAGE	2.80	N
			216579		437-21-6399.00-751-023000	CHAIR TIPS	2.99	N
			216579		437-21-6399.00-751-023000	LEAF BLOWER	38.99	N
			216579		437-21-6399.00-751-023000	OFFICE SUP - COFFEE, DRINKS	57.67	N
			216579		437-21-6411.00-751-023000	TCASE INTERACTIVE REGISTRAT	295.00	N
						Totals for Check 105572	823.95	
105573	06-04-2020	COLEMAN ISD	216574		313-93-6493.00-751-023000	C - SALARIES	16,101.17	N
			216574		314-93-6493.00-751-023000	C - SALARIES	1,503.74	N
						Totals for Check 105573	17,604.91	
105574	06-04-2020	LORI FOIL	216552		459-11-6219.00-751-023000	B - SPEECH SUPERVISION MAY	1,399.45	N
105575	06-04-2020	FRONTIER	216578		437-51-6259.00-751-099000	FAX PHONE LINE	62.80	N
105576	06-04-2020	PAIGE GRIMES	216572		437-11-6419.01-751-023000	W - TRAVEL	19.29	N
105577	06-04-2020	LEE MCKELVAIN	216571		437-11-6419.01-751-023000	C - TRAVEL	40.47	N
105578	06-04-2020	BETH OWENS	216576		459-11-6219.00-751-023000	C - OT MAY 2020	891.76	N
			216576		459-11-6219.00-751-023000	B - OT MAY 2020	845.26	N
			216576		459-11-6219.00-751-023000	W - OT MAY 2020	1,041.76	N
						Totals for Check 105578	2,778.78	
105579	06-04-2020	MARTHA PINCKNEY	216575		437-31-6411.01-751-023000	W - ASSIST DIAG TRAVEL	55.20	N
105580	06-16-2020	ATMOS ENERGY	216609		437-51-6259.00-751-099000	GAS	22.28	N
105581	06-16-2020	BAYES ACHIEVEMENT C	216607		315-11-6223.00-751-023000	CH - MAY RELATED SERVICES	425.00	N
			216607		315-11-6223.00-751-023000	CH - JUNE RESIDENTIAL	19,572.30	N
						Totals for Check 105581	19,997.30	
105582	06-16-2020	NATIONAL EDUCATORS	216604	7068	437-21-6411.00-751-023000	ONLINE CONFERENCE	260.00	N
105583	06-16-2020	MARTHA PINCKNEY	216606		437-31-6411.01-751-023000	W - ASSIST DIAG TRAVEL	18.40	N
105584	06-16-2020	SECURED DOCUMENT S	216608	0401720	437-21-6399.00-751-023000	SHREDDING	64.00	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
105585	06-16-2020	TASB-RISK MANAGEME	216610	56355	437-51-6429.00-751-023000	SCHOOL LIABILITY	3,500.00	N
			216610	56355	437-51-6429.00-751-023000	PROPERTY INSURANCE	1,025.00	N
			Totals for Check 105585				4,525.00	
105586	06-16-2020	VEXUS FIBER	216602		437-51-6259.00-751-099000	FAX PHONE LINE LD	7.42	N
105587	06-16-2020	GENA WEAVER	216603		437-31-6411.01-751-023000	C - TRAVEL	40.47	N
105588	06-16-2020	KAY WHITFIELD	216605		437-11-6411.00-751-023000	W - TRAVEL	18.40	N
105589	06-29-2020	BRIAN ARROTT	216628		437-21-6411.00-751-023000	JUNE TRAVEL	77.17	N
105590	06-29-2020	BISD OPERATING FUND	216639		437-93-6493.01-751-023000	B - SHARS BUDGET OVERAGE	7,014.98	N
105591	06-29-2020	CHASE	216633		437-11-6399.00-751-023000	C - POSTAGE	7.90	N
			216633		437-11-6399.00-751-023000	W - POSTAGE	4.65	N
			216633		437-11-6399.00-751-023000	C - STAMPS	55.00	N
			216633		437-11-6499.01-751-023000	W - LUNCH F/DIAG MEETING	8.65	N
			216633		437-11-6499.01-751-023000	B - LUNCH F/DIAG MEETING	8.22	N
			216633		437-21-6399.00-751-023000	STAMPS	55.00	N
			216633		437-21-6411.00-751-023000	TCASE INTERACTIVE CONF.	150.00	N
			216633		437-21-6499.00-751-023000	LUNCH F/MANAGEMENT BOARD	40.64	N
			216633		437-21-6499.00-751-023000	LUNCH F/DIAG MEETING	24.69	N
			216633		437-31-6499.01-751-023000	CH - LUNCH F/DIAG MEETING	10.82	N
			216633		437-31-6499.01-751-023000	CE - LUNCH F/DIAG MEETING	8.22	N
			216633		437-31-6499.01-751-023000	BH - LUNCH F/DIAG MEETING	8.98	N
			216633		437-31-6499.01-751-023000	BE - LUNCH F/DIAG MEETING	8.22	N
			216633		437-31-6499.01-751-023000	W - LUNCH F/DIAG MEETING	7.57	N
			216633		437-31-6499.01-751-023000	LUNCH F/DIAG MEETING	9.52	N
			Totals for Check 105591				408.08	
105592	06-29-2020	CITY OF BALLINGER	216634		437-51-6259.00-751-099000	WATER-TRASH-SEWER-STREET	134.29	N
105593	06-29-2020	COLEMAN ISD	216635		313-93-6493.00-751-023000	C - SALARIES	16,384.02	N
			216635		314-93-6493.00-751-023000	C - SALARIES	1,218.94	N
			216637		437-93-6493.01-751-023000	C - SHARS BUDGET OVERAGE	7,014.98	N
			Totals for Check 105593				24,617.94	
105594	06-29-2020	CRISIS PREVENTION IN	216630	CUS0221837	437-11-6411.00-751-023000	C - REGISTRATION CPI TRAINING	1,090.00	N
105595	06-29-2020	OFFICE DEPOT BUSINE	216629		437-31-6399.01-751-023000	CH - STAPLER F/VANESSA	39.88	N
105596	06-29-2020	SEAS EDUCATION, INC.	216631	2638883	437-11-6219.00-751-023000	2 SESSIONS TRAINING ONLINE	1,200.00	N
105597	06-29-2020	WAL-MART COMMUNITY	216632		437-21-6399.00-751-023000	MULCH F/OFFICE	18.64	N
			216632		437-21-6399.00-751-023000	MULCH, POTTING MIX F/OFFICE	34.42	N
			Totals for Check 105597				53.06	
105598	06-29-2020	WINTERS ISD	216636		313-93-6493.00-751-023000	W - SALARIES	6,493.62	N
			216638		437-93-6493.01-751-023000	W - SHARS BUDGET OVERAGE	7,014.98	N
			Totals for Check 105598				13,508.60	
IRS06	06-25-2020	INTERNAL REVENUE SE	DEDCH		863-00-2151.00-000-000000	JUN WIRE PAYROLL DEDUCTION	35,101.14	N
			DEDCH		863-00-2152.01-000-000000	JUN WIRE PAYROLL DEDUCTION	7,361.28	N
			DEDCH		863-00-2152.02-000-000000	JUN WIRE PAYROLL DEDUCTION	7,361.28	N
			Totals for Check IRS06				49,823.70	

File ID: C

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
TRS 06	06-30-2020	TRS OF TEXAS	DEDCH		863-00-2155.00-000-000000	JUN WIRE PAYROLL DEDUCTION	44,312.44	N
			DEDCH		863-00-2155.01-000-000000	JUN WIRE PAYROLL DEDUCTION	2,355.22	N
			DEDCH		863-00-2155.02-000-000000	JUN WIRE PAYROLL DEDUCTION	2,380.04	N
			DEDCH		863-00-2155.03-000-000000	JUN WIRE PAYROLL DEDUCTION	392.53	N
			DEDCH		863-00-2155.04-000-000000	JUN WIRE PAYROLL DEDUCTION	3,980.12	N
			DEDCH		863-00-2155.05-000-000000	JUN WIRE PAYROLL DEDUCTION	187.60	N
			DEDCH		863-00-2155.08-000-000000	JUN WIRE PAYROLL DEDUCTION	7,482.01	N
						Totals for Check TRS 06	61,089.96	
TRSAC	06-09-2020	TRS OF TEXAS	DEDCH		863-00-2153.00-069-000000	JUN WIRE PAYROLL DEDUCTION	12,423.46	N
			DEDCH		863-00-2153.00-077-000000	JUN WIRE PAYROLL DEDUCTION	15,217.80	N
			DEDCH		863-00-2153.00-100-000000	JUN WIRE PAYROLL DEDUCTION	28,921.00	N
			DEDCH		863-00-2153.00-101-000000	JUN WIRE PAYROLL DEDUCTION	10,936.00	N
			DEDCH		863-00-2153.00-102-000000	JUN WIRE PAYROLL DEDUCTION	8,331.00	N
						Totals for Check TRSAC6	75,829.26	
						Total Checks	667,916.51	

2019-20 Ballinger ISD
YTD Monthly Revenue / Expenditures
Board Report 7-14-2020

Operating Fund 199

		Current Budget	Encumbrances YTD	Revenues / Expenditures YTD	Monthly Revenues / Expenditures	Balances	Percent of Budget
	REVENUES	General Fund	199				
5700	Local Intermediate, and Out of State *	3,590,272.00		4,152,465.73	45,024.61	3,909,182.47	115.66%
5800	State Program Revenues	6,588,705.00		4,756,929.05	619,288.43	1,831,775.95	72.20%
5900	Federal Program Revenues	0.00		14,651.31	0.00	-14,651.31	0.00%
7900	Other Res.Non-Op/Trans.In	0.00		0.00	0.00	0.00	0.00%
	Total Revenues	\$10,178,977.00		\$8,924,046.09	\$664,313.04	\$5,726,307.11	87.67%
	EXPENDITURES						
0011	Instruction *	5,161,568.00	34,455.37	3,921,553.45	114,043.11	1,205,559.18	75.98%
0012	Instructional Resources and Media Services	114,167.00	0.80	81,152.85	843.25	33,013.35	71.08%
0013	Curriculum & Staff Development	65,522.00	2,147.00	25,018.32	2,262.14	38,356.68	38.18%
0021	Instructional	12,819.00	0.00	0.00	0.00	12,819.00	0.00%
0023	School Administration	558,106.00	1,493.55	436,280.32	40,554.31	120,332.13	78.17%
0031	General Counseling & Guidance	398,066.00	756.00	300,219.50	24,865.43	97,090.50	75.42%
0033	Health Services	66,242.00	1,225.00	45,102.19	38.97	19,914.81	68.09%
0034	Student Transportation *	393,086.00	0.00	240,488.04	16,902.17	152,597.96	61.18%
0036	Co-Curricular Activities *	737,921.00	39,231.09	505,588.26	22,294.71	193,101.65	68.52%
0041	General Administration *	496,529.00	3,609.91	383,995.76	29,698.63	108,923.33	77.34%
0051	Plant Maintenance & Operation *	1,423,094.00	24,260.90	1,688,235.48	67,784.32	-289,402.38	118.63%
0052	Security	35,300.00	0.00	20,064.81	66.74	15,235.19	56.84%
0053	Data Processing Services	99,058.00	0.00	73,610.84	7,172.15	25,447.16	74.31%
0071	Debt Services *	18,032.00	0.00	0.00	0.00	18,032.00	0.00%
0081	Facilities *	207,500.00	54,785.67	232,096.84	0.00	-79,382.51	111.85%
0093	Special Ed / Fairview	162,212.00	0.00	160,909.75	17,673.00	1,302.25	99.20%
0099	Intergovernmental Charges	101,131.00	0.00	85,955.95	0.00	15,175.05	84.99%
8900	Subsidies *	983,334.00	0.00	350,557.03	124,874.43	632,776.97	35.65%
	(Technology - Fund 161 - \$927,550)						
	(Food Service Subsidy - \$55,784)						
	Total Expenditures	11,033,687.00	\$161,965.29	\$8,550,829.39	\$469,073.36	\$2,320,892.32	77.50%
	* Previous Budget Amendments						
	** Current Budget Amendments						

**2019-20 Ballinger ISD
YTD Monthly Revenue / Expenditures
Board Report 7-14-2020**

Technology Fund 161

		Current Budget	Encumbrances YTD	Revenues / Expenditures YTD	Monthly Revenues / Expenditures	Balances	Percent of Budget
REVENUES		General Fund	161				
5700	Other Revenue from Local Sources	4,900.00		2,715.00	215.00	2,185.00	55.41%
5800	State Program Revenues	0.00		10,519.00	1,088.21	-10,519.00	0.00%
5900	Federal Program Revenues (ERATE)	0.00		0.00	0.00	0.00	0.00%
7900	Other Resources **	927,550.00		350,557.03	124,874.43	576,992.97	37.79%
Total Revenues		932,450.00		\$363,791.03	\$126,177.64	\$568,658.97	39.01%
EXPENDITURES							
0011	Instruction **	667,300.00	391,615.28	202,648.04	123,948.31	73,036.68	30.37%
0023	School Administration	500.00	0.00	198.95	0.00	301.05	39.79%
0034	Pupil Transportation	3,000.00	1,058.75	2,117.50	0.00	-176.25	70.58%
0051	Plant Maintenance & Operation	5,000.00	3,644.18	2,828.35	649.72	-1,472.53	56.57%
0053	Data Processing Services	196,792.00	0.00	170,365.64	15,700.76	26,426.36	86.57%
Total Expenditures		872,592.00	\$396,318.21	\$378,158.48	\$140,298.79	\$98,115.31	43.34%

**2019-20 Ballinger ISD
YTD Monthly Revenue / Expenditures
Board Report 7-14-2020**

Food Service Fund 240

		Current Budget	Encumbrances YTD	Revenues / Expenditures YTD	Monthly Revenues / Expenditures	Balances	Percent of Budget
	<u>REVENUES</u>	<u>Food Service</u>	<u>240</u>				
5700	Local Intermediate, and Out of State	186,035.00		71,218.14	-50.65	114,816.86	38.28%
5800	State Program Revenues - TGA Grant	3,000.00		131,987.60	130,000.00	-128,987.60	4399.59%
5900	Federal Program Revenues	367,722.00		266,987.88	41,164.30	100,734.12	72.61%
7900	Other Resources	55,784.00		0.00	0.00	55,784.00	0.00%
	Total Revenues	612,541.00		\$470,193.62	\$171,113.65	\$142,347.38	76.76%
	<u>EXPENDITURES</u>						
0035	Food Services	612,541.00	129,524.00	323,629.51	38,101.73	159,387.49	52.83%
0051	Plant Maintenance & Operation	0.00	0.00	0.00	0.00	0.00	0.00%
0081	Facilities	0.00	0.00	0.00	0.00	0.00	0.00%
0000	Other Uses Non-Op-Trans Out	0.00	0.00	0.00	0.00	0.00	0.00%
	Total Expenditures	612,541.00	\$129,524.00	\$323,629.51	\$38,101.73	\$159,387.49	52.83%

DISTRIBUTION SUMMARY

BEGINNING: 6/1/2020 ENDING: 6/30/2020

Entity

30-BALLINGER ISD

Entity	Tax Paid	M & O	I & S	P & I	M & O	I & S	Total M & O	Total I & S	Tax & Fees	Attorney	Late Paid	Current Tot
Current Taxes	19,683.90	19,683.90	0.00	2,769.86	2,769.86	0.00	22,453.76	0.00	22,453.76	211.50	216.14	22,881.40
2019												
Delq Taxes	Tax Paid	M & O	I & S	P & I	M & O	I & S	Total M & O	Total I & S	Tax & Fees	Attorney	Late Paid	Delq Tot
2018	976.28	976.28	0.00	280.99	280.99	0.00	1,257.27	0.00	1,257.27	251.44	0.00	1,508.71
2017	47.04	47.04	0.00	19.29	19.29	0.00	66.33	0.00	66.33	13.26	0.00	79.59
2016	118.05	118.05	0.00	59.79	59.79	0.00	177.84	0.00	177.84	35.52	0.00	213.36
2015	18.15	18.15	0.00	7.45	7.45	0.00	25.60	0.00	25.60	5.17	0.00	30.77
2013	0.72	0.72	0.00	0.64	0.64	0.00	1.36	0.00	1.36	0.27	0.00	1.63
2012	31.39	31.39	0.00	31.76	31.76	0.00	63.15	0.00	63.15	12.62	0.00	75.77
2011	7.02	7.02	0.00	7.93	7.93	0.00	14.95	0.00	14.95	2.99	0.00	17.94
	1,198.65	1,198.65	0.00	407.85	407.85	0.00	1,606.50	0.00	1,606.50	321.27	0.00	1,927.77

SUMMARY TOTALS

Entity
30-BALLINGER ISD

Refunded Amounts	
Tax Paid P & I	(6.73)
Attorney	(0.87)
Late Fees	0.00

Distribution Amounts	
Tax Paid P & I	20,882.55
Sub Total	3,177.71
Attorney	24,060.26
Late Fees	532.77
	216.14

Late Ag	147.32
Late Protest	0.00
Late Rendition	68.82

Grand Total \$24,809.17



Current Collections

Tax Levy	19,683.90	M&O Levy	I&S Levy	0.00
P & I	2,769.86	M&O P & I	I&S P & I	0.00
Total	22,453.76	M&O Total	I&S Total	0.00

Delinquent Collections

Tax Levy	1,198.65	M&O Levy	I&S Levy	0.00
P & I	407.85	M&O P & I	I&S P & I	0.00
Total	1,606.50	M&O Total	I&S Total	0.00

Total

M&O Total	24,060.26
I&S Total	0.00
Total	24,060.26

30-BALLINGER ISD

YEAR	ORIGINAL LEVY	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED LEVY	COLLECTED	COLLECTED W/LATEFEES	PENALTY & INTEREST	ATTORNEY	UNCOLLECTED	YTD COLLECTED	UNCOLLECTED W/LATEFEES	YTD COLLECTED W/LATEFEES
2019	3,647,822.12	(9,401.28)		3,638,484.61	3,531,061.62	3,535,019.14	17,256.54	658.70	107,422.99	3,531,061.62	108,126.58	3,535,019.14
2018	54,265.64	(1,069.15)		53,196.49	28,605.27	28,812.83	7,109.56	7,148.93	24,591.22	28,605.27	24,779.84	28,812.83
2017	31,026.79	(380.60)		30,646.19	17,527.19	17,527.19	5,844.61	4,654.02	13,119.00	17,527.19	13,119.00	17,527.19
2016	12,454.25	(0.35)		12,453.90	2,794.50	2,794.50	1,330.01	796.01	9,659.40	2,794.50	9,666.24	2,794.50
2015	8,833.60	(0.35)		8,833.25	2,411.03	2,411.03	1,451.03	755.64	6,422.22	2,411.03	6,422.22	2,411.03
2014	7,747.38	(0.35)		7,747.03	448.13	448.13	310.98	136.63	7,298.90	448.13	7,298.90	448.13
2013	7,169.47	(0.35)		7,169.12	777.53	777.53	659.92	287.50	6,391.59	777.53	6,391.59	777.53
2012	6,680.03	(0.35)		6,679.68	253.92	253.92	264.08	102.86	6,425.76	253.92	6,425.76	253.92
2011	4,858.50	(0.35)		4,858.15	333.92	333.92	361.19	139.02	4,524.23	333.92	4,524.23	333.92
2010	4,474.49	(0.35)		4,474.14	240.43	240.43	281.18	99.90	4,233.71	240.43	4,233.71	240.43
2009	3,229.28	(0.35)		3,228.93	0.00	0.00	0.00	0.00	3,228.93	0.00	3,228.93	0.00
2008	1,732.37	(0.35)		1,732.02	130.69	130.69	182.33	60.32	1,601.33	130.69	1,615.21	130.69
2007	1,080.60	(0.35)		1,080.25	0.00	0.00	0.00	0.00	1,080.25	0.00	1,100.95	0.00
2006	752.09	(0.41)		751.68	15.36	15.36	25.80	8.23	736.32	15.36	738.54	15.36
2005	235.19	(0.31)		234.88	0.00	0.00	0.00	0.00	234.88	0.00	256.42	0.00
2004	265.06	(0.31)		264.75	0.00	0.00	0.00	0.00	264.75	0.00	264.75	0.00
2003	125.59	(0.47)		125.12	0.00	0.00	0.00	0.00	125.12	0.00	125.12	0.00
2002	86.98	(0.47)		86.51	0.00	0.00	0.00	0.00	86.51	0.00	86.51	0.00
2001	114.63	(0.47)		114.16	0.00	0.00	0.00	0.00	114.16	0.00	114.16	0.00
2000	91.73	(0.45)		91.28	0.00	0.00	0.00	0.00	91.28	0.00	91.28	0.00
1999	77.55	(0.45)		77.10	0.00	0.00	0.00	0.00	77.10	0.00	77.10	0.00
1998	23.70	(0.45)		23.25	0.00	0.00	0.00	0.00	23.25	0.00	23.25	0.00
1997	27.00	(0.45)		26.55	0.00	0.00	0.00	0.00	26.55	0.00	26.55	0.00
1996	66.75	(0.45)		66.30	0.00	0.00	0.00	0.00	66.30	0.00	66.30	0.00
1995	39.75	0.00		39.75	0.00	0.00	0.00	0.00	39.75	0.00	39.75	0.00
1994(PRIOR)	75.18	0.00		75.18	0.00	0.00	0.00	0.00	75.18	0.00	75.18	0.00
	3,793,355.72	(10,859.22)		3,782,560.27	3,584,599.59	3,588,764.67	35,077.95	14,847.76	197,960.68	3,584,599.59	198,918.07	3,588,764.67

RATE SUMMARY INFORMATION

M&O	3,793,290.25	(10,858.95)		3,782,495.10	3,584,599.59		35,077.95	14,847.76	197,895.51	3,584,599.59		
I&S	65.47	(0.27)		65.17	0.00		0.00	0.00	65.17	0.00		
SPC	0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00		

RATE SUMMARY INFORMATION CURRENT YEAR

M&O	3,647,822.12	(9,401.28)		3,638,484.61	3,531,061.62		17,256.54	658.70	107,422.99	3,531,061.62		
I&S	0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00		
SPC	0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00		
	3,647,822.12	(9,401.28)		3,638,484.61	3,531,061.62		17,256.54	658.70	107,422.99	3,531,061.62		

RATE SUMMARY INFORMATION DELINQUENT YEARS

M&O	145,468.13	(1,457.67)		144,010.49	53,537.97		17,821.41	14,189.06	90,472.52	53,537.97		
I&S	65.47	(0.27)		65.17	0.00		0.00	0.00	65.17	0.00		
SPC	0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00		
	145,533.60	(1,457.94)		144,075.66	53,537.97		17,821.41	14,189.06	90,537.69	53,537.97		

PERCENT COLLECTED

ORIGINAL ROLL = 96.799%

ADJUSTED ROLL = 97.048%

Investment Report for Ballinger ISD
2020 Second Quarter
(April- June2020)

			<u>April</u>	<u>May</u>	<u>June</u>
Texpool					
Operating Fund		\$35,204.85	0.4552%	0.2685%	0.2165%
Workers Compensation Reserve Fund		\$0.00			
Lone Star					
Liquidity Plus Fund		\$44,679.60	0.5593%	0.3130%	0.1923%
TexSTAR					
Operating Fund		\$33,833.18	0.4447%	0.2444%	0.1974%
First National Bank of Ballinger					
Fall 2003 – Lone Star #12355	32 days	\$410,118.36	--	--	0.3100%
Fall 2005 (3) #12987	32 days	\$520,438.30	--	-	0.3000%
Lone Star CD #14120	32 days	\$467,998.78	1.6800%	1.7100%	0.3300%
Winter 2010 #14184	32 days	\$559,667.96	1.6900%	-	0.3000%
Winter 2012 #14441	32 days	\$1,103,164.23	1.6900%	-	0.3100%
Fall 2006 (1) #14592	32 days	\$1,257,296.25	1.6900%	-	0.3100%
Fall 2007 (1) #14593	32 days	\$594,515.96	1.6900%	-	0.3000%
Workers Compensation #12367	32 days	\$31,745.58	1.6900%	1.7100%	0.3100%

The information in this report is in compliance with our local investment policy and the Public Funds Investment Act.
Supporting documentation available upon request.

Workers Comp Totals as of 6/30/2020

Texpool	\$	0
FNB - CD	\$	31,745.56
Claims Paid	\$	31,703.15
WC Reserve Line Item	\$	9,109.36
Cash on Hand	\$	20,327.11
Total	\$	92,885.16

Maximum Total Needed for 2019-20 \$ 142,122.00

Superintendent Date



Financial Investment Officer Date

BALLINGER ELEMENTARY SCHOOL



STUDENT HANDBOOK 2020-2021

800 Broad Avenue
Ballinger, TX 76821
(325) 265-3527

Superintendent Mr. Jeff Butts
Principal Mrs. Jamie Dudley
Assistant Principal Mrs. Johnny Rumph
School Counselor Mrs. Jennifer O'Donnell

If you have difficult accessing the information in this document because of a disability, please contact the district at:

jamie.dudley@ballingerisd.net; johnny.rumph@ballingerisd.net or (325)365-3527

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PREFACE

To Students and Parents:

Welcome to school year 2020-2021! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Ballinger Elementary Student Handbook Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Ballinger Elementary School Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.ballingerisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at Ballinger Elementary School or Ballinger ISD Administration Office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in Ballinger ISD Administration Office and an unofficial electronic copy is available at www.ballingerisd.net.

The policy manual includes:

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

For questions about the material in this handbook, please contact the Ballinger Elementary Principal at (325)365-3527.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- [Acknowledgment Form **Or** Acknowledgment of Electronic Distribution of Student Handbook],
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Ballinger Elementary Principal at (325)365-3527.

SECTION I: PARENTAL RIGHTS

This section of the Ballinger Elementary Student Handbook describes certain parental rights as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

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

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

The mental health liaison, Jennifer O'Donnell can be reached at (325)365-3527 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support**.

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

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

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

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

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

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

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

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

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

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

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

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet Or submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications with Students by District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

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

Objecting to the Release of Directory Information

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

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

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

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

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

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

The district has identified the following as directory information:

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended. "Directory information" does not include a student's:

1. *Social security number; or*

2. *Student identification (ID) number, unless:*
 3. *The student ID number, user ID number, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user; or*
 4. *The student ID number or other unique personal identifier that is displayed on a student ID badge cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.*

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records**.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

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

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

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

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

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

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

A parent may inspect:

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

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

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

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

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

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

Lifetime Health (an abstinence-based curriculum) published by Holt

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

Reciting a Portion of the Declaration of Independence in Grades 3–5

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

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

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

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

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

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC.]

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

Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,

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

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

- Reaches the age of 18,

- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

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

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

- When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information.**]

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

The principal is custodian of all records for currently enrolled students at the assigned school. The principal **and/or** superintendent is the custodian of all records for students who have withdrawn or graduated.

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

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

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

The address of the superintendent's office is 802 Conda Ave., Ballinger, TX 76821.

The address of the principal's office is: 802 Conda Ave., Ballinger, TX 76821.

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

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

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

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

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

Teacher and Staff Professional Qualifications

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

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

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom.

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

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

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

[See policy FDE for more information.]

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

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

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

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

[See also **A Student in Foster Care** for more information.]

A Student Who Is Homeless

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

- Proof of residency requirements;

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

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

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

[See **Students who are Homeless.**]

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is diagnostician, Genni Colombo, at (325) 365-3527.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services at Ballinger Elementary is Johnny Rumph at (325)365-3527.

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

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal at (325) 365-3527.

Absences/Attendance

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

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;

- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Failure to Comply with Compulsory Attendance

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for Ballinger Elementary is Assistant Principal, Mrs. Johnny Rumph. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page **Error! Bookmark not defined.** will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:00 AM.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

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

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

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

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

Within 3 school days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

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

Saturday School

Students in grades 3-5 may be assigned to Saturday school for excessive absences. Saturday school may be required for students who are truant from school or for students who miss assigned tutorial/detention sessions.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

Ballinger ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's website at www.ballingerisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

AWARDS AND HONORS

Students receiving awards may be recognized at six week awards assemblies, over the announcements, on the school website, or in the campus newsletter. Awards recognized each six weeks may include but are not limited to:

- A-Honor Roll
- Character Trait Awards
- Perfect Attendance

- Teacher-issued Awards
- School Spirit Awards

BULLYING

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

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

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

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

Bullying is prohibited by the district and could include:

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

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another

district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying using a link to submit, through email, that is placed on the school home web pages and the district homepage, at www.ballingerisd.net. The name of the link is: **Anonymous Alerts**.

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

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

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

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

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

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

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

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

CELEBRATIONS

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

[Also see **Food Allergies**.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.ballingerisd.net. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

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

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

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

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

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

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

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

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

- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Communications—Automated

Emergency

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

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

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

COMPLAINTS AND CONCERNS

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.ballingerisd.net. The complaint forms can be accessed *online* at www.ballingerisd.net or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

CONDUCT

Applicability of School Rules

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

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. Contact information for each campus behavior coordinator is available on the district's website at: www.ballingerisd.net. The campus behavior coordinator at the elementary campus is listed below:

- Jamie Dudley – Principal
- Johnny Rumph – Assistant Principal
- Principal's designee

Deliveries

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

Disruptions of School Operations

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

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

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

- Making loud noises;

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

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

Social Events

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

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

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

COUNSELING

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

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

Personal Counseling

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

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

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

CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

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

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

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

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

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

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [See policy FFH for more information.]

Dating Violence

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

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

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

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

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

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct

involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

DISTANCE LEARNING

All Grade Levels

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

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

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

Nonschool Materials

From Students

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

The Principal has designated the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

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

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Principal for prior review. The Principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The Principal has designated the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.

- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING

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

1. The District does not allow pictures, emblems, or writings on clothes that are lewd, offensive, vulgar or obscene.
2. The District does not allow pictures, emblems, or writings on clothing that advertise or depict tobacco products, alcoholic beverages, drugs, inhalants or any other intoxicant or mood-changing, mind-altering or behavior-altering drugs.
3. All school attire and personal appearance shall be in keeping with acceptable standards of modesty and good taste.
4. Baggy/oversized clothing is not allowed. Garments should be appropriately sized and fitted for the individual. Any jeans, pants, or shorts that cannot stay at the natural waistline without a belt shall not be allowed. The crotch area will not be allowed to sag.
5. Students are required to wear shoes or sandals. All shoes must have heel straps. Flip-flops of any kind, shower shoes, and house shoes are not allowed. Interpretation is at the discretion of the principal or designee.
6. Noisy or distracting jewelry will not be allowed. Pierced body ornamentation must be restricted to the earlobes and/or single stud piercing on upper ear. No "gauges" or look-alike gauges are allowed. Other piercing is not allowed. Boys are not allowed to wear earrings. Bandages, tape, etc. used to cover inappropriate piercings will not be allowed. Any material used to "maintain" a piercing will not be allowed.
7. Hair may not be colored or groomed in such a way so as to draw attention or separate the student from the rest of the student body. No unnatural coloring of hair.
8. Pajamas are not allowed.
9. (Grades 3-5) Shorts should be appropriate dress type shorts. (No athletic/running shorts.) Shorts must be at least fingertip length when a student's arms are relaxed at his/her side.
10. (Grades 3-5) Warm-ups and sweat suit garments will not be allowed except in approved physical education classes or with approval of the principal.
11. (Grades 3-5) Leggings, "jeggings", or spandex tights are not allowed unless covered by a garment that meets dress code requirements.
12. See through or unusually tight blouses, shirts, or sweaters may not be worn.
13. Sunglasses will not be worn inside the building unless prescribed by a doctor.

14. Hats, caps, or hoods will not be worn inside the building during regular school hours.
15. Sweat-type headbands, armbands, chain-type billfolds, or bandanas will not be worn.
16. In addition to the prohibition in the general guidelines, any clothing or accessories with writings that contain double meanings, references to sex, satanic cults, gang activities, or any other controversial subjects will not be permitted (ex: Playboy Bunnies, Hotties, Hooters, Foxy, or any other say that portray a negative image). Any clothing or symbols that are associated with negative group behavior (wash cloths, bandanas, colors, etc.) will not be allowed. Interpretation is at the discretion of the principal or designee.
17. Tattoos (permanent or temporary) will not be visible. The only exception will be temporary tattoos depicting school spirit approved by the principal.
18. Trench coats or oversized coats will not be allowed.
19. All garments must be properly hemmed (no cut-offs or frayed edges).
20. Holes in pants will be allowed as long as no bare skin or undergarments are exposed above fingertip length. Any holes that expose bare skin or undergarments above fingertip length will not be permitted.

Boys: *****

- Young men must be clean-shaven at all times with sideburns no longer than the bottom of the earlobe, and wider than one inch.
- Earrings are not allowed.
- Hair shall be cut in a manner that it will not hang over the eyebrows at any time and cannot extend below the bottom of the collar on an oxford-style shirt while the student is standing in a normal position. Entire earlobes must be visible.
- No ponytails, "tails," or mo-hawks are allowed.
- Shirts and T-shirts of any kind must have sleeves. Oxford-style shirts must be buttoned to the first button below the collar.

Girls: *****

- Hair shall be neat and not distracting and should be kept out of the face.
- Tank tops or similar garments shall not be worn. Shoulder straps must be at least three (3) inches wide and be worn over the shoulder.
- Shirts and tops must be buttoned and cut as to not show cleavage when standing up or bending over. The midriff must not be exposed when the student goes through normal activities of the school day (bending, stretching, reaching, sitting, or raising hands, etc.).
- Extra long T-shirts will not be worn in lieu of appropriate bottom garments.
- Dresses and skirts must be worn at least fingertip length at the shortest part of the hem when a student's arms are relaxed at her side.
- If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable

change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device at the end of the school day from the principal's office for a fee of \$15.

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

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

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

Possession and Use of Other Personal Electronic Devices

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

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

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials.**]

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

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action and/or monetary fines.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required

to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

ENGLISH LEARNERS

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

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

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents

can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

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

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

FEES

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

FUNDRAISING

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

GANG-FREE ZONES

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation**.]

GRADING GUIDELINES

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

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);

- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

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

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

HAZING

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

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

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

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

Health—Physical and Mental

Illness (All Grade Levels)

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

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

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

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubella (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

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

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

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

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

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

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

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies**.

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

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

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>, for information regarding meningitis.

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

[See **Immunization**.]

Diabetes

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

Food Allergies (All Grade Levels)

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

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

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan is available from the district nurse, Janice Travis.

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

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

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

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The district full-time nurse, Janice Travis, at (325)365-3527.
- The elementary campus full-time school counselor, Jennifer O'Donnell, at (325)365-3527.

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.ballingerisd.net.

- 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
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Caroline Toliver at (325) 365-3588 for further information regarding these procedures and access to the District Improvement Plan.

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

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

[See **Human Sexuality Instruction** and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

HOMEWORK

Contact campus office.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

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

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call

from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

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

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

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

At Any Other Time During the School Day

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

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

LOST AND FOUND

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence

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

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade.**]

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

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

In-School Suspension (ISS) Makeup Work

Completion of Course Work

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

Completion of Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, Ballinger ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Caroline Toliver, 802 Conda Ave. (325) 365-3588.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Kim Castleberry, 1006 Conda Ave. (325) 365-3537.
- All other concerns regarding discrimination: See the superintendent.

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

PARENT AND FAMILY ENGAGEMENT

Working Together

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

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

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at (325) 365-3527 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**.]
- Participating in campus parent organizations. Parent organizations include: Ballinger Elementary Parent Teacher Organization (PTO).
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal or superintendent.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. The board meeting schedule can be found at www.ballingerisd.net. [See policies at BE and BED for more information.]

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

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

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

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

Elementary Grade Levels

In grades 1-5, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

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

If a student in grades 3–5 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See Standardized Testing]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

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

administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus**]

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every six (6) weeks.

On the Thursday after the end of the first three weeks of a grading period, parents (grades 1-5) will receive a progress report. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.

- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns through the counselor's office utilizing a system that is monitored daily.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School-Closing Information

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- www.ballingerisd.net
- www.ballingernews.com
- KRUN Radio – Ballinger
- KLST/KSAN Television – San Angelo
- KTAB/KRBC Television – Abilene
- KTXS Television – Sweetwater

- KIXY Radio – San Angelo
- KCRN – San Angelo
- KGKL Radio – San Angelo

SCHOOL FACILITIES

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Tony Harral, the district's designated asbestos coordinator, at (325)365-3588.

Food and Nutrition Services (All Grade Levels)

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

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

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

See the Cafeteria Manager/School Office to apply for free or reduced-price meal services.

[See policy CO for more information.]

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

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Food Services Director. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to

manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

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

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Tony Harral at (325)365-3588.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library

The library is a learning laboratory with books, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during designated times with a teacher permit.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

The following areas are open to students before school, beginning at 7:30 a.m.

- Elementary front entrance
- Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.
- Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

School-Sponsored Field Trips (All Grade Levels)

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

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

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

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

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

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

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

Trained Dogs (All Grade Levels)

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

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

SPECIAL PROGRAMS

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

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

STANDARDIZED TESTING

STAAR (State of Texas Assessments of Academic Readiness)

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention.**]

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.

STUDENTS IN FOSTER CARE

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

Please contact the campus counselor, Jennifer O'Donnell, who has been designated as the district's foster care liaison, at Ballinger Elementary with any questions.

[See also **Students in the Conservatorship of the State** for more information.]

STUDENTS WHO ARE HOMELESS

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the district's homes education liaison, Jennifer O'Donnell at (325)265-3527.

SUMMER SCHOOL

The campus site based committee will adopt requirements for promotion to the next grade level. Students who do not meet the criteria by the end of the school year will be required to attend mandatory summer school in order to be promoted to the next grade level.

TARDIES

When a child is late to school, he/she misses out on important instruction. Every minute that a child is in school is important to his/her learning. When he or she is tardy, he/she faces the challenge of trying to settle in and catch up with what other students are doing. She/he is behind and has to struggle to understand material the teacher has already explained. Being late is detrimental to her/his learning, especially if it occurs on a consistent basis.

Arriving late to school can also mean that students miss out on activities designed to build connections with their peers, potentially impacting their social interactions and creating a greater sense of alienation from their classmates.

Repeated instances of tardiness could result in disciplinary action, in accordance with the Student Code of Conduct.

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

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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

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

Transfers (All Grade Levels)

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

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

TITLE I PARENTAL INVOLVEMENT POLICY

Ballinger Elementary School believes that community members, parents, staff, and students share in the responsibility of providing an educational program which will allow all students to develop to their full potential intellectually, physically, and socially in order to be responsible citizens. It is our responsibility to maintain a safe and orderly environment in our elementary school in which measurable learning takes place. We will provide students with the opportunity to enhance the development of their cognitive, affective, and psychomotor skills by including technology as a component of a well-balanced program. Inherent within this statement is the belief that all students can learn and that school can make a difference in the lives of its students. This policy is developed by the Campus Site Base committee with parental and community input. This policy will be updated annually.

1. Ballinger Elementary is involved in a Title I school-wide program. All students have access to the services and support provided through this program any time they become at-risk for failure.
2. All parents will be invited to meetings during the first six weeks of instruction. Objectives, individual teaching methods, curriculum, and parental rights along with Title I, will be explained at that time. Upon receipt, the state school report card will be sent home in each student's report card at the end of the next grading period.
3. Responsibilities of parents, the school, and students will be stated in a written compact signed by all parties.
4. Teachers and/or parents will arrange for at least two conferences concerning their child's progress during the year. Parents are encouraged to call or visit with their child's teacher any time there is a concern.
5. Opportunities for staff training will be offered through the Education Service Center for more effectiveness in working with parents toward building home-school partnerships. The counselor and individual teachers will present information for parents on topics such as: STAAR/Study Skills and Character Education as needed during the year.
6. Communication with parents will consist of a newsletter distributed at the end of each six weeks. In addition, notices, other mailing phone calls, weekly conduct reports, and conferences will occur.

TRANSFERS

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

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

TRANSPORTATION

Transportation (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Tony Harral, (325) 365-3588.

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

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

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

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

VANDALISM

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

VIDEO CAMERAS

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

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

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

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

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

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

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

VOLUNTEERS

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

If you are interested in volunteering, please contact the campus secretary for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

WITHDRAWING FROM SCHOOL

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

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

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

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

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

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

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

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

CPS stands for Child Protective Services.

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

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

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TAC stands for the Texas Administrative Code.

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

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

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

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

APPENDIX I:

Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.ballingerisd.net. Below is the text of Ballinger ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures**Student Report**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary

District Action	action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Bullying	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II:
Acknowledgment Form—Amendment

***Note to handbook developer:** You might keep this form on hand throughout the school year to assist in documenting communication of Student Handbook amendments made during the year.*

My child and I have received a copy of the Ballinger Elementary Student Handbook Amendment # _____ dated _____.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

BALLINGER SECONDARY SCHOOLS



BEARCATS

2020-2021

STUDENT HANDBOOK

Ballinger ISD Administration
802 Conda Avenue
Ballinger, TX 76821
(325) 365-3588

Ballinger High School
2107 North Broadway
Ballinger, TX 76821
(325) 365-3537

Ballinger Jr. High School
1006 Conda Avenue
Ballinger, TX 76821
(325) 365-3547

If you have difficulty accessing the information in this document because of disability, please contact the district administration office at 325-365-3588.

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BALLINGER ISD

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DISTRICT CALENDAR

Click [HERE](#) need to change hyperlink to updated 2020-2021 calendar.

Ballinger Secondary Schools Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Ballinger ISD Secondary Schools Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Ballinger ISD Secondary Schools Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.ballingerisd.net/>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the offices of Ballinger ISD Administration, Ballinger High School or Ballinger Junior High.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office), and an unofficial electronic copy is available at <https://www.ballingerisd.net/>.

The policy manual includes:

Ballinger Secondary Schools Student Handbook

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

For questions about the material in this handbook, please contact a teacher, the school counselor, or the principal.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 16 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the district administration office at 325-365-3588.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

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

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

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

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

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent. The district will not provide a mental health care service to a student except as permitted by law. NOTE: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigation and reports.

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

The mental health liaison, High School-Tessa Knickerbocker (High School Counselor); Junior High- Kim Castleberry (Junior High Counselor), can be reached at

tessa.knickerbocker@ballingerisd.net and kim.castleberry@ballingerisd.net and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 77.

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

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

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

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

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

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

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

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

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

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

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

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the student registration forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal. **Note:**

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

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

Ballinger Secondary Schools Student Handbook

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

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

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

Objecting to the Release of Directory Information

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

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

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

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

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

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

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,

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- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 20.

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

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

- Name,
- Address, and
- Telephone listing.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

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

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

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

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

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

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

A parent may inspect:

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

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

Human Sexuality Instruction

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

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

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

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

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

Lifetime Health (an abstinence-based curriculum) published by Holt.

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

Reciting a Portion of the Declaration of Independence in Grades 3–12

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 92 and policy [EC\(LEGAL\)](#) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

- Informal observations,

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services. The Ballinger High School offers tutorial services; which students whose grades are below 75 will be required to attend. These sessions will be held during the lunch hour each day Monday through Thursday. Ballinger Junior High offers tutorials after lunch during advisory period.

[For questions about school-provided tutoring programs contact the student's teacher, and see policies [EC](#) and [EHBC](#).]

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

Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 15, are the right to:

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

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

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

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

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

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

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

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

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

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

- When school officials have what federal law refers to as a “legitimate educational interest” in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or

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- A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 15.]

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

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

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

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

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

The address of the superintendent's office is 802 Conda Ave, Ballinger, TX 76821.

The address of the high school's office is: 2107 N. Broadway St, Ballinger, TX 76821.

The address of the junior high school's office is: 1006 Conda Avenue, Ballinger, TX 76821

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 95, **Complaints and Concerns** on page 45, and Finality of Grades at policy [FNG\(LEGAL\)](#).]

The district's student records policy is found at policy [FL\(LEGAL\)](#) and [FL\(LOCAL\)](#) and is available at the principal's or superintendent's office or on the district's website at <https://www.ballingerisd.net>.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

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

[See **Bullying** on page 35, and policies [FDB](#) and [FFI](#) for more information.]

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

[See policy [FDE](#) for more information.]

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

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Student Use of a Service/Assistance Animal

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

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

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

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 48, and **A Student in Foster Care** on page 113.]

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 488, and **Students who are Homeless** on page 113.]

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

For Elementary: Genni Colombo at 325-365-2548

For JH/HS: Eyrin Book at 325-365-2548

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

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

For JH: Kim Castleberry at 325-365-2537

For HS: Tessa Knickerbocker at 325-365-2547

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[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28.]

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page 60 and **Special Programs** on page 111 .]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 26 and policy [FB](#) for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

Ballinger High School, Ryan Knickerbocker at 325-365-3547

Ballinger Junior High School, Leslie Griffis at 325-365-3537.

Absences/Attendance

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

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

Compulsory Attendance

Ages 6–18

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

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy [FEA](#) for more information.]

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;

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- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Secondary Grade Levels

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

- Authorized by the board under policy [FEA\(LOCAL\)](#) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

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

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

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

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation,

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and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is Mike Gil Nuñez, Ballinger Secondary Schools Associate Principal (325) 365-3547 For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy [FEC](#) for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

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- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:00 a.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

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

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

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

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

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or

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condition that caused the absence to determine whether an absence will be excused or unexcused.

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

Ballinger ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's website at <http://www.ballingerisd.net>. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

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

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

The test shall be offered on a date and time to be determined at Ballinger High School.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

(6-8 Grade Only)

Awards and Honors will be bestowed on students throughout the year based on tradition, excellence and participation in certain events. Each of these awards and honors will have different criteria based on the organization or group doing the recognizing. Please see the campus principal or group sponsor with specific questions concerning awards and honors at Ballinger Junior High School. The following are some examples but does not constitute an exhaustive list:

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“A” Honor Roll- This award is given to the student/s that have earned all “A’s” in all of their classes for the year.

“A & B” Honor Roll- This award is given to the student/s that have earned all “A’s and B’s” in all of their classes for the year.

Perfect Attendance- This award is given to the students that have earned perfect attendance for the entire year.

Accelerated Reader- This award is presented to the students that have read and earned the most points for the entire year.

Jimmy Stubblefield Award – This award is given the top two 8th grade students that have earned the most points over three years competing in academic UIL events.

Weldon Brevard Award – This award is given to an 8th grade boy and girl that exemplifies leadership qualities, sets a good example, is dependable and friendly. The award is based on all sports participation and maintaining at least a B average.

Pat Patterson Award- This award is presented to the Male athlete that exemplifies the finest attributes of character and dedication to Ballinger athletics.

Lady Cub Award- This award is presented to the female athlete that exemplifies the finest attributes of character and dedication to Ballinger lady athletics.

(Grade 9-12)

Awards and Honors will be bestowed on students throughout the year based on tradition, excellence and participation in certain events. Each of these awards and honors will have different criteria based on the organization or group doing the recognizing. Please see the campus principal or group sponsor with specific questions concerning awards and honors at Ballinger High School. The following are some examples but does not constitute an exhaustive list:

“B” MERIT AWARD

Given to students that exhibit qualities above the expected and for outstanding achievement in academic and extracurricular activities.

PRESIDENT’S AWARD FOR EDUCATIONAL EXCELLENCE

An award from the President to graduating seniors that maintain: an overall 90 average and a score of 85 percent or higher on standardized achievement tests in language arts and math, or a recommendation from a teacher and principal.

UIL EXCELLENCE AWARD

Presented to graduating seniors, in the top 10 percent of their class, who participated in at least one UIL approved activity

Bullying (All Grade Levels)

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

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

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

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

Bullying is prohibited by the district and could include:

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

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

A student may anonymously report an alleged incident of bullying by using the Ballinger ISD Anonymous Alert System, accessed through district and campus websites, or any student computer.

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

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

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

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 24.]

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

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

[See **Safety Transfers/Assignments** on page 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50, **Hazing** on page 72, policy [FFI](#), the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Industrial Technologies and Agriculture.
- Business.
- Health Science, Anatomy and Physiology, Scientific Research and Design (BHS Science) and Family Consumer Science.

Admission to these programs is based on course pre-requisites.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and 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.

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

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

[See **Nondiscrimination Statement** on page 89 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

[See **Food Allergies** on page 81.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <http://www.ballingerisd.net>. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

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

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Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

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

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

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

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

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

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

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9–12, unless excluded below.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in physical education; band or concert; a local credit course, including teacher aide or office aide; and yearbook 1, 2, 3, and 4.

The District shall categorize courses in the high school course guide as:

- *Enriched, which shall include college-level courses, Advanced Placement (AP) courses, and Honors-level courses;*
- *Regular, which shall be Spanish III; and*

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- *Basic, which shall include all other eligible courses.*

The District shall assign weights to semester grades and shall calculate a weighted numerical grade average in accordance with the following scale:

Category	Weight
Enriched	plus 10
Regular	plus 5
Basic	plus 0

The District shall record un-weighted numerical grades on student transcripts.

When a student transfers semester grades for courses that would be eligible under the Basic category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See [EIC\(LEGAL\)](#)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

- 1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;*
- 2. Have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation; and*
- 3. Be graduating after exactly eight semesters of enrollment in high school.*

In case of a tie in weighted numerical grade averages, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

- 1. Compare ACT scores.*
- 2. Compare SAT scores.*
- 3. Compare the number of AP classes.*
- 4. Compare the number of Honors classes.*

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

The District shall recognize as an honor graduate each student who has completed either the Recommended or Advanced/Distinguished Achievement Program with a cumulative weighted numerical grade average no lower than 90

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- *The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.*
- *Note: The following provisions shall apply to students beginning with the graduating class of 2018.*
- *The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.*
- *The calculation shall include failing grades. Once a course is completed with a passing grade, the course shall not be taken again in order to raise a student's weighted numerical grade average.*
- *The calculation of class rank shall exclude grades earned in athletics; physical education; band or concert; teacher aide or office aide; flex courses; and yearbook 1, 2, 3, and 4.*
- *The District shall categorize and weight eligible courses as Enriched, Regular, and Basic in accordance with provisions of this policy and as designated in appropriate District publications.*
- *Eligible enriched; which shall include college-level courses, AP courses, and Honors courses; shall be categorized and weighted as Enriched courses.*
- *Eligible courses locally designated as Regular courses shall be categorized and weighted as Regular courses.*
- *All other eligible courses shall be categorized and weighted as Basic courses.*
- *The District shall assign weights to semester grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following:*
- *DATE ISSUED: 8/27/2015 LDU 2015.04 [EIC\(LOCAL\)-X](#)*
- *3 of 5*
- *Category*
- *Enriched Regular Basic*
- *Weight*
- *plus 10 plus 5 plus 0*
- *No points shall be added to failing grades.*

The District shall record un-weighted numerical grades on student transcripts.

When a student transfers semester grades for courses that would be eligible under the Basic category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if similar or equivalent courses are offered to the same class of students in the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using

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grades available at the time of calculation at the end of the fifth six- week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See [EIC\(LEGAL\)](#)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. Beginning with the graduating class of 2018, to be eligible for this local graduation honor, a student must:

- 1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;*
- 2. Be graduating after exactly eight semesters of enrollment in high school; and*
- 3. Have completed the foundation program with the distinguished level of achievement.*

In case of a tie in weighted numerical grade averages after calculation to the ten-thousandths place, the District shall count the number of Enriched courses taken by each student involved in the tie to determine recognition as valedictorian.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[For further information, see policy [EIC](#).]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 97 for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

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

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 40 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 65 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 25 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Ballinger ISD, Angelo State University (ASU) and Howard College (HC) work jointly to offer Ballinger High School Students dual credit courses, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

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

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

Communications—Automated (All Grade Levels)

Emergency

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

[See **Safety** on page 95 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 95 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy [FNG\(LOCAL\)](#). This policy can be viewed in the district's policy manual, available online at <http://www.ballingerisd.net>. The complaint forms can be accessed *online* at <http://www.ballingerisd.net> or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

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Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at <http://www.ballingerisd.net> and is listed below:

- Ryan Knickerbocker, Ballinger High School
 - Phone: 325-365-3547 Email: ryan.knickerbocker@ballingerisd.net
- Leslie Griffin, Ballinger Junior High School
 - Phone: 325-365-3537 Email: leslie.griffin@ballingerisd.net

Deliveries

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

Disruption of School Operations

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

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

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

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

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

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

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High School Grade Levels

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

Personal Counseling (All Grade Levels)

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

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

[See **Mental Health Support** on page 77, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 388.]

Course Credit (Secondary Grade Levels Only)

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

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combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

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

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

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

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

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

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

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

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

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

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

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

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

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

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

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

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office , <http://www.ballingerisd.net>. [See policy [FFH](#) for more information.]

Dating Violence

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

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

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

Discrimination

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

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Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

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

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

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

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Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy [FFI](#). If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 35]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

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Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are Texas Virtual School Network (TXVSN).

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 60.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of

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the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal has designated office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy [FNAA](#) for more information.]

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

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

From Others

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

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

The principal has designated the office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

Ballinger ISD holds high expectations for all students to represent the school in a way that exemplifies good character. The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Campus administration reserves the right to deem any article of clothing or accessory inappropriate if it distracts from or causes an interruption to the learning environment. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- The District does not allow pictures, emblems, or writings on clothing that are lewd, offensive, vulgar or obscene.

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- The District does not allow pictures, emblems or writings on clothing that advertise or depict tobacco products, alcoholic beverages, drugs, inhalants or any other intoxicant or mood-changing, mind-altering or behavior-altering drugs.
- All school attire and personal appearance shall be in keeping with acceptable standards of modesty and good taste.
- Baggy/oversized clothing is not allowed. Garments should be appropriately sized and fitted for the individual. Any jeans or pants that cannot stay at the natural waistline without a belt shall not be allowed. The crotch area will not be allowed to sag (Figure 3).
- Students are required to wear shoes or sandals. Shower shoes, athletic slides, plastic/rubber flip-flops and house shoes are not allowed. Interpretation is at the discretion of the principal or assistant principal. Students in grades PK – 5 must have heel straps.
- Noisy or distracting jewelry will not be allowed. Pierced body ornamentation must be restricted to the earlobes and/or single stud piercing on upper ear. No “gauges” or look alike gauges are allowed. Other piercing is not allowed. Boys are not allowed to wear earrings. Bandages, tape, etc. used to cover inappropriate piercings will not be allowed. Any material used to “maintain” a piercing will not be allowed.
- Hair may not be colored or groomed in such a way so as to draw attention or separate the student from the rest of the student body. No unnatural coloring of hair.
- No “unnatural” hair extensions such as feathers, tinsel, etc. will be allowed.
- (Grades 3-12) Shorts should be appropriate dress type shorts. (No elastic waistbands.) Shorts must be worn at or below the fingertips with the shoulders relaxed and hands hanging loosely at the sides and may not sag.
- (Grades 3-12) See through or unusually tight blouses, shirts, or sweaters may not be worn. A minimal area of the back may be exposed – less than 25% if there is a cutout.
- Sunglasses will not be worn inside the building unless prescribed by a doctor.
- Hats, caps or hoods will not be worn inside the building during school hours.
- Sweat type headbands, armbands, chain type billfolds, or bandanas will not be worn.
- In addition to the prohibition in the general guidelines, any clothing or accessories with writings that contains double meanings, references to sex, satanic cults, gang activities, or any other controversial subjects will not be permitted (ex: Playboy Bunnies, Hotties, Hooters, Foxy, or any other sayings that portray a negative image). Any clothing or symbols that are associated with negative group behavior (wash cloths, bandanas, colors, etc.) will not be allowed. Interpretation is at the discretion of the principal or assistant principal.
- (Grade 3-12) Warm-ups and sweat suit garments will not be allowed except in approved physical education classes or as a travel uniform issued by the athletic department/Cheer Squad to be worn as travel garments or with the approval of the principal. Pajamas are not allowed. Any tight-fitting clothing deemed to be improper by campus administration will not be allowed regardless of material type. This includes leggings, biking shorts/tights, yoga pants, etc. Leggings may be worn, but the student’s must wear an outer garment that reaches at or below the extended finger-tip length with shoulders relaxed and hands hanging loosely at the sides.
- Tattoos (permanent or temporary) will not be visible. The only exception will be temporary tattoos depicting school spirit approved by the building principal.
- Trench coats or oversized coats will not be allowed.
- All garments must be properly hemmed (no cut-offs).

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- Holes in pants will be allowed as long as no bare skin or undergarments are exposed above fingertip length. Any holes that expose bare skin or undergarments above fingertip length will not be permitted.

Boys *****

Young men must be clean shaven at all times with side burns no longer than the bottom of the earlobe, and no wider than one inch. Earrings are not allowed. Hair shall be neat and not distracting and should be kept out of the face and cannot extend below the bottom of the collar on an oxford style shirt while the student is standing in a normal position. No ponytails or “tails” are allowed (Figure 3). Shirts and T-shirts with a straight cut bottom hem will not be required to be tucked in but oxford style shirts or others with rounded and/or split hem lines (a.k.a. tails) shall be tucked (Grades 6-12).

All shirts must have sleeves. Oxford style shirts must be buttoned to the first button below the collar.

Girls *****

Grooming will comply with general guidelines. Hair shall be neat and not distracting and should be kept out of the face.

Tank shirts or similar garments shall not be worn. Shoulder straps on shirts or dresses must be at least three fingers wide and be worn over the shoulder. Shirts and tops must be buttoned and cut as to not show cleavage when standing up or bending over (Figure 4). The midriff must not be exposed when the student goes through the normal activities of the school day (bending, stretching, reaching, sitting, or raising hands, etc.) (Figure 1 and 5).

Dresses – No midriff may be exposed. No cutout areas on dress with the exception of shoulder cutouts or a single back cutout which exposes less than 25% of the back.

Dress/skirt length must be no higher than 3 inches above the top of the kneecap. Dress/skirt slits no further up the thigh than 3 inches above the top of the kneecap will be permitted.

Baggy clothing shall be prohibited. Any jeans or pants that cannot stay at the natural waistline without a belt shall be prohibited. The crotch area will not be allowed to sag (Figure 3). Dresses, skirts and slits of dresses/skirts must be worn so that the distance from the hem of the dress/skirt to the top of the knee cap meets the following measurement – this distance can be no greater than the width of a dollar bill with the shoulders relaxed.

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

Dress Code – Junior/Senior Prom

Boys *****

No earrings

Clean-shaven

No hair dying or unusual haircuts

Formal wear – tuxedo top – but will allow cowboy tuxedo or Semi-Formal coat, tie and slacks

Button down shirts required

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No visible tattoos

No sunglasses

No t-shirts

Girls *****

Dress may not be cut below the bust line on the front. The bust continues around your sides directly under the armpit. With arms down at your side, if flesh touches flesh below the bust line, the dress is inappropriate.

Shoulders and/or mid-back may be bare on dresses. However, backs cannot be cut below the navel line extended around to the back. Cut-out areas that show skin below the naval line or that violate other guidelines are not acceptable.

Dress may not be shorter than fingertips extended. Slits in dress cannot be higher than fingertips extended. "Fingertips extended" means standing straight up with arms straight at side.

Areas of dresses with "see through" type materials will must follow the same guidelines as if the skin was exposed in those areas.

Dress may be two-piece. However, no more than 1" of midriff shall be exposed with arms extended down.

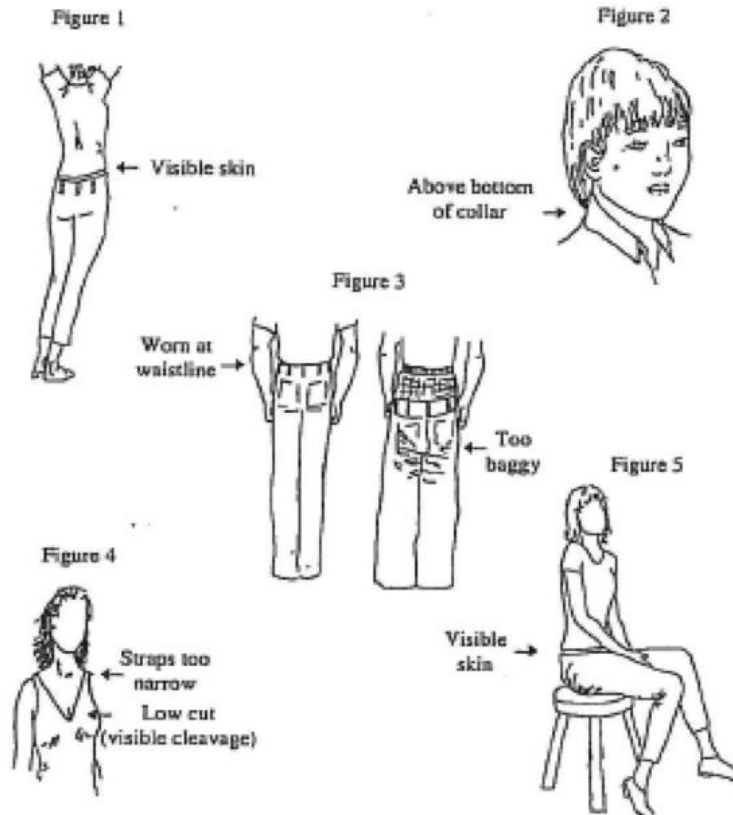
Dress Code – All other Banquets or Special Affairs

The general school dress code is still in effect for most attire except for the fact that these occasions are considered semi-formal events. Students should check with sponsors and principal as to approved attire for these school-sponsored events.

Any invited guests or dates that are not BHS students are required to adhere to the same requirements for special-occasion dress. It is the responsibility of BHS students to inform their guest of such requirements.

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

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Electronic Devices and Technology Resources (All Grade Levels)

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 114.]

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

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The 1st offense will be a documented warning and student may pick up device after school from the principal's office. The 2nd offense the student must pay a fee of \$15 and may pick up the confiscated device from the principal's office after school. The 3rd offense will require a parent contact; a \$15 fee and student may pick up phone after school from

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principal's office. Any offenses after the 3rd will result in a \$15 fee; require parent to pick up device after school from principal's office and may result in further disciplinary action.

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

In limited circumstances and in accordance with law, authorized personnel may search a student's personal telecommunications device. [See **Searches** on page 99 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, authorized personnel may search a student's personal electronic device. [See **Searches** on page 99 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required

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to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 65 and **Standardized Testing** on page 111.]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 111, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 115.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and

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parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

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

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

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

Student attendance is critical to be successful in the classroom as well as extracurricular events. Students who fall below 90% attendance and do not comply with the attendance recovery plan put in place by campus administration may be subject to extracurricular suspension from participation of events until the attendance recovery plan is met.

Any school related disciplinary violations may result in further consequences from extracurricular coaches/sponsors. Disciplinary violations may include student actions that result in:

- Student actions that result in Office Referrals
- Detentions
- ISS/OSS

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

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

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: class officers, student council, FFA, FCCLA, Rotary Interact, Athletics, Captains, Band, Spanish Club, Investment Club, Yearbook, Cheerleaders, and FCA.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

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- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 115.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);

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- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed;
- Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade; and
- Procedures for a student to follow after an absence.

Grading Policy for Ballinger Secondary Schools

- Amount of grades required per grading period
- A minimum of 2 grades per week must be placed in the grade book (i.e., daily, homework, participation, quiz, etc.)
- A minimum of 2 formative assessment grades per grading period (tests, projects, etc.)

Semester Exam Emptions

- Everyone will take a mid-final (in December)
- End of year final exemption requirements
- If a student has the following average:
 - An 90 and no more than 3 excused absences
 - An 85 and no more than 2 excused absences
 - An 80 and no more than 1 excused absences
- No OCS, OSS, DAEP, Saturday School
- Semester Grade Average
 - Semester test will count 1/4th
 - Each six weeks' grade will count 1/4th
- Retests
 - Teachers must offer a retest
 - The teacher has discretion in how but it must be a written policy in the syllabus that is shared with and signed by parent and student.
- Weights per Six Weeks
 - Ballinger High School
 - 10% of the six-week grade will be homework (assignment not done in/during class time, practice problems, notes, etc.)
 - 40% of the six-week grade will be classwork, assignments that maybe completed during class time (quizzes, class assignments, minor formative assessments, participation, etc.)
 - 50% will be formative assessments (tests, assessments, major projects, etc.)
 - Ballinger Junior High

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- 50% of the six-week grade will be teacher discretion (daily, homework, participation, etc.)
- 50% will be formative assessments (tests, projects, etc.)
- Grades must be updated by Monday at 8 am
- Late Work policy
 - Will be decided by teacher and must be written in syllabus that is shared with and signed by parent and student.
 - Exception to this policy- Dual Credit courses will be based on the syllabus from Howard, WTC or ASU and not on the BHS Grading Policy.

[See **Report Cards/Progress Reports and Conferences** on page 95 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

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

Testing Requirements for Graduation

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

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

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

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

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

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

[See **Standardized Testing** on page 111.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 70.

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

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

Additional considerations apply in some course areas, including:

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

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- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

4th Math Credit • Algebra 1 • Algebra 2 • Pre-calculus • College Preparatory Math Course • College Math	4th Science Credit • Chemistry • Physics • Environmental Systems • Advanced Animal Science • Anatomy & Physiology • Scientific Research & Design
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STEM Endorsement

Math Option 5 Math Credits	Science Option 5 Science Credits
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Business & Industry

Endorsement

CTE Option • CTE Course # 1 • CTE Course # 2 • CTE Course # 3 Advanced CTE Course from: • Ag, Food, & Natural Resources • Architecture & Construction	English Option • 4 credits total – 3 in levels in same area • Public Speaking • Yearbook • Journalism
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•Arts, A/V Technology & Communications •Business Management & Administration •Hospitality & Tourism •Finance	
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Public Services Endorsement

CTE Option
•CTE Course # 1 •CTE Course # 2 •CTE Course # 3 •Advanced CTE Course from: •Education & Training Cluster •Health Science Cluster •Human Services Cluster

Arts & Humanities Endorsement

Fine Arts Option – 4 in same discipline
•Art •Theater Arts •Band

Multidisciplinary Endorsement

4 x 4 Option	Dual Credit Option
•English 4 •Additional Math •Additional Science •Additional Social Studies	•Must meet TSI Requirements •Four Credits in Dual Credit from core courses or fine arts •English 1301/1302 •English 2331/2311 •History 1301/1302 •Government 2305/2306 •Math 1314 •Math 1324/1325

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Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing:

- A total of four credits in math, which must include Algebra 2
- A total of four credits in science
- The remaining curriculum requirements
- The curriculum requirements for at least one endorsement

In order to be in the Top 10% of a class, the student must graduate on the Distinguished Plan. The top 10% of a class is entitled to automatic admission into most state Universities.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

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

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

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

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

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

Available Course Options for All Graduation Programs

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

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

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Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy [FMH\(LEGAL\)](#) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Graduation Activities

Graduation activities will include:

- Group pictures prior to graduation rehearsal
- Graduation rehearsal
- Graduation ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- National Honor Society Members who are graduating

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy [FNA\(LOCAL\)](#) for more information.]

[For student speakers at other school events, see **Student Speakers** on page 113.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 62.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 35 and policies [FFI](#) and [FNCC](#) for more information.]

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Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubella (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 79, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy [FFAB\(LEGAL\)](#) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

Notification:

School parents will receive the BISD Head Lice Information Sheet at the beginning of each school year, outlining prevention measures, BISD standard procedures, and general information on pediculosis (head lice). New students enrolling throughout the school year will be given this information with the registration packet.

The school nurse or other school official will contact the parents of students with active infestations only.

If a student is found to have active head lice, a general information letter may be sent out to parents/guardians of all students in that classroom from the school nurse. These letters are done at the discretion of the campus principal with input from health services. Under no circumstances will a school employee disclose to any parent or guardian the name(s) or private health information of affected students other than their own.

The school nurse, campus administrator, and teacher will discuss possibilities to follow minimizing the chance of further classroom infestation.

Exclusion:

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The BISD exclusion protocol is designed to protect the integrity of the school day, and to minimize embarrassment and unnecessary isolation of students with pediculosis. It is founded on evidence-based practice and recommendations from the Texas Department of State Health Services, the American Academy of Pediatrics, the National Association of School Nurses, and the Harvard School of Public Health.

BISD realizes pediculosis is more of a nuisance and social issue than a communicable disease. However, the infestation requires very diligent care from the parent to remove and prevent re-infestation. Therefore, students identified with live lice shall be sent home until the parent or guardian completes treatment.

The student may remain in the classroom until the parent arrives. When the student is picked up, the school nurse or other school official will verbally discuss the care and treatment with the parent or guardian.

Treatment:

The school nurse shall provide instruction to the parent or guardian regarding identification or active infestation, treatment procedures, and prevention of future occurrences.

It is recommended that the parent contact their child's physician for treatment options and that prescribed medication directions be strictly followed. If they do not have a regular physician, then it is recommended that an FDA approved, over-the-counter lice product be used – again, strictly following package directions. It is also important that a lice comb be used to remove the nits and dead lice. Retreatment is recommended in 7-10 days.

Families who qualify for the Free and Reduced Lunch program may also be eligible for an FDA-approved, over-the-counter lice treatment supplied by the school district when available. *While the district will provide parents with instructions regarding treatment procedures, it is the parent's responsibility to properly apply the treatment following package directions and the advice of their child's physician.*

Readmission:

Students who are sent home from school for active head lice infestation **must be accompanied by a parent or guardian upon returning to school to be examined by the school nurse prior to readmission to the classroom.** The nurse will assess for efficacy of treatment and will readmit the student to the classroom when no signs of active head lice are present. If live lice are found, the student will be sent home with the parent or guardian. The previous procedures will be followed until the student is free of live lice.

Excessive Absences:

Student absences **up to one day** will be excused for the purposes of lice treatment. Any additional absences incurred will be unexcused and count toward truancy.

Awareness and Education:

In addition to the parent notification statements above, the school nurse will provide annually to campus faculty and staff information on:

- Prevention, identification, and treatment of head lice
- New trends in public health and current research regarding head lice
- District standards and campus procedures for appropriate management of head lice
- Laws, policy, and ethics related to confidentiality and the right to privacy and dignity for students and their families

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The school nurse will also maintain a section on their District website related to head lice, including information related to prevention and management.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy [FFAA](#) for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy [FFAC](#), may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy [FFAF\(LEGAL\)](#).]

See also **Food Allergies** on page 81.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

Students will be supported through Wellness surveys, Character Strong curriculum, sex education at appropriate grade levels focusing on abstinence, use of activities, such as, Red Ribbon Week, to support the negative effects of drug, tobacco, and alcohol use, provide information and awareness of suicide prevention and hotline/crisis intervention numbers, and use of Anonymous Alerts for bullying or safety concerns.

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If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy [FFB](#) for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 13 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 47 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 82 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 82 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters 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.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 6–12)

Annually, the district will conduct a physical fitness assessment of students in grades 6–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

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Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy [FFAA\(LEGAL\)](#).

Other Examinations and Screenings (All Grade Levels)

Contact Janice Travis, School Nurse, at Ballinger Elementary School, 325-365-3527.

[See policy [FFAA](#) for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis.

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

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What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov), particularly the CDC's information on [bacterial meningitis](https://www.cdc.gov/bacterialmeningitis), and the [Texas Department of State Health Services](https://www.dhs.texas.gov).

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 73.]

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Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy [FFAF\(LEGAL\)](#) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <https://www.ballingerisd.net/>.

[See **Celebrations** on page 38 and policy [FFAF](#) for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

Ballinger Secondary School Vaping/Electronic Cigarette Policy

Any student consuming or in possession of any component, part, or accessory of any kind of electronic cigarette device is in violation of the policy, considered a major infraction, and subject to the disciplinary action below:

1st Offense: 15-day placement in Extended ISS

2nd Offense: 30-day discretionary placement in DAEP

3rd Offense: 45-day discretionary placement in DAEP

Local law enforcement may be contacted on any violation of this policy.

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The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies [FNCD](#) and [GKA](#) for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The Ballinger ISD Nurse, Janice Travis, at Ballinger Elementary, 325-365-3527.
- The Ballinger High School counselor, Tessa Knickerbocker, 325-365-3547.
- The Ballinger Junior High School counselor, Kim Castleberry, 325-365-3537.
- The local public health authority, Ballinger Memorial Hospital, which may be contacted at
608 Avenue B
Ballinger, TX 76821
325-365-2531
- The local mental health authority, West Texas Centers For MHMR - Runnels County Mental Health Clinic, which may be contacted at:
126 State Street
Winters, Texas, 79567
1-325-754-5591

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [Student Crisis Intervention Plan](#).

- 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](#)

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- Trauma-informed Care: [FFAB](#)
- Student Support Services: [FFC](#)
- Student Safety: [FFF](#)
- Child Abuse and Neglect: [FFG](#)
- Freedom from Discrimination, Harassment, and Retaliation: [FFH](#)
- Freedom from Bullying: [FFI](#)

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. Students will be supported through Wellness surveys, Character Strong curriculum, sex education at appropriate grade levels focusing on abstinence, use of activities, such as, Red Ribbon Week, to support the negative effects of drug, tobacco, and alcohol use, provide information and awareness of suicide prevention and hotline/crisis intervention numbers, and use of Anonymous Alerts for bullying or safety concerns.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Ballinger ISD Nurse, Janice Travis, janice.travis@ballingerisd.net at Ballinger Elementary, 325-365-3527 further information regarding policies and procedures on student physical and mental health.

Please contact at *Caroline Toliver*, caroline.toliver@ballingerisd.net, 802 Conda Ave, (325) 365-3588 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the Elementary Principal, Jamie Dudley.

The duties of the SHAC include:

- Making recommendations physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See **Human Sexuality Instruction** on page 17 and policies [BDF](#) and [EHAA](#) for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at [FFA\(LOCAL\)](#) and corresponding plans and procedures to implement it. You

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are encouraged to contact Janice Travis, Ballinger ISD Nurse at 325-365-3527 with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

Teachers on an as needed basis will assign homework. Students are expected to complete homework and return it to their respective teacher in a timely manner. [See **Grading Guidelines** on page 63.]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy [FL\(LEGAL\)](#) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return if the student returns the same day. If a student is 18 years of

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age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Junior high school is a closed campus and students are not allowed to leave campus for lunch. All high school students are allowed to leave campus at lunchtime unless assigned detention or tutorials. However, if they choose to stay on campus, they must stay in the designated and supervised areas of the school. If students leave on foot, they must leave the school property immediately. Students are not allowed to walk in and or through the residential areas unless they are going to their house along that pathway. No loitering in the residential areas.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state

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laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 32.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Secondary Schools Grades

Grades 6–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy [FOCA\(LEGAL\)](#) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Extended ISS

Extended ISS will be used as a discipline management technique. Extended ISS will be held on the secondary campus. Students placed in extended ISS will follow the same expectations of a student who was placed in DAEP with the exception of them being on campus. The student’s teacher will provide assignments during the length of the student’s placement. The length of student placement will be based on of the types of infractions that a student incurs as well of the number of “points” accrued on the BISD Secondary Disciplinary Point System. A student accruing 20 points with combination of the following infractions will be placed for:

2 major offenses: 20-day placement

1 major offense/Multiple Minor offenses: 15-day placement

Multiple Minor Offenses: 10-day placement

*Length of student placement may be modified based on student behavior. The last 5 school days of placement may be waived based on positive student behavior. Students who do not meet behavioral expectations may have their placement extended or changed to the DAEP setting.

Major infractions may include but are not limited to: Bullying, Fighting, Vaping/Tobacco Violations, Skipping class, possession of prohibited items or substances, harassment, threats, etc.

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Minor Infractions may include but are not limited to: general disruptive behavior, disrespectful behavior, persistent electronic device violations, public display of affection, etc.

Students placed in extended ISS will not be able to attend or participate in any school event, function, activity, or competition and will not be allowed on BISD property (with the exception of during school hours) until the completion of the placement. Students placed in extended ISS for multiple minor infractions and no major infractions may be able to attend extra-curricular practices (ONLY) that are outside of the school day.

Discipline Management Techniques

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or —time-out.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.

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- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy [FO\(LEGAL\)](#) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Ballinger ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: *Caroline Toliver*, caroline.toliver@ballingerisd.net, 802 Conda Ave, (325) 365-3588. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at [FFH\(LOCAL\)](#).

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The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: *Caroline Toliver, Assistant Superintendent, caroline.toliver@ballingerisd.net, 802 Conda Ave, (325) 365-3588.*
- For all other concerns regarding discrimination, see the superintendent: *Jeff Butts, jeff.butts@ballingerisd.net, 802 Conda Ave, 365-3588.*

[See policies [FB](#), [FFH](#), and [GKD](#) for more information.]

Nontraditional Academic Programs (All Grade Levels)

Ballinger High School offers a Flex School Program to students who are in need of recovering credits or in need of a different kind of school day due to extenuating circumstances that will not allow the student to participate in the regular school program. Please see the High School Counselor Mrs. Knickerbocker or the Junior High Counselor Mrs. Castleberry if you have questions or concerns about this program and how it operates.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 47.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at Ballinger Junior High, 325-365-3547, or at Ballinger High School at 325-365-3547 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 95.]
- Becoming a school volunteer. [See **Volunteers** on page 117 and policy [GKG](#) for more information.]
- Participating in campus parent organizations. Parent organizations include:

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- Ballinger High School
 - Ballinger Bearcat Athletic Booster Club
 - Ballinger Bearcat Band Boosters
 - Ballinger Ag Boosters
- Ballinger Junior High
 - Ballinger Junior High Parent/Teacher Organization
 - Ballinger Bearcat Athletic Booster Club
 - Ballinger Bearcat Band Boosters
 - Ballinger Ag Boosters
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact your campus principal and see policies [BQA](#) and [BQB](#), for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 81 and policies [BDE](#), [EHAA](#), [FFA](#) for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the designated Monday of each month at 5:30 p. m. at the Ballinger ISD Administration Office, 802 Conda Avenue, Ballinger, TX 76821. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 802 Conda Avenue, Ballinger, Texas 76821. [See policies [BE](#) and [BED](#) for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$3 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

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Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

ALL STUDENTS MUST REGISTER VEHICLES OPERATED AND PARKED ON SCHOOL PROPERTY.

By the end of the first week of school, students who will operate and park a vehicle on campus must provide the following information to the school office:

1. Written description of vehicle – make, model, year, and color.
2. Current license plate number on vehicle.
3. Proof of current Texas driver's license.
4. Proof of current auto liability insurance.

After registering the vehicle and receiving a parking permit, the parking permit must hang from the rear-view mirror of the vehicle while parked on campus during the school day. All parking permits will be returned to the school office during the last week of school. Failure to return the assigned parking permit will result in a \$5.00 fine and/or loss of student privileges at break and lunch.

FAILURE TO HAVE A PARKING PERMIT PROPERLY DISPLAYED OR FAILURE TO REGISTER A VEHICLE THAT IS PARKED ON CAMPUS WILL RESULT IN THE FOLLOWING ACTION:

- A. 1st violation – warning notice sent to student and parent. If student needs to replace a parking permit, a fee of \$5.00 will be charged. (First permit each year is \$3.00)
- B. 2nd violation – warning notice sent to student and parent. Student will lose privileges at break and lunch for 2 days. If student needs to replace a parking permit, a fee of \$5.00 will be charged.
- C. 3rd violation – warning notice sent to student and parent. Student will be assigned to OCS (on campus suspension) for 2 days. If student needs to replace a parking permit, a fee of \$5.00 will be charged.
- D. 4th violation – vehicle will be towed at owner's expense. The wrecker company will charge an additional expense if the vehicle is not picked up within 24 hours. Student will be prohibited from operating and parking a vehicle on campus for the remainder of that semester. Student may register a vehicle for the next semester and a parking permit issued at a cost of \$5.00.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse

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their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 18.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy [EC](#) for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Junior High Grade Levels

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the

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student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 111.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a junior high-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the school counselor and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 70 for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 63.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 65 and **Standardized Testing** on page 111.]

Release of Students from School

[See **Leaving Campus** on page 85.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 90 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 63 and policy [EIA\(LOCAL\)](#) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with [FNG\(LOCAL\)](#).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within three days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by using the Ballinger ISD Anonymous Alert System, accessed through district and campus websites, or any student computer.
- Know emergency evacuation routes and signals.

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- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

www.ballingerisd.net

www.ballingernews.com

[Ballinger High School Facebook page](#)

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[Ballinger High School Twitter page](#)

[Ballinger Junior High Webpage](#)

[Ballinger Junior High School Twitter page](#)

KRUN Radio – Ballinger

KLST/KSAN Television – San Angelo

KTAB/KRBC Television – Abilene

KTXS Television – Sweetwater

KIXY Radio – San Angelo

KCRN – San Angelo

KGKL Radio – San Angelo [See **Communications-Automated, Emergency** on page 45.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 111.]

Schedule Changes (Junior High and High School Grade Levels)

Schedule changes will be considered the first 3 days of each semester and in extenuating circumstances during the semester with principal's permission. If you have questions please contact high school counselor, 325-365-3547, or junior high counselor, 325-365-3537.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Tony Harral, the district's designated asbestos coordinator, at 325-365-3588

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the campus office for more information and to apply for free or reduced-price meal services.

[See policy [CO](#) for more information.]

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Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Food Services Director. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Tony Harral, the district's IPM coordinator, at 325-365-3588.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

throughout the school day and before/after school with supervision.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

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Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

JH/HS Cafeteria

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy [FNAB\(LOCAL\)](#).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

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District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy [CQ](#) for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 54 and policy [FNF\(LEGAL\)](#) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

Ballinger ISD Random Policy – Policy [FNF\(Local\)](#) Board approved May 7, 2007.

Ballinger ISD is committed to providing our youth a safe and drug free environment in which to grow and flourish. Consequently, Ballinger ISD has implemented a drug-free program for all students in grades 7-12 participating in extracurricular activities and for student in grades 9-12 who receive a parking permit allowing them to park their vehicles on school property during the school day. Research shows that people who make it through their teenage years without using tobacco, alcohol, or drugs are much less likely to start when they are older. If testing can keep students off drugs and alcohol, if it can help free young minds for learning and allow growing bodies to escape the devastating cycle of dependence and addiction, it will be a valuable and important tool against drugs.

Ballinger ISD has not implemented a drug-testing program to identify and punish student who have made bad decisions about drugs. This program has been established to give students who face daily pressure from their peers to experiment with drugs a better alternative. If a student has already made a bad decision about drugs, this program will identify them so that a drug intervention program can be implemented to prevent future drug use.

PURPOSE OF THE DRUG TESTING PROGRAM

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Ballinger ISD has a vital interest in maintaining a positive learning environment that is safe and healthy for all students. To fulfill that purpose and as a proactive measure to keep our schools drug free, the District is adopting a random drug testing policy for: 1) students participating in school-sponsored competitive extracurricular activities, and 2) students wishing to park their vehicles on school property. The District also offers a voluntary drug-testing program.

By adopting a random drug testing policy, the District desires to: 1) prevent injury, illnesses, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol; 2) help enforce a drug-free educational environment; 3) deter student use of illegal and performance-enhancing drugs or alcohol; and 4) educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

STUDENTS SUBJECT TO TESTING

A. Students Competing in Competitive Extracurricular Activities.

Since drug use can increase the risk of injury to students participating in school-sponsored competitive extracurricular activities and since these students are often role models to other students, the District shall require all students in grades 6 through 12 who participate in school-sponsored competitive extracurricular activities to undergo random drug testing. The following activities are identified as school-sponsored competitive extracurricular activities:

Athletics - all UIL recognized competitive sports, including:

- Basketball
- Baseball
- Cross Country
- Football
- Golf
- Power Lifting
- Softball
- Tennis
- Track
- Band (including Color guard, Drum line and Twirling)
- Cheerleading
- Choir
- Debate
- Distributive Education Clubs of America (DECA)
- Family Career and Community Leaders of America (FCCLA)
- Future Farmers of America (FFA)/4H
- Mock Trial

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- National Honor Society
- One Act Play (Drama Club)
- Rotary Interact
- Special Olympics
- Student Council
- UIL – Academic and Literary Contest
- Yearbook
- Any other school-sponsored activity that includes competition

Participation includes practice, competition and involvement in events of extracurricular activities. Participation does not include attendance at school events such as athletic contests, drama productions, or social functions.

B. Students Parking on School Property.

Since drug use can increase the risk of injury to students driving to and from school, the District shall require all students in grades 9 through 12 who receive a parking permit allowing them to park their vehicles on school property during the school day to undergo random drug testing.

C. Voluntary drug testing.

With prior written parental consent, students in grades 6 through 12 may participate in the random drug-testing program at any time at no cost to the student. Students participating voluntarily shall be included in the same pool for random testing under the same procedures as students participating in the mandatory program. Students may withdraw from the voluntary drug-testing program at any time upon presentation of a completed written withdrawal form signed by the parent or legal guardian. If the student is of legal age (age 18 or older), he or she may withdraw upon completing a withdrawal form. The parent or guardian will be notified of the student's withdrawal from the voluntary drug-testing program. Test results for voluntary participants will be provided directly to the principal by the testing entity. In addition, the district will notify parents or guardians when a student refuses or fails to take a scheduled drug test.

INFORMED CONSENT FOR TESTING

A. Students Competing in Competitive Extracurricular Activities.

Written parental consent to random drug testing must be completed before a student is allowed to participate in a practice or competition. No student may participate in a practice or competition until the consent form is executed and on file with the designated school official. If the student is of legal age (age 18 or older), he or she must also sign the permission form. Consent forms are valid for the current school year only.

Because participation in extracurricular activities is a privilege and not a right, refusal to consent to random drug testing will result in the denial of participation in the identified extracurricular activities.

B. Students Parking on School Property.

Written parental consent to random student drug testing must be completed before a student is issued a parking permit and allowed to park his or her vehicle on school property. No student

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may receive a parking permit or park on school property until the consent form is executed and on file with the designated school official. If the student is of legal age (age 18 or older), he or she must sign the permission form. Consent forms are valid for the current school year only.

Because parking on school property is a privilege and not a right, refusal to consent to random drug testing will result in the denial of parking privileges.

TESTING PROCEDURES

A. Frequency.

Each school year the Board of Trustees or its designee will determine the percentage of students to be tested based on the number participants; the Board of Trustees or its designee may determine that up to 100% of the identified student participants will be tested. The testing entity will select the dates for conducting the random drug test; the selection of dates will not follow any recognizable pattern. Tests will be conducted at least eight (8) times during the school year with a minimum of 35 students being tested.

(25 high school and 10 junior high students)

B. Random selection of students.

The District will provide the testing laboratory with a list of all identified participants. Students will be chosen for testing by computer-generated random selection conducted by the testing laboratory. The random selection process is intended to eliminate subjective factors from playing a role in the selection of the students to be tested.

C. Testing standards.

Testing will be conducted through accepted scientific means using approved practices and procedures established by the testing laboratory selected by the District. The testing parameters shall be set at industry standards as defined by the National Institute for Drug Abuse. The testing laboratory will be certified by the Substance Abuse and Mental Health Services Administration (SAMHSA) and have greater than five (5) years' experience in toxicology testing and chain-of-custody procedures. The drug test is performed by urinalysis. The specimen is analyzed using immunoassay methodology. All presumptive positive results are confirmed by a second test of the same specimen using a gas chromatography/mass spectroscopy methodology.

The testing laboratory may use quantitative results to determine if positive results on repeat testing indicate recent use of illegal drugs or the natural decline of levels of the illegal drug from the body. If the testing laboratory feels the quantitative levels do not reflect current use, then a declining quantity may be reported.

D. Collection of the sample.

Upon the testing entity's arrival at school, the randomly selected student names will be given to the designated school official, which will arrange for these students to report to the collection area. The names of selected students will not be called over the public address system. Students will be tested in an isolated facility under the supervision of a school official of the same sex who will assist the testing entity representative. Students will provide a urine sample in a restroom or other private facility behind a closed stall. Neither the supervising school official nor the testing entity representative will directly observe the students providing their urine sample. Facilities are secure with only one student testing at a time to assure security and confidentiality. The urine sample will be collected in a sealed specimen collection container.

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provided by the testing entity. The student will provide the collected sample to the testing entity representative and the supervising school official will confirm that the student's identification information on the sample is correct. The sealed specimen collection container will be sealed and witnessed by the student. The testing entity representative will take all specimens to the laboratory for analysis. A copy of the specimen collection and chain of custody procedures used by the District and the testing entity shall be made available to any parent or student upon request.

E. Refusal.

Refusal to provide a sample or noncompliance with the testing procedures by any student will be considered a positive test result and will be reported to the appropriate school representatives.

F. Substances.

The District reserves the right to test for amphetamines, anabolic steroids, barbiturates, benzodiazepines, cocaine, LSD, marijuana, methadone, opiates, and phencyclidine.

G. Alternative Collection Options

If students will not or cannot produce a urine sample, a hair sample will be collected for testing with parental consent.

TEST RESULTS

A. Confidentiality of results.

Student privacy will be protected in accordance with all applicable laws. Records of test results will be kept confidential and provided only to parents, administrators, personnel responsible for administering the extracurricular activity, other school officials with a legitimate interest in the information, or as otherwise required by law or overriding health and safety concerns.

Test results are kept separate from other school records. School personnel are only allowed to view the information if they have a legitimate educational interest in the results. Results will not be shared with law enforcement except as required by law. Upon written request of a parent/guardian or a student of legal age, test results may be released to treatment facilities.

B. Medical Review Officer (MRO).

The testing entity will provide an MRO for interpreting and verifying test results. The MRO services will be provided by a licensed physician who is certified by the Medical Review Officer Certification Council or the American Association of Medical Review Officers.

C. Notification.

When a student's test result indicates the presence of a prohibited substance, the MRO shall contact the parent or guardian within one school day of receiving a confirmed positive test result.

The MRO shall confer with a parent or guardian and determine if there is a medical explanation for the positive test result. If the medical explanation is verified by the MRO, the test result shall be reported as negative. However, without verification by the MRO, a confirmed positive test result shall be reported to the designated school official within one school day of conferring with the student's parent or guardian.

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If the MRO is unable to contact the parent or guardian within one school day, the MRO shall ask the designated school official for help in locating the student's parent or guardian. This request in no way implies a positive test result and only indicates that the MRO has questions for the student's parent or guardian. Upon receiving notice from the MRO that a student has a confirmed positive test result; the designated school official shall contact the student and parent or guardian to discuss the consequences of the positive test result.

D. Retest.

Students that test positive may request a second test. A request for a retest must be made to the designated school official in writing within forty-eight (48) hours from the time the parents were first notified of a positive test result by the designated school official. Once a request for a retest is made, the District's testing laboratory will send bottle "B" of the split specimen directly to the second laboratory for retesting at the parent's or guardian's expense. The parent may select the second laboratory from a list of nationally certified independent laboratories identified by the District.

The results of the retest shall be used in lieu of the results generated by the District's testing laboratory (i.e., the results of the retest control what consequences, if any, will apply under the student drug-testing policy). However, retest results from an unapproved second laboratory will not be considered.

RELATIONSHIP TO THE STUDENT CODE OF CONDUCT

This drug testing policy does not in any way modify the disciplinary provisions of the Ballinger ISD Student Code of Conduct or Chapter 37 of the Texas Education Code. If a student sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol the student will be subject to the disciplinary provisions of the Student Code of Conduct. A positive drug test is not in and of itself proof that a student has violated the Student Code of Conduct. For more information on the District's disciplinary rules regarding drugs and alcohol, please refer to the Ballinger ISD Student Code of Conduct.

CONSEQUENCES

Any student who tests positive for a drug in a test conducted under the provisions of this policy will face the following consequences. Offenses are cumulative for the duration of a student's attendance during grades 7 through 12. Students who are randomly selected for testing but are not in attendance on the date of testing will automatically be tested on the next testing date. Should a student miss more than one testing date it becomes the parent or guardian's responsibility to transport the student to the testing facility that the District contracts with and to pay the required fees to have the student tested. Verification of this test must be submitted to the proper school official within five (5) calendar days from the date of notification to the parent. Failure to satisfy this requirement will be treated as a positive test result.

A. First positive test result.

A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

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If applicable, the student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for thirty (30) school days. Following the expiration of the suspension, the student shall be tested at the next two (2) random testing dates.

During the period of suspension, the student may participate in practices, but not in any performances or competitive activities. In order to have parking and competitive extracurricular activity privileges reinstated, the student must provide documentation that he/she attended and successfully completed four (4) hours of substance abuse counseling from an approved provider during the suspension period.

Failure to meet these requirements within the specified time lines will result in continuation of the suspension until such time as the student completes the requirements outlined above.

B. Second positive test result.

A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

The student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for ninety (90) school days. The student will automatically be tested during each subsequent random drug-testing event for one calendar year.

During the period of suspension, the student may participate in practices, but not in any performances or competitive activities. In order to have parking and competitive extracurricular activity privileges reinstated, the student must provide documentation that he/she attended and successfully completed six (6) hours of substance abuse counseling from an approved provider during the suspension period.

Failure to meet these requirements within the specified time lines will result in continuation of the suspension until such time as the student completes the requirements outlined above.

C. Third positive test result.

A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

The student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for one calendar year. The student will automatically be tested during each subsequent random drug-testing event for one calendar year.

During the period of suspension, the student may participate in practices, but not in any performances or competitive activities. In order to have parking and competitive extracurricular activity privileges reinstated, the student must provide documentation that he/she attended and successfully completed twenty-four (24) hours of substance abuse counseling from an approved provider during the suspension period. Failure to meet these requirements within the specified time lines will result in continuation of the suspension until such time as the student completes the requirements outlined above.

D. Fourth positive test result.

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A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

The student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for the remainder of the student's attendance in the District.

E. End-of-the-year suspensions.

A student serving a suspension that is not completed at the end of the school year shall complete the suspension during the first semester of the following school year until the entire length of the suspension has been served.

F. Substance abuse counseling.

The District will approve substance abuse counseling provided by a certified chemical dependency counselor or at any agency certified by the Texas Department of Health or the Texas Department of Alcohol and Drug Addition Services. A list of approved substance abuse counseling providers may be obtained upon request.

G. Refusal.

Refusal to participate in a drug test after signing the consent form will result in the same consequences as if the student had received a positive test.

H. Academically non-punitive.

A positive drug test will not affect the student's grade in any curricular class associated with the extracurricular activities. However, if participation in the extracurricular activities is required for the class or affects the student's grade, the student may be required to satisfy participation requirements in alternative ways as approved by the sponsor and the campus administrator. The result of the drug tests will not be documented in the student's academic records.

APPEAL PROCESS

A parent or student may appeal a positive result in accordance with District Policy FNG (Local) governing student and parent complaints. Consequences established in this drug testing policy will not be deferred pending the completion of the appeal process.

Athletic Drug, Alcohol and Tobacco Policy

Drugs, Alcohol, Misdemeanors, Citations, Felonies, or Arrests:

Athletes are not allowed to drink alcohol or use drugs illegally.

In addition, players are not to be anywhere alcohol or drugs are being used illegally. Athletes that are with other minors that are in possession of alcohol or drugs will be treated as though they have possession as well.

Also, any misdemeanors or citations will be acted upon the discretion of the Athletic Director.

- 1st offense = 25 miles/2-week suspension from contests,
- 2nd offense = 50 miles/4-week suspension from contests,

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- 3rd offense = Dismissal from the Athletic Program.

Please note that if the athlete is out of season, the suspension will not begin until he or she is in-season of a sport.

Any athlete charged with a felony offense will be suspended from the program pending the legal outcome. Conviction will result in dismissal from all athletic participation.

These policies apply year-round and not just during the school year.

Cheerleader Drug, Alcohol & Tobacco Policy

1. The illegal possession or use of any form of alcohol, drugs, tobacco (including vape) on campus or any school event will result in immediate removal from the squad. You may be allowed to try out the following year only with sponsor approval.
2. The illegal possession or use of any form of alcohol, drugs, tobacco (including vape) at any time is prohibited.
 - a. 1st offense - Two-week suspension of participation privileges, to include at least one performance.
 - b. 2nd offense - Four-week suspension, to include at least 2 performances and is subject to substance abuse counseling.
 - c. 3rd offense - Removal as a member of the team for the remainder of the cheer year and will only be allowed to try out with sponsor approval.
 - d. 4th offense - Permanent removal from the Cheer Program.

In addition, these offenses are also prohibited:

1. The misuse of any form of social media is prohibited.
 - a. Any misuse of any form of social media will result in a minimum of at least 20 hours of school service, to be determined by the principal and the sponsor, based on the severity of the misuse. ***If the misuse is determined to be detrimental to the school or another student, removal from the squad will be immediate.
 - b. The use of any form of negative or detrimental language toward the school or its students is prohibited.
 - c. Any form of negative or disparaging comments regarding the school or another student will result in immediate removal from the council.
2. The continued violation of school rules is prohibited.
 - a. Continued abuse/violation of school rules, to be determined by the principal and group sponsor, may result in suspension or removal from the squad.

Band Drug, Alcohol & Tobacco (Including Vape and Accessories) Policy

Illegal Drug Possession or Use

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1st offense – Four-week suspension from band, including all after school rehearsals and travels. Additionally, student must complete 10 hours of school service to be approved by director or principal prior to regaining active membership.

2nd offense – Removal from Band for a 12-month period.

3rd offense – Removal from band permanently.

Illegal Alcohol Possession or Use

1st offense – Student must complete 5 hours of school service to be approved by director or principal. Must be completed prior to returning to normal activities of the band program.

2nd offense – Student must complete 10 hours of school service to be approved by director or principal. Must be completed prior to returning to normal activities of the band program.

3rd offense – Removal from band permanently.

****Any member of the band who is also a drum major, member of color guard, or a section leader will have additional sanctions imposed above those of a regular band member.****

1. Immediate removal of leadership position.

2. Travel for remainder of year will be at the discretion of the director.

3. student will not be eligible for any leadership positions throughout the remainder of their HS band career.

This policy is in effect year round. Parents will be notified for each violation of the above policy.

Elected Leaders Drug, Alcohol, and Tobacco Policy

(Defined as NHS members, class officers, club officers, and Student Council members.)

1. The illegal possession or use of any form of alcoholic beverage, illegal drug, or tobacco, including vaping, is prohibited.

1st Offense – Removal from organization for the remainder of the school year.

- **In the case of NHS**, the student may reapply the next school year if no other offenses have been committed and all requirements for eligibility have been met.

- **For other clubs/organizations**, the student may join the club/organization the following school year (at the discretion of the sponsor) if no other offenses have been committed, but he/she may not run for or hold an office.

- **In the case of Student Council**, the student may be named as a representative for a class or organization the following school year (at the discretion of the sponsor) if no other offenses have been committed, but he/she may not run for or hold office.

FFA Drug, Alcohol, and Tobacco Policy

1. The illegal possession or use of any form of alcoholic beverage is prohibited.

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1st offense – Will result in 5 hours of school service. (To be determined by FFA Advisors or Campus Administration)

2nd offense – Will result in 10 hours of school service (To be determined by FFA Advisors or Campus Administration) and one contest suspension, and alcohol abuse counseling.

3rd offense – Will result in suspension from all contests and stock shows for a 12-month period and is subject to drug abuse counseling.

4th offense – Will result in permanent suspension from FFA and is subject to alcohol abuse counseling.

2. The illegal possession or use of any form of drug is prohibited.

1st offense – Will result in a minimum of 10 hours of school service (To be determined by FFA Advisors or Campus Administration) , suspension from next contest, and is subject to drug abuse counseling.

2nd offense - Will result in suspension from all FFA activities, contests, and stock shows for a 12-month period and is subject to drug abuse counseling.

3rd offense – Will result in permanent suspension from FFA and is subject to drug abuse counseling.

(A combination of alcohol and drug offenses will accelerate a student through the disciplinary levels.)

3. The possession or use of any form of tobacco (including vaping device and accessories) is prohibited.

1st offense – Will result in 5 hours of school service. (To be determined by FFA Advisors or Campus Administration)

Any subsequent offense – Will result in a minimum of 10 hours of school service. (To be determined by FFA Advisors or Campus Administration)

This policy is in effect year round. Parents will be notified for each violation of the above policy via email for 1st offenses, email and parent/student/administrative/teacher conference for 2nd-3rd offenses, and email, telephone call, parent/student/administrative counselor/advisor for 4th offenses.

Other UIL Groups Drug, Alcohol, and Tobacco Policy

(Defined as all other non-athletic, non-band, UIL groups and includes, FCCLA, DECA, and One Act Play.)

1. The illegal possession or use of any form of alcoholic beverage is prohibited.

1st offense – Will result in 15 hours of school service, to be determined by the principal and group sponsor, and to be completed before any further competition.

2nd offense – Will result in suspension from any competition for the remainder of the school year.

2. The illegal possession or use of any form of illegal drugs is prohibited.

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1st offense – Will result in a minimum of 30 hours of school service, to be determined by the principal and group sponsor, and to be completed before any further competition.

2nd offense – Will result in suspension from any competition for the remainder of the school year.

3. The possession or use of any form of tobacco, including vaping is prohibited.

1st offense – Will result in a minimum of 10 hours of school service, to be determined by the principal and group sponsor, and to be completed before any further competition.

2nd offense – Will result in suspension from any competition for the remainder of the school year.

Parents will be notified for each violation of the above policy.

[For further information, see policy [FNF\(LOCAL\)](#)]

[See **Personal Counseling** on page 45.] [See **Steroids** on page 77.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

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TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 6–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 6–8
- Reading, annually in grades 6–8
- Writing, including spelling and grammar, in grades 7
- Science in grades 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 93.]

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.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

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There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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.

An admission, review, and dismissal (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 (PGP).

[See **Graduation** on page 65.]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

Please contact Tessa Knickerbocker, who has been designated as the district's foster care liaison, at 325-365-2547, with any questions.

[See **Students in the Conservatorship of the State** on page 25.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Jennifer O'Donnell* at (325) 365-3527.

[See **A Student Who is Homeless** on page 25.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Speakers at Pep Rallies, and other school related events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 65 for information related to student speakers at graduation ceremonies and policy [FNA\(LOCAL\)](#) regarding other speaking opportunities.]

Summer School (All Grade Levels)

A committee will be formed to consider multiple factors in determining if a student will be required to attend summer school. The following areas will be taken into consideration:

- 1) STAAR Scores (current and past)
- 2) Benchmark Testing (progress)
- 3) Attendance
- 4) Grades

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5) Extenuating Circumstances

6) Past Academic performance

Tardies (All Grade Levels)

A student may be counted tardy if he/she is not inside the classroom and in their assigned seat when the tardy bell rings. Teachers are encouraged to stand outside their doors and to close their doors when the tardy bell sounds. Students are tardy if they enter the classroom during the first fifteen minutes of class and counted absent unexcused after fifteen minutes. Student tardiness is documented for each semester and consequences are as follows:

- 1st Tardy – Documented with no formal consequence
- 2nd Tardy – Documented with no formal consequence
- 3rd Tardy – Documented with no formal consequence
- 4th Tardy – 1 lunch detentions
- 5th Tardy – 2 lunch detentions
- 6th Tardy – 3 lunch detentions
- 7th Tardy – assigned to Saturday School (4 hours)

8th Tardy – report to the office for meeting with the Principal and assignment to ISS or DAEP for consistent misbehavior and failure to comply. Tardies will reset at Semester.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 24, **Bullying** on page 35, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 26, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures and principal approval, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent.

[See **School-sponsored Field Trips** on page 99.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Tony Harral, (325) 365-6950.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or director of technology, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy [EHBAF\(LOCAL\)](#) for more information.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies [FNG\(LOCAL\)](#) or [GF\(LOCAL\)](#).

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[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On Ballinger High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the principal for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

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Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

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PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

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TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

**Appendix:
Freedom from Bullying Policy**

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Ballinger ISD's Freedom from Bullying Policy](#). Below is the text of *Ballinger ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on Adopted on 2/20/2012

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spread-ing, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regard-ing bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

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Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

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This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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APPENDIX II:

Acknowledgment Form—Amendment

My child and I have received a copy of the Ballinger High School Student Handbook dated August 12, 2019.

Print Student's Name: _____

Student's signature: _____

Parent's signature: _____

Date: _____

BALLINGER SECONDARY SCHOOLS



BEARCATS

2020-2021

STUDENT HANDBOOK

Ballinger ISD Administration
802 Conda Avenue
Ballinger, TX 76821
(325) 365-3588

Ballinger High School
2107 North Broadway
Ballinger, TX 76821
(325) 365-3537

Ballinger Jr. High School
1006 Conda Avenue
Ballinger, TX 76821
(325) 365-3547

If you have difficulty accessing the information in this document because of disability, please contact the district administration office at 325-365-3588.

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BALLINGER ISD

BOARD OF TRUSTEES

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Chuck Lipsey, Athletic Director/Head Football
Janice Travis, Nurse

DISTRICT CALENDAR

Click [HERE](#) need to change hyperlink to updated 2020-2021 calendar.

Ballinger Secondary Schools Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Ballinger ISD Secondary Schools Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Ballinger ISD Secondary Schools Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.ballingerisd.net/>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the offices of Ballinger ISD Administration, Ballinger High School or Ballinger Junior High.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office), and an unofficial electronic copy is available at <https://www.ballingerisd.net/>.

The policy manual includes:

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- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact a teacher, the school counselor, or the principal.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 16 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the district administration office at 325-365-3588.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent. The district will not provide a mental health care service to a student except as permitted by law. NOTE: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigation and reports.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, High School-Tessa Knickerbocker (High School Counselor); Junior High- Kim Castleberry (Junior High Counselor), can be reached at

tessa.knickerbocker@ballingerisd.net and kim.castleberry@ballingerisd.net and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 77.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

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However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the student registration forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal. **Note:**

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

Ballinger Secondary Schools Student Handbook

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating school wide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,

Ballinger Secondary Schools Student Handbook

- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 20.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [See policy [EF\(LEGAL\)](#) for more information.]

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“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board’s decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Lifetime Health (an abstinence-based curriculum) published by Holt.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy [EHBK\(LEGAL\)](#) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 92 and policy [EC\(LEGAL\)](#) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,

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- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services. The Ballinger High School offers tutorial services; which students whose grades are below 75 will be required to attend. These sessions will be held during the lunch hour each day Monday through Thursday. Ballinger Junior High offers tutorials after lunch during advisory period.

[For questions about school-provided tutoring programs contact the student's teacher, and see policies [EC](#) and [EHBC](#).]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy [FO\(LEGAL\)](#) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,

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- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 15, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a “legitimate educational interest” in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or

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- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 15.]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 802 Conda Ave, Ballinger, TX 76821.

The address of the high school's office is: 2107 N. Broadway St, Ballinger, TX 76821.

The address of the junior high school's office is: 1006 Conda Avenue, Ballinger, TX 76821

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

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A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 95, **Complaints and Concerns** on page 45, and Finality of Grades at policy [FNG\(LEGAL\)](#).]

The district's student records policy is found at policy [FL\(LEGAL\)](#) and [FL\(LOCAL\)](#) and is available at the principal's or superintendent's office or on the district's website at <https://www.ballingerisd.net>.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy [FDB\(LEGAL\)](#) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by [Education Code 37.0832](#).

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another classroom, or campus.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** on page 35, and policies [FDB](#) and [FFI](#) for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy [FDE](#) for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

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Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 48, and **A Student in Foster Care** on page 113.]

A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;

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- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy [FNG\(LOCAL\)](#). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 488, and **Students who are Homeless** on page 113.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

These system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

For Elementary: Genni Colombo at 325-365-2548

For JH/HS: Eyrin Book at 325-365-2548

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

For JH: Kim Castleberry at 325-365-2537

For HS: Tessa Knickerbocker at 325-365-2547

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[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy [FDB\(LOCAL\)](#) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 60 and **Special Programs** on page 111 .]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

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When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 26 and policy [FB](#) for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact:

Ballinger High School, Ryan Knickerbocker at 325-365-3547

Ballinger Junior High School, Leslie Griffis at 325-365-3537.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy [FEA](#) for more information.]

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;

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- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy [FEA\(LOCAL\)](#) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy [FEA\(LOCAL\)](#), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation,

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and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is Mike Gil Nuñez, Ballinger Secondary Schools Associate Principal (325) 365-3547 For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies [FEA\(LEGAL\)](#) and [FED\(LEGAL\)](#) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy [FEC](#) for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

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- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:00 a.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or

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condition that caused the absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

Ballinger ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at <http://www.ballingerisd.net>. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on a date and time to be determined at Ballinger High School.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

(6-8 Grade Only)

Awards and Honors will be bestowed on students throughout the year based on tradition, excellence and participation in certain events. Each of these awards and honors will have different criteria based on the organization or group doing the recognizing. Please see the campus principal or group sponsor with specific questions concerning awards and honors at Ballinger Junior High School. The following are some examples but does not constitute an exhaustive list:

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“A” Honor Roll- This award is given to the student/s that have earned all “A’s” in all of their classes for the year.

“A & B” Honor Roll- This award is given to the student/s that have earned all “A’s and B’s” in all of their classes for the year.

Perfect Attendance- This award is given to the students that have earned perfect attendance for the entire year.

Accelerated Reader- This award is presented to the students that have read and earned the most points for the entire year.

Jimmy Stubblefield Award – This award is given the top two 8th grade students that have earned the most points over three years competing in academic UIL events.

Weldon Brevard Award – This award is given to an 8th grade boy and girl that exemplifies leadership qualities, sets a good example, is dependable and friendly. The award is based on all sports participation and maintaining at least a B average.

Pat Patterson Award- This award is presented to the Male athlete that exemplifies the finest attributes of character and dedication to Ballinger athletics.

Lady Cub Award- This award is presented to the female athlete that exemplifies the finest attributes of character and dedication to Ballinger lady athletics.

(Grade 9-12)

Awards and Honors will be bestowed on students throughout the year based on tradition, excellence and participation in certain events. Each of these awards and honors will have different criteria based on the organization or group doing the recognizing. Please see the campus principal or group sponsor with specific questions concerning awards and honors at Ballinger High School. The following are some examples but does not constitute an exhaustive list:

“B” MERIT AWARD

Given to students that exhibit qualities above the expected and for outstanding achievement in academic and extracurricular activities.

PRESIDENT’S AWARD FOR EDUCATIONAL EXCELLENCE

An award from the President to graduating seniors that maintain: an overall 90 average and a score of 85 percent or higher on standardized achievement tests in language arts and math, or a recommendation from a teacher and principal.

UIL EXCELLENCE AWARD

Presented to graduating seniors, in the top 10 percent of their class, who participated in at least one UIL approved activity

Bullying (All Grade Levels)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

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If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by using the Ballinger ISD Anonymous Alert System, accessed through district and campus websites, or any student computer.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 24.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy [FNG\(LOCAL\)](#).

[See **Safety Transfers/Assignments** on page 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50, **Hazing** on page 72, policy [FFI](#), the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Industrial Technologies and Agriculture.
- Business.
- Health Science, Anatomy and Physiology, Scientific Research and Design (BHS Science) and Family Consumer Science.

Admission to these programs is based on course pre-requisites.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and 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.

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District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 89 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 81.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <http://www.ballingerisd.net>. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

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Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

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Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9–12, unless excluded below.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in physical education; band or concert; a local credit course, including teacher aide or office aide; and yearbook 1, 2, 3, and 4.

The District shall categorize courses in the high school course guide as:

- *Enriched, which shall include college-level courses, Advanced Placement (AP) courses, and Honors-level courses;*
- *Regular, which shall be Spanish III; and*

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- *Basic, which shall include all other eligible courses.*

The District shall assign weights to semester grades and shall calculate a weighted numerical grade average in accordance with the following scale:

Category	Weight
Enriched	plus 10
Regular	plus 5
Basic	plus 0

The District shall record un-weighted numerical grades on student transcripts.

When a student transfers semester grades for courses that would be eligible under the Basic category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See [EIC\(LEGAL\)](#)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

- 1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;*
- 2. Have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation; and*
- 3. Be graduating after exactly eight semesters of enrollment in high school.*

In case of a tie in weighted numerical grade averages, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

- 1. Compare ACT scores.*
- 2. Compare SAT scores.*
- 3. Compare the number of AP classes.*
- 4. Compare the number of Honors classes.*

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

The District shall recognize as an honor graduate each student who has completed either the Recommended or Advanced/Distinguished Achievement Program with a cumulative weighted numerical grade average no lower than 90

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- *The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.*
- *Note: The following provisions shall apply to students beginning with the graduating class of 2018.*
- *The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.*
- *The calculation shall include failing grades. Once a course is completed with a passing grade, the course shall not be taken again in order to raise a student's weighted numerical grade average.*
- *The calculation of class rank shall exclude grades earned in athletics; physical education; band or concert; teacher aide or office aide; flex courses; and yearbook 1, 2, 3, and 4.*
- *The District shall categorize and weight eligible courses as Enriched, Regular, and Basic in accordance with provisions of this policy and as designated in appropriate District publications.*
- *Eligible enriched; which shall include college-level courses, AP courses, and Honors courses; shall be categorized and weighted as Enriched courses.*
- *Eligible courses locally designated as Regular courses shall be categorized and weighted as Regular courses.*
- *All other eligible courses shall be categorized and weighted as Basic courses.*
- *The District shall assign weights to semester grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following:*
- *DATE ISSUED: 8/27/2015 LDU 2015.04 [EIC\(LOCAL\)-X](#)*
- *3 of 5*
- *Category*
- *Enriched Regular Basic*
- *Weight*
- *plus 10 plus 5 plus 0*
- *No points shall be added to failing grades.*

The District shall record un-weighted numerical grades on student transcripts.

When a student transfers semester grades for courses that would be eligible under the Basic category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if similar or equivalent courses are offered to the same class of students in the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using

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grades available at the time of calculation at the end of the fifth six- week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See [EIC\(LEGAL\)](#)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. Beginning with the graduating class of 2018, to be eligible for this local graduation honor, a student must:

- 1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;*
- 2. Be graduating after exactly eight semesters of enrollment in high school; and*
- 3. Have completed the foundation program with the distinguished level of achievement.*

In case of a tie in weighted numerical grade averages after calculation to the ten-thousandths place, the District shall count the number of Enriched courses taken by each student involved in the tie to determine recognition as valedictorian.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[For further information, see policy [EIC](#).]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** on page 97 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 40 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 65 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 25 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Ballinger ISD, Angelo State University (ASU) and Howard College (HC) work jointly to offer Ballinger High School Students dual credit courses, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated (All Grade Levels)

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 95 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 95 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy [FNG\(LOCAL\)](#). This policy can be viewed in the district's policy manual, available online at <http://www.ballingerisd.net>. The complaint forms can be accessed *online* at <http://www.ballingerisd.net> or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

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Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at <http://www.ballingerisd.net> and is listed below:

- Ryan Knickerbocker, Ballinger High School
 - Phone: 325-365-3547 Email: ryan.knickerbocker@ballingerisd.net
- Leslie Griffin, Ballinger Junior High School
 - Phone: 325-365-3537 Email: leslie.griffin@ballingerisd.net

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

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- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

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High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should seek an appointment via the counselor's office or the campus office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 77, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 388.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the

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combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[See the school counselor and policy [EHDB\(LOCAL\)](#) for more information.]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

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A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office , <http://www.ballingerisd.net>. [See policy [FFH](#) for more information.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

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Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

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Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy [FFH\(LOCAL\)](#) and [FFH\(EXHIBIT\)](#) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy [FFI](#). If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 35]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy [FFH](#).

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy [FNG\(LOCAL\)](#).

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Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are Texas Virtual School Network (TXVSN).

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 60.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your campus the principal or counselor.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of

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the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal has designated office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy [FNA](#) for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy [FNG\(LOCAL\)](#) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies [DGBA](#) or [GF](#) for more information.]

The principal has designated the office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy [GKD\(LOCAL\)](#) or a non-curriculum-related student group meeting held in accordance with policy [FNAB\(LOCAL\)](#).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

Ballinger ISD holds high expectations for all students to represent the school in a way that exemplifies good character. The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Campus administration reserves the right to deem any article of clothing or accessory inappropriate if it distracts from or causes an interruption to the learning environment. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- The District does not allow pictures, emblems, or writings on clothing that are lewd, offensive, vulgar or obscene.

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- The District does not allow pictures, emblems or writings on clothing that advertise or depict tobacco products, alcoholic beverages, drugs, inhalants or any other intoxicant or mood-changing, mind-altering or behavior-altering drugs.
- All school attire and personal appearance shall be in keeping with acceptable standards of modesty and good taste.
- Baggy/oversized clothing is not allowed. Garments should be appropriately sized and fitted for the individual. Any jeans or pants that cannot stay at the natural waistline without a belt shall not be allowed. The crotch area will not be allowed to sag (Figure 3).
- Students are required to wear shoes or sandals. Shower shoes, athletic slides, plastic/rubber flip-flops and house shoes are not allowed. Interpretation is at the discretion of the principal or assistant principal. Students in grades PK – 5 must have heel straps.
- Noisy or distracting jewelry will not be allowed. Pierced body ornamentation must be restricted to the earlobes and/or single stud piercing on upper ear. No “gauges” or look alike gauges are allowed. Other piercing is not allowed. Boys are not allowed to wear earrings. Bandages, tape, etc. used to cover inappropriate piercings will not be allowed. Any material used to “maintain” a piercing will not be allowed.
- Hair may not be colored or groomed in such a way so as to draw attention or separate the student from the rest of the student body. No unnatural coloring of hair.
- No “unnatural” hair extensions such as feathers, tinsel, etc. will be allowed.
- (Grades 3-12) Shorts should be appropriate dress type shorts. (No elastic waistbands.) Shorts must be worn at or below the fingertips with the shoulders relaxed and hands hanging loosely at the sides and may not sag.
- (Grades 3-12) See through or unusually tight blouses, shirts, or sweaters may not be worn. A minimal area of the back may be exposed – less than 25% if there is a cutout.
- Sunglasses will not be worn inside the building unless prescribed by a doctor.
- Hats, caps or hoods will not be worn inside the building during school hours.
- Sweat type headbands, armbands, chain type billfolds, or bandanas will not be worn.
- In addition to the prohibition in the general guidelines, any clothing or accessories with writings that contains double meanings, references to sex, satanic cults, gang activities, or any other controversial subjects will not be permitted (ex: Playboy Bunnies, Hotties, Hooters, Foxy, or any other sayings that portray a negative image). Any clothing or symbols that are associated with negative group behavior (wash cloths, bandanas, colors, etc.) will not be allowed. Interpretation is at the discretion of the principal or assistant principal.
- (Grade 3-12) Warm-ups and sweat suit garments will not be allowed except in approved physical education classes or as a travel uniform issued by the athletic department/Cheer Squad to be worn as travel garments or with the approval of the principal. Pajamas are not allowed. Any tight-fitting clothing deemed to be improper by campus administration will not be allowed regardless of material type. This includes leggings, biking shorts/tights, yoga pants, etc. Leggings may be worn, but the student’s must wear an outer garment that reaches at or below the extended finger-tip length with shoulders relaxed and hands hanging loosely at the sides.
- Tattoos (permanent or temporary) will not be visible. The only exception will be temporary tattoos depicting school spirit approved by the building principal.
- Trench coats or oversized coats will not be allowed.
- All garments must be properly hemmed (no cut-offs).

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- Holes in pants will be allowed as long as no bare skin or undergarments are exposed above fingertip length. Any holes that expose bare skin or undergarments above fingertip length will not be permitted.

Boys *****

Young men must be clean shaven at all times with side burns no longer than the bottom of the earlobe, and no wider than one inch. Earrings are not allowed. Hair shall be neat and not distracting and should be kept out of the face and cannot extend below the bottom of the collar on an oxford style shirt while the student is standing in a normal position. No ponytails or “tails” are allowed (Figure 3). Shirts and T-shirts with a straight cut bottom hem will not be required to be tucked in but oxford style shirts or others with rounded and/or split hem lines (a.k.a. tails) shall be tucked (Grades 6-12).

All shirts must have sleeves. Oxford style shirts must be buttoned to the first button below the collar.

Girls *****

Grooming will comply with general guidelines. Hair shall be neat and not distracting and should be kept out of the face.

Tank shirts or similar garments shall not be worn. Shoulder straps on shirts or dresses must be at least three fingers wide and be worn over the shoulder. Shirts and tops must be buttoned and cut as to not show cleavage when standing up or bending over (Figure 4). The midriff must not be exposed when the student goes through the normal activities of the school day (bending, stretching, reaching, sitting, or raising hands, etc.) (Figure 1 and 5).

Dresses – No midriff may be exposed. No cutout areas on dress with the exception of shoulder cutouts or a single back cutout which exposes less than 25% of the back.

Dress/skirt length must be no higher than 3 inches above the top of the kneecap. Dress/skirt slits no further up the thigh than 3 inches above the top of the kneecap will be permitted.

Baggy clothing shall be prohibited. Any jeans or pants that cannot stay at the natural waistline without a belt shall be prohibited. The crotch area will not be allowed to sag (Figure 3). Dresses, skirts and slits of dresses/skirts must be worn so that the distance from the hem of the dress/skirt to the top of the knee cap meets the following measurement – this distance can be no greater than the width of a dollar bill with the shoulders relaxed.

If the principal determines that a student’s grooming or clothing violates the school’s dress code, or that the dress/grooming is presenting a distraction to others in any way, the student will be given the opportunity to correct the problem at school. If not corrected, the student will be assigned to on campus or in-school suspension for the remainder of the day, until the problem is corrected, or until the parent or designee brings an acceptable change of clothing to the school. Repeat offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Dress Code – Junior/Senior Prom

Boys *****

No earrings

Clean-shaven

No hair dying or unusual haircuts

Formal wear – tuxedo top – but will allow cowboy tuxedo or Semi-Formal coat, tie and slacks

Button down shirts required

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No visible tattoos

No sunglasses

No t-shirts

Girls *****

Dress may not be cut below the bust line on the front. The bust continues around your sides directly under the armpit. With arms down at your side, if flesh touches flesh below the bust line, the dress is inappropriate.

Shoulders and/or mid-back may be bare on dresses. However, backs cannot be cut below the navel line extended around to the back. Cut-out areas that show skin below the naval line or that violate other guidelines are not acceptable.

Dress may not be shorter than fingertips extended. Slits in dress cannot be higher than fingertips extended. "Fingertips extended" means standing straight up with arms straight at side.

Areas of dresses with "see through" type materials will must follow the same guidelines as if the skin was exposed in those areas.

Dress may be two-piece. However, no more than 1" of midriff shall be exposed with arms extended down.

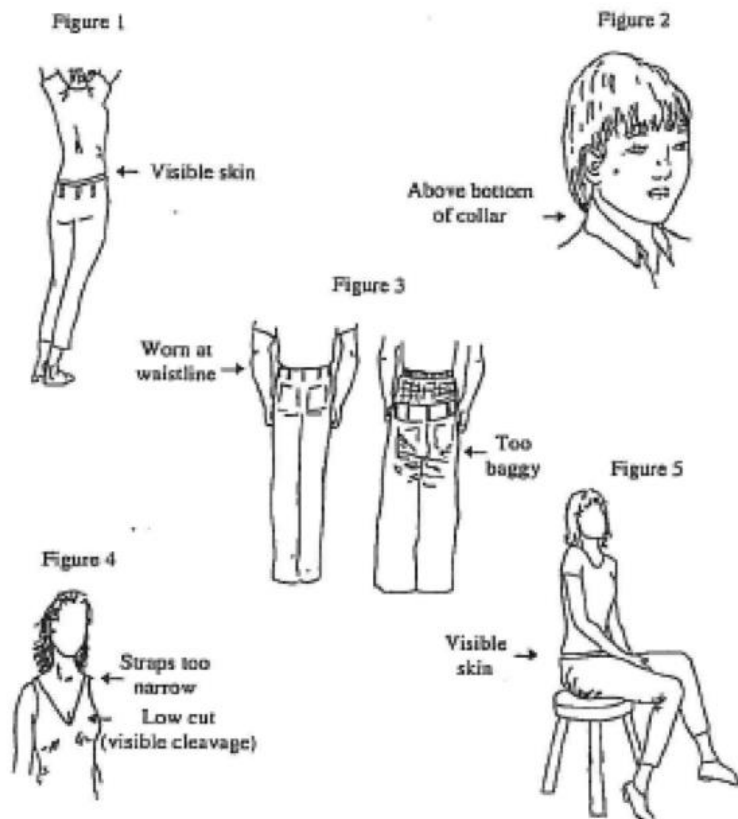
Dress Code – All other Banquets or Special Affairs

The general school dress code is still in effect for most attire except for the fact that these occasions are considered semi-formal events. Students should check with sponsors and principal as to approved attire for these school-sponsored events.

Any invited guests or dates that are not BHS students are required to adhere to the same requirements for special-occasion dress. It is the responsibility of BHS students to inform their guest of such requirements.

If the principal determines that a student's grooming or clothing violates the school's dress code, or that the dress/grooming is presenting a distraction to others in any way, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

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Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 114.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The 1st offense will be a documented warning and student may pick up device after school from the principal's office. The 2nd offense the student must pay a fee of \$15 and may pick up the confiscated device from the principal's office after school. The 3rd offense will require a parent contact; a \$15 fee and student may pick up phone after school from

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principal's office. Any offenses after the 3rd will result in a \$15 fee; require parent to pick up device after school from principal's office and may result in further disciplinary action.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, authorized personnel may search a student's personal telecommunications device. [See **Searches** on page 99 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, authorized personnel may search a student's personal electronic device. [See **Searches** on page 99 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required

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to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 65 and **Standardized Testing** on page 111.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 111, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 115.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and

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parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Student attendance is critical to be successful in the classroom as well as extracurricular events. Students who fall below 90% attendance and do not comply with the attendance recovery plan put in place by campus administration may be subject to extracurricular suspension from participation of events until the attendance recovery plan is met.

Any school related disciplinary violations may result in further consequences from extracurricular coaches/sponsors. Disciplinary violations may include student actions that result in:

- Student actions that result in Office Referrals
- Detentions
- ISS/OSS

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

In addition, the following applies to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

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- A student is allowed unlimited absences in a school year not related to post-district competition, for post-district competition prior to state, and for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: class officers, student council, FFA, FCCLA, Rotary Interact, Athletics, Captains, Band, Spanish Club, Investment Club, Yearbook, Cheerleaders, and FCA.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

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- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 115.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy [FP](#) for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies [FJ](#) and [GE](#) for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);

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- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed;
- Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade; and
- Procedures for a student to follow after an absence.

Grading Policy for Ballinger Secondary Schools

- Amount of grades required per grading period
- A minimum of 2 grades per week must be placed in the grade book (i.e., daily, homework, participation, quiz, etc.)
- A minimum of 2 formative assessment grades per grading period (tests, projects, etc.)

Semester Exam Emptions

- Everyone will take a mid-final (in December)
- End of year final exemption requirements
- If a student has the following average:
 - An 90 and no more than 3 excused absences
 - An 85 and no more than 2 excused absences
 - An 80 and no more than 1 excused absences
- No OCS, OSS, DAEP, Saturday School
- Semester Grade Average
 - Semester test will count 1/4th
 - Each six weeks' grade will count 1/4th
- Retests
 - Teachers must offer a retest
 - The teacher has discretion in how but it must be a written policy in the syllabus that is shared with and signed by parent and student.
- Weights per Six Weeks
 - Ballinger High School
 - 10% of the six-week grade will be homework (assignment not done in/during class time, practice problems, notes, etc.)
 - 40% of the six-week grade will be classwork, assignments that maybe completed during class time (quizzes, class assignments, minor formative assessments, participation, etc.)
 - 50% will be formative assessments (tests, assessments, major projects, etc.)
 - Ballinger Junior High

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- 50% of the six-week grade will be teacher discretion (daily, homework, participation, etc.)
- 50% will be formative assessments (tests, projects, etc.)
- Grades must be updated by Monday at 8 am
- Late Work policy
 - Will be decided by teacher and must be written in syllabus that is shared with and signed by parent and student.
 - Exception to this policy- Dual Credit courses will be based on the syllabus from Howard, WTC or ASU and not on the BHS Grading Policy.

[See **Report Cards/Progress Reports and Conferences** on page 95 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

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If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 111.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 70.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

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A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

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- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

4th Math Credit • Algebra 1 • Algebra 2 • Pre-calculus • College Preparatory Math Course • College Math	4th Science Credit • Chemistry • Physics • Environmental Systems • Advanced Animal Science • Anatomy & Physiology • Scientific Research & Design
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STEM Endorsement

Math Option 5 Math Credits	Science Option 5 Science Credits
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Business & Industry

Endorsement

CTE Option • CTE Course # 1 • CTE Course # 2 • CTE Course # 3 Advanced CTE Course from: • Ag, Food, & Natural Resources • Architecture & Construction	English Option • 4 credits total – 3 in levels in same area • Public Speaking • Yearbook • Journalism
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•Arts, A/V Technology & Communications •Business Management & Administration •Hospitality & Tourism •Finance	
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Public Services Endorsement

CTE Option
•CTE Course # 1 •CTE Course # 2 •CTE Course # 3 •Advanced CTE Course from: •Education & Training Cluster •Health Science Cluster •Human Services Cluster

Arts & Humanities Endorsement

Fine Arts Option – 4 in same discipline
•Art •Theater Arts •Band

Multidisciplinary Endorsement

4 x 4 Option	Dual Credit Option
•English 4 •Additional Math •Additional Science •Additional Social Studies	•Must meet TSI Requirements •Four Credits in Dual Credit from core courses or fine arts •English 1301/1302 •English 2331/2311 •History 1301/1302 •Government 2305/2306 •Math 1314 •Math 1324/1325

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Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing:

- A total of four credits in math, which must include Algebra 2
- A total of four credits in science
- The remaining curriculum requirements
- The curriculum requirements for at least one endorsement

In order to be in the Top 10% of a class, the student must graduate on the Distinguished Plan. The top 10% of a class is entitled to automatic admission into most state Universities.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

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Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy [FMH\(LEGAL\)](#) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Graduation Activities

Graduation activities will include:

- Group pictures prior to graduation rehearsal
- Graduation rehearsal
- Graduation ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- National Honor Society Members who are graduating

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy [FNA\(LOCAL\)](#) for more information.]

[For student speakers at other school events, see **Student Speakers** on page 113.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 62.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 35 and policies [FFI](#) and [FNCC](#) for more information.]

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Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubella (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 79, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy [FFAB\(LEGAL\)](#) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

Notification:

School parents will receive the BISD Head Lice Information Sheet at the beginning of each school year, outlining prevention measures, BISD standard procedures, and general information on pediculosis (head lice). New students enrolling throughout the school year will be given this information with the registration packet.

The school nurse or other school official will contact the parents of students with active infestations only.

If a student is found to have active head lice, a general information letter may be sent out to parents/guardians of all students in that classroom from the school nurse. These letters are done at the discretion of the campus principal with input from health services. Under no circumstances will a school employee disclose to any parent or guardian the name(s) or private health information of affected students other than their own.

The school nurse, campus administrator, and teacher will discuss possibilities to follow minimizing the chance of further classroom infestation.

Exclusion:

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The BISD exclusion protocol is designed to protect the integrity of the school day, and to minimize embarrassment and unnecessary isolation of students with pediculosis. It is founded on evidence-based practice and recommendations from the Texas Department of State Health Services, the American Academy of Pediatrics, the National Association of School Nurses, and the Harvard School of Public Health.

BISD realizes pediculosis is more of a nuisance and social issue than a communicable disease. However, the infestation requires very diligent care from the parent to remove and prevent re-infestation. Therefore, students identified with live lice shall be sent home until the parent or guardian completes treatment.

The student may remain in the classroom until the parent arrives. When the student is picked up, the school nurse or other school official will verbally discuss the care and treatment with the parent or guardian.

Treatment:

The school nurse shall provide instruction to the parent or guardian regarding identification or active infestation, treatment procedures, and prevention of future occurrences.

It is recommended that the parent contact their child's physician for treatment options and that prescribed medication directions be strictly followed. If they do not have a regular physician, then it is recommended that an FDA approved, over-the-counter lice product be used – again, strictly following package directions. It is also important that a lice comb be used to remove the nits and dead lice. Retreatment is recommended in 7-10 days.

Families who qualify for the Free and Reduced Lunch program may also be eligible for an FDA-approved, over-the-counter lice treatment supplied by the school district when available. *While the district will provide parents with instructions regarding treatment procedures, it is the parent's responsibility to properly apply the treatment following package directions and the advice of their child's physician.*

Readmission:

Students who are sent home from school for active head lice infestation **must be accompanied by a parent or guardian upon returning to school to be examined by the school nurse prior to readmission to the classroom.** The nurse will assess for efficacy of treatment and will readmit the student to the classroom when no signs of active head lice are present. If live lice are found, the student will be sent home with the parent or guardian. The previous procedures will be followed until the student is free of live lice.

Excessive Absences:

Student absences **up to one day** will be excused for the purposes of lice treatment. Any additional absences incurred will be unexcused and count toward truancy.

Awareness and Education:

In addition to the parent notification statements above, the school nurse will provide annually to campus faculty and staff information on:

- Prevention, identification, and treatment of head lice
- New trends in public health and current research regarding head lice
- District standards and campus procedures for appropriate management of head lice
- Laws, policy, and ethics related to confidentiality and the right to privacy and dignity for students and their families

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The school nurse will also maintain a section on their District website related to head lice, including information related to prevention and management.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy [FFAA](#) for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy [FFAC](#), may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy [FFAF\(LEGAL\)](#).]

See also **Food Allergies** on page 81.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

Students will be supported through Wellness surveys, Character Strong curriculum, sex education at appropriate grade levels focusing on abstinence, use of activities, such as, Red Ribbon Week, to support the negative effects of drug, tobacco, and alcohol use, provide information and awareness of suicide prevention and hotline/crisis intervention numbers, and use of Anonymous Alerts for bullying or safety concerns.

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If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy [FFB](#) for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 13 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 47 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 82 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 82 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters 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.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 6–12)

Annually, the district will conduct a physical fitness assessment of students in grades 6–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

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Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy [FFAA\(LEGAL\)](#).

Other Examinations and Screenings (All Grade Levels)

Contact Janice Travis, School Nurse, at Ballinger Elementary School, 325-365-3527.

[See policy [FFAA](#) for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis.

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

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What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov), particularly the CDC's information on [bacterial meningitis](https://www.cdc.gov/bacterialmeningitis), and the [Texas Department of State Health Services](https://www.dshs.texas.gov).

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 73.]

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Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy [FFAF\(LEGAL\)](#) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <https://www.ballingerisd.net/>.

[See **Celebrations** on page 38 and policy [FFAF](#) for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

Ballinger Secondary School Vaping/Electronic Cigarette Policy

Any student consuming or in possession of any component, part, or accessory of any kind of electronic cigarette device is in violation of the policy, considered a major infraction, and subject to the disciplinary action below:

1st Offense: 15-day placement in Extended ISS

2nd Offense: 30-day discretionary placement in DAEP

3rd Offense: 45-day discretionary placement in DAEP

Local law enforcement may be contacted on any violation of this policy.

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The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies [FNCD](#) and [GKA](#) for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The Ballinger ISD Nurse, Janice Travis, at Ballinger Elementary, 325-365-3527.
- The Ballinger High School counselor, Tessa Knickerbocker, 325-365-3547.
- The Ballinger Junior High School counselor, Kim Castleberry, 325-365-3537.
- The local public health authority, Ballinger Memorial Hospital, which may be contacted at
608 Avenue B
Ballinger, TX 76821
325-365-2531
- The local mental health authority, West Texas Centers For MHMR - Runnels County Mental Health Clinic, which may be contacted at:
126 State Street
Winters, Texas, 79567
1-325-754-5591

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [Student Crisis Intervention Plan](#).

- 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](#)

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- Trauma-informed Care: [FFAB](#)
- Student Support Services: [FFC](#)
- Student Safety: [FFF](#)
- Child Abuse and Neglect: [FFG](#)
- Freedom from Discrimination, Harassment, and Retaliation: [FFH](#)
- Freedom from Bullying: [FFI](#)

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. Students will be supported through Wellness surveys, Character Strong curriculum, sex education at appropriate grade levels focusing on abstinence, use of activities, such as, Red Ribbon Week, to support the negative effects of drug, tobacco, and alcohol use, provide information and awareness of suicide prevention and hotline/crisis intervention numbers, and use of Anonymous Alerts for bullying or safety concerns.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Ballinger ISD Nurse, Janice Travis, janice.travis@ballingerisd.net at Ballinger Elementary, 325-365-3527 further information regarding policies and procedures on student physical and mental health.

Please contact at *Caroline Toliver*, caroline.toliver@ballingerisd.net, 802 Conda Ave, (325) 365-3588 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the Elementary Principal, Jamie Dudley.

The duties of the SHAC include:

- Making recommendations physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See **Human Sexuality Instruction** on page 17 and policies [BDF](#) and [EHAA](#) for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at [FFA\(LOCAL\)](#) and corresponding plans and procedures to implement it. You

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are encouraged to contact Janice Travis, Ballinger ISD Nurse at 325-365-3527 with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

Teachers on an as needed basis will assign homework. Students are expected to complete homework and return it to their respective teacher in a timely manner. [See **Grading Guidelines** on page 63.]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy [FL\(LEGAL\)](#) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return if the student returns the same day. If a student is 18 years of

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age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Junior high school is a closed campus and students are not allowed to leave campus for lunch. All high school students are allowed to leave campus at lunchtime unless assigned detention or tutorials. However, if they choose to stay on campus, they must stay in the designated and supervised areas of the school. If students leave on foot, they must leave the school property immediately. Students are not allowed to walk in and or through the residential areas unless they are going to their house along that pathway. No loitering in the residential areas.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state

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laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 32.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Secondary Schools Grades

Grades 6–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy [FOCA\(LEGAL\)](#) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Extended ISS

Extended ISS will be used as a discipline management technique. Extended ISS will be held on the secondary campus. Students placed in extended ISS will follow the same expectations of a student who was placed in DAEP with the exception of them being on campus. The student’s teacher will provide assignments during the length of the student’s placement. The length of student placement will be based on of the types of infractions that a student incurs as well of the number of “points” accrued on the BISD Secondary Disciplinary Point System. A student accruing 20 points with combination of the following infractions will be placed for:

2 major offenses: 20-day placement

1 major offense/Multiple Minor offenses: 15-day placement

Multiple Minor Offenses: 10-day placement

*Length of student placement may be modified based on student behavior. The last 5 school days of placement may be waived based on positive student behavior. Students who do not meet behavioral expectations may have their placement extended or changed to the DAEP setting.

Major infractions may include but are not limited to: Bullying, Fighting, Vaping/Tobacco Violations, Skipping class, possession of prohibited items or substances, harassment, threats, etc.

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Minor Infractions may include but are not limited to: general disruptive behavior, disrespectful behavior, persistent electronic device violations, public display of affection, etc.

Students placed in extended ISS will not be able to attend or participate in any school event, function, activity, or competition and will not be allowed on BISD property (with the exception of during school hours) until the completion of the placement. Students placed in extended ISS for multiple minor infractions and no major infractions may be able to attend extra-curricular practices (ONLY) that are outside of the school day.

Discipline Management Techniques

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or —time-out.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.

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- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy [FO\(LEGAL\)](#) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Ballinger ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: *Caroline Toliver*, caroline.toliver@ballingerisd.net, 802 Conda Ave, (325) 365-3588. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at [FFH\(LOCAL\)](#).

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The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: *Caroline Toliver, Assistant Superintendent, caroline.toliver@ballingerisd.net, 802 Conda Ave, (325) 365-3588.*
- For all other concerns regarding discrimination, see the superintendent: *Jeff Butts, jeff.butts@ballingerisd.net, 802 Conda Ave, 365-3588.*

[See policies [FB](#), [FFH](#), and [GKD](#) for more information.]

Nontraditional Academic Programs (All Grade Levels)

Ballinger High School offers a Flex School Program to students who are in need of recovering credits or in need of a different kind of school day due to extenuating circumstances that will not allow the student to participate in the regular school program. Please see the High School Counselor Mrs. Knickerbocker or the Junior High Counselor Mrs. Castleberry if you have questions or concerns about this program and how it operates.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 47.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at Ballinger Junior High, 325-365-3547, or at Ballinger High School at 325-365-3547 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 95.]
- Becoming a school volunteer. [See **Volunteers** on page 117 and policy [GKG](#) for more information.]
- Participating in campus parent organizations. Parent organizations include:

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- Ballinger High School
 - Ballinger Bearcat Athletic Booster Club
 - Ballinger Bearcat Band Boosters
 - Ballinger Ag Boosters
- Ballinger Junior High
 - Ballinger Junior High Parent/Teacher Organization
 - Ballinger Bearcat Athletic Booster Club
 - Ballinger Bearcat Band Boosters
 - Ballinger Ag Boosters
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact your campus principal and see policies [BQA](#) and [BQB](#), for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 81 and policies [BDE](#), [EHAA](#), [FFA](#) for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the designated Monday of each month at 5:30 p. m. at the Ballinger ISD Administration Office, 802 Conda Avenue, Ballinger, TX 76821. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 802 Conda Avenue, Ballinger, Texas 76821. [See policies [BE](#) and [BED](#) for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$3 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

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Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

ALL STUDENTS MUST REGISTER VEHICLES OPERATED AND PARKED ON SCHOOL PROPERTY.

By the end of the first week of school, students who will operate and park a vehicle on campus must provide the following information to the school office:

1. Written description of vehicle – make, model, year, and color.
2. Current license plate number on vehicle.
3. Proof of current Texas driver's license.
4. Proof of current auto liability insurance.

After registering the vehicle and receiving a parking permit, the parking permit must hang from the rear-view mirror of the vehicle while parked on campus during the school day. All parking permits will be returned to the school office during the last week of school. Failure to return the assigned parking permit will result in a \$5.00 fine and/or loss of student privileges at break and lunch.

FAILURE TO HAVE A PARKING PERMIT PROPERLY DISPLAYED OR FAILURE TO REGISTER A VEHICLE THAT IS PARKED ON CAMPUS WILL RESULT IN THE FOLLOWING ACTION:

- A. 1st violation – warning notice sent to student and parent. If student needs to replace a parking permit, a fee of \$5.00 will be charged. (First permit each year is \$3.00)
- B. 2nd violation – warning notice sent to student and parent. Student will lose privileges at break and lunch for 2 days. If student needs to replace a parking permit, a fee of \$5.00 will be charged.
- C. 3rd violation – warning notice sent to student and parent. Student will be assigned to OCS (on campus suspension) for 2 days. If student needs to replace a parking permit, a fee of \$5.00 will be charged.
- D. 4th violation – vehicle will be towed at owner's expense. The wrecker company will charge an additional expense if the vehicle is not picked up within 24 hours. Student will be prohibited from operating and parking a vehicle on campus for the remainder of that semester. Student may register a vehicle for the next semester and a parking permit issued at a cost of \$5.00.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse

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their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 18.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy [EC](#) for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Junior High Grade Levels

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the

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student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 111.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a junior high-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the school counselor and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 70 for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 63.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 65 and **Standardized Testing** on page 111.]

Release of Students from School

[See **Leaving Campus** on page 85.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 90 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 63 and policy [EIA\(LOCAL\)](#) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with [FNG\(LOCAL\)](#).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within three days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by using the Ballinger ISD Anonymous Alert System, accessed through district and campus websites, or any student computer.
- Know emergency evacuation routes and signals.

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- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

www.ballingerisd.net

www.ballingernews.com

[Ballinger High School Facebook page](#)

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[Ballinger High School Twitter page](#)

[Ballinger Junior High Webpage](#)

[Ballinger Junior High School Twitter page](#)

KRUN Radio – Ballinger

KLST/KSAN Television – San Angelo

KTAB/KRBC Television – Abilene

KTXS Television – Sweetwater

KIXY Radio – San Angelo

KCRN – San Angelo

KGKL Radio – San Angelo [See **Communications-Automated, Emergency** on page 45.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 111.]

Schedule Changes (Junior High and High School Grade Levels)

Schedule changes will be considered the first 3 days of each semester and in extenuating circumstances during the semester with principal's permission. If you have questions please contact high school counselor, 325-365-3547, or junior high counselor, 325-365-3537.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Tony Harral, the district's designated asbestos coordinator, at 325-365-3588

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the campus office for more information and to apply for free or reduced-price meal services.

[See policy [CO](#) for more information.]

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Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Food Services Director. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Tony Harral, the district's IPM coordinator, at 325-365-3588.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

throughout the school day and before/after school with supervision.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

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Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

JH/HS Cafeteria

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy [FNAB\(LOCAL\)](#).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

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District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy [CQ](#) for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 54 and policy [FNF\(LEGAL\)](#) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

Ballinger ISD Random Policy – Policy [FNF\(Local\)](#) Board approved May 7, 2007.

Ballinger ISD is committed to providing our youth a safe and drug free environment in which to grow and flourish. Consequently, Ballinger ISD has implemented a drug-free program for all students in grades 7-12 participating in extracurricular activities and for student in grades 9-12 who receive a parking permit allowing them to park their vehicles on school property during the school day. Research shows that people who make it through their teenage years without using tobacco, alcohol, or drugs are much less likely to start when they are older. If testing can keep students off drugs and alcohol, if it can help free young minds for learning and allow growing bodies to escape the devastating cycle of dependence and addiction, it will be a valuable and important tool against drugs.

Ballinger ISD has not implemented a drug-testing program to identify and punish student who have made bad decisions about drugs. This program has been established to give students who face daily pressure from their peers to experiment with drugs a better alternative. If a student has already made a bad decision about drugs, this program will identify them so that a drug intervention program can be implemented to prevent future drug use.

PURPOSE OF THE DRUG TESTING PROGRAM

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Ballinger ISD has a vital interest in maintaining a positive learning environment that is safe and healthy for all students. To fulfill that purpose and as a proactive measure to keep our schools drug free, the District is adopting a random drug testing policy for: 1) students participating in school-sponsored competitive extracurricular activities, and 2) students wishing to park their vehicles on school property. The District also offers a voluntary drug-testing program.

By adopting a random drug testing policy, the District desires to: 1) prevent injury, illnesses, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol; 2) help enforce a drug-free educational environment; 3) deter student use of illegal and performance-enhancing drugs or alcohol; and 4) educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

STUDENTS SUBJECT TO TESTING

A. Students Competing in Competitive Extracurricular Activities.

Since drug use can increase the risk of injury to students participating in school-sponsored competitive extracurricular activities and since these students are often role models to other students, the District shall require all students in grades 6 through 12 who participate in school-sponsored competitive extracurricular activities to undergo random drug testing. The following activities are identified as school-sponsored competitive extracurricular activities:

Athletics - all UIL recognized competitive sports, including:

- Basketball
- Baseball
- Cross Country
- Football
- Golf
- Power Lifting
- Softball
- Tennis
- Track
- Band (including Color guard, Drum line and Twirling)
- Cheerleading
- Choir
- Debate
- Distributive Education Clubs of America (DECA)
- Family Career and Community Leaders of America (FCCLA)
- Future Farmers of America (FFA)/4H
- Mock Trial

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- National Honor Society
- One Act Play (Drama Club)
- Rotary Interact
- Special Olympics
- Student Council
- UIL – Academic and Literary Contest
- Yearbook
- Any other school-sponsored activity that includes competition

Participation includes practice, competition and involvement in events of extracurricular activities. Participation does not include attendance at school events such as athletic contests, drama productions, or social functions.

B. Students Parking on School Property.

Since drug use can increase the risk of injury to students driving to and from school, the District shall require all students in grades 9 through 12 who receive a parking permit allowing them to park their vehicles on school property during the school day to undergo random drug testing.

C. Voluntary drug testing.

With prior written parental consent, students in grades 6 through 12 may participate in the random drug-testing program at any time at no cost to the student. Students participating voluntarily shall be included in the same pool for random testing under the same procedures as students participating in the mandatory program. Students may withdraw from the voluntary drug-testing program at any time upon presentation of a completed written withdrawal form signed by the parent or legal guardian. If the student is of legal age (age 18 or older), he or she may withdraw upon completing a withdrawal form. The parent or guardian will be notified of the student's withdrawal from the voluntary drug-testing program. Test results for voluntary participants will be provided directly to the principal by the testing entity. In addition, the district will notify parents or guardians when a student refuses or fails to take a scheduled drug test.

INFORMED CONSENT FOR TESTING

A. Students Competing in Competitive Extracurricular Activities.

Written parental consent to random drug testing must be completed before a student is allowed to participate in a practice or competition. No student may participate in a practice or competition until the consent form is executed and on file with the designated school official. If the student is of legal age (age 18 or older), he or she must also sign the permission form. Consent forms are valid for the current school year only.

Because participation in extracurricular activities is a privilege and not a right, refusal to consent to random drug testing will result in the denial of participation in the identified extracurricular activities.

B. Students Parking on School Property.

Written parental consent to random student drug testing must be completed before a student is issued a parking permit and allowed to park his or her vehicle on school property. No student

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may receive a parking permit or park on school property until the consent form is executed and on file with the designated school official. If the student is of legal age (age 18 or older), he or she must sign the permission form. Consent forms are valid for the current school year only.

Because parking on school property is a privilege and not a right, refusal to consent to random drug testing will result in the denial of parking privileges.

TESTING PROCEDURES

A. Frequency.

Each school year the Board of Trustees or its designee will determine the percentage of students to be tested based on the number participants; the Board of Trustees or its designee may determine that up to 100% of the identified student participants will be tested. The testing entity will select the dates for conducting the random drug test; the selection of dates will not follow any recognizable pattern. Tests will be conducted at least eight (8) times during the school year with a minimum of 35 students being tested.

(25 high school and 10 junior high students)

B. Random selection of students.

The District will provide the testing laboratory with a list of all identified participants. Students will be chosen for testing by computer-generated random selection conducted by the testing laboratory. The random selection process is intended to eliminate subjective factors from playing a role in the selection of the students to be tested.

C. Testing standards.

Testing will be conducted through accepted scientific means using approved practices and procedures established by the testing laboratory selected by the District. The testing parameters shall be set at industry standards as defined by the National Institute for Drug Abuse. The testing laboratory will be certified by the Substance Abuse and Mental Health Services Administration (SAMHSA) and have greater than five (5) years' experience in toxicology testing and chain-of-custody procedures. The drug test is performed by urinalysis. The specimen is analyzed using immunoassay methodology. All presumptive positive results are confirmed by a second test of the same specimen using a gas chromatography/mass spectroscopy methodology.

The testing laboratory may use quantitative results to determine if positive results on repeat testing indicate recent use of illegal drugs or the natural decline of levels of the illegal drug from the body. If the testing laboratory feels the quantitative levels do not reflect current use, then a declining quantity may be reported.

D. Collection of the sample.

Upon the testing entity's arrival at school, the randomly selected student names will be given to the designated school official, which will arrange for these students to report to the collection area. The names of selected students will not be called over the public address system. Students will be tested in an isolated facility under the supervision of a school official of the same sex who will assist the testing entity representative. Students will provide a urine sample in a restroom or other private facility behind a closed stall. Neither the supervising school official nor the testing entity representative will directly observe the students providing their urine sample. Facilities are secure with only one student testing at a time to assure security and confidentiality. The urine sample will be collected in a sealed specimen collection container.

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provided by the testing entity. The student will provide the collected sample to the testing entity representative and the supervising school official will confirm that the student's identification information on the sample is correct. The sealed specimen collection container will be sealed and witnessed by the student. The testing entity representative will take all specimens to the laboratory for analysis. A copy of the specimen collection and chain of custody procedures used by the District and the testing entity shall be made available to any parent or student upon request.

E. Refusal.

Refusal to provide a sample or noncompliance with the testing procedures by any student will be considered a positive test result and will be reported to the appropriate school representatives.

F. Substances.

The District reserves the right to test for amphetamines, anabolic steroids, barbiturates, benzodiazepines, cocaine, LSD, marijuana, methadone, opiates, and phencyclidine.

G. Alternative Collection Options

If students will not or cannot produce a urine sample, a hair sample will be collected for testing with parental consent.

TEST RESULTS

A. Confidentiality of results.

Student privacy will be protected in accordance with all applicable laws. Records of test results will be kept confidential and provided only to parents, administrators, personnel responsible for administering the extracurricular activity, other school officials with a legitimate interest in the information, or as otherwise required by law or overriding health and safety concerns.

Test results are kept separate from other school records. School personnel are only allowed to view the information if they have a legitimate educational interest in the results. Results will not be shared with law enforcement except as required by law. Upon written request of a parent/guardian or a student of legal age, test results may be released to treatment facilities.

B. Medical Review Officer (MRO).

The testing entity will provide an MRO for interpreting and verifying test results. The MRO services will be provided by a licensed physician who is certified by the Medical Review Officer Certification Council or the American Association of Medical Review Officers.

C. Notification.

When a student's test result indicates the presence of a prohibited substance, the MRO shall contact the parent or guardian within one school day of receiving a confirmed positive test result.

The MRO shall confer with a parent or guardian and determine if there is a medical explanation for the positive test result. If the medical explanation is verified by the MRO, the test result shall be reported as negative. However, without verification by the MRO, a confirmed positive test result shall be reported to the designated school official within one school day of conferring with the student's parent or guardian.

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If the MRO is unable to contact the parent or guardian within one school day, the MRO shall ask the designated school official for help in locating the student's parent or guardian. This request in no way implies a positive test result and only indicates that the MRO has questions for the student's parent or guardian. Upon receiving notice from the MRO that a student has a confirmed positive test result; the designated school official shall contact the student and parent or guardian to discuss the consequences of the positive test result.

D. Retest.

Students that test positive may request a second test. A request for a retest must be made to the designated school official in writing within forty-eight (48) hours from the time the parents were first notified of a positive test result by the designated school official. Once a request for a retest is made, the District's testing laboratory will send bottle "B" of the split specimen directly to the second laboratory for retesting at the parent's or guardian's expense. The parent may select the second laboratory from a list of nationally certified independent laboratories identified by the District.

The results of the retest shall be used in lieu of the results generated by the District's testing laboratory (i.e., the results of the retest control what consequences, if any, will apply under the student drug-testing policy). However, retest results from an unapproved second laboratory will not be considered.

RELATIONSHIP TO THE STUDENT CODE OF CONDUCT

This drug testing policy does not in any way modify the disciplinary provisions of the Ballinger ISD Student Code of Conduct or Chapter 37 of the Texas Education Code. If a student sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol the student will be subject to the disciplinary provisions of the Student Code of Conduct. A positive drug test is not in and of itself proof that a student has violated the Student Code of Conduct. For more information on the District's disciplinary rules regarding drugs and alcohol, please refer to the Ballinger ISD Student Code of Conduct.

CONSEQUENCES

Any student who tests positive for a drug in a test conducted under the provisions of this policy will face the following consequences. Offenses are cumulative for the duration of a student's attendance during grades 7 through 12. Students who are randomly selected for testing but are not in attendance on the date of testing will automatically be tested on the next testing date. Should a student miss more than one testing date it becomes the parent or guardian's responsibility to transport the student to the testing facility that the District contracts with and to pay the required fees to have the student tested. Verification of this test must be submitted to the proper school official within five (5) calendar days from the date of notification to the parent. Failure to satisfy this requirement will be treated as a positive test result.

A. First positive test result.

A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

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If applicable, the student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for thirty (30) school days. Following the expiration of the suspension, the student shall be tested at the next two (2) random testing dates.

During the period of suspension, the student may participate in practices, but not in any performances or competitive activities. In order to have parking and competitive extracurricular activity privileges reinstated, the student must provide documentation that he/she attended and successfully completed four (4) hours of substance abuse counseling from an approved provider during the suspension period.

Failure to meet these requirements within the specified time lines will result in continuation of the suspension until such time as the student completes the requirements outlined above.

B. Second positive test result.

A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

The student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for ninety (90) school days. The student will automatically be tested during each subsequent random drug-testing event for one calendar year.

During the period of suspension, the student may participate in practices, but not in any performances or competitive activities. In order to have parking and competitive extracurricular activity privileges reinstated, the student must provide documentation that he/she attended and successfully completed six (6) hours of substance abuse counseling from an approved provider during the suspension period.

Failure to meet these requirements within the specified time lines will result in continuation of the suspension until such time as the student completes the requirements outlined above.

C. Third positive test result.

A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

The student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for one calendar year. The student will automatically be tested during each subsequent random drug-testing event for one calendar year.

During the period of suspension, the student may participate in practices, but not in any performances or competitive activities. In order to have parking and competitive extracurricular activity privileges reinstated, the student must provide documentation that he/she attended and successfully completed twenty-four (24) hours of substance abuse counseling from an approved provider during the suspension period. Failure to meet these requirements within the specified time lines will result in continuation of the suspension until such time as the student completes the requirements outlined above.

D. Fourth positive test result.

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A conference must be held between the designated school official, personnel responsible for administering the extracurricular activities the student participates in (if applicable), the student, and the parent or guardian.

The student will be suspended from participation in all competitive extracurricular activities identified in this policy and/or will relinquish all parking privileges for the remainder of the student's attendance in the District.

E. End-of-the-year suspensions.

A student serving a suspension that is not completed at the end of the school year shall complete the suspension during the first semester of the following school year until the entire length of the suspension has been served.

F. Substance abuse counseling.

The District will approve substance abuse counseling provided by a certified chemical dependency counselor or at any agency certified by the Texas Department of Health or the Texas Department of Alcohol and Drug Addition Services. A list of approved substance abuse counseling providers may be obtained upon request.

G. Refusal.

Refusal to participate in a drug test after signing the consent form will result in the same consequences as if the student had received a positive test.

H. Academically non-punitive.

A positive drug test will not affect the student's grade in any curricular class associated with the extracurricular activities. However, if participation in the extracurricular activities is required for the class or affects the student's grade, the student may be required to satisfy participation requirements in alternative ways as approved by the sponsor and the campus administrator. The result of the drug tests will not be documented in the student's academic records.

APPEAL PROCESS

A parent or student may appeal a positive result in accordance with District Policy FNG (Local) governing student and parent complaints. Consequences established in this drug testing policy will not be deferred pending the completion of the appeal process.

Athletic Drug, Alcohol and Tobacco Policy

Drugs, Alcohol, Misdemeanors, Citations, Felonies, or Arrests:

Athletes are not allowed to drink alcohol or use drugs illegally.

In addition, players are not to be anywhere alcohol or drugs are being used illegally. Athletes that are with other minors that are in possession of alcohol or drugs will be treated as though they have possession as well.

Also, any misdemeanors or citations will be acted upon the discretion of the Athletic Director.

- 1st offense = 25 miles/2-week suspension from contests,
- 2nd offense = 50 miles/4-week suspension from contests,

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- 3rd offense = Dismissal from the Athletic Program.

Please note that if the athlete is out of season, the suspension will not begin until he or she is in-season of a sport.

Any athlete charged with a felony offense will be suspended from the program pending the legal outcome. Conviction will result in dismissal from all athletic participation.

These policies apply year-round and not just during the school year.

Cheerleader Drug, Alcohol & Tobacco Policy

1. The illegal possession or use of any form of alcohol, drugs, tobacco (including vape) on campus or any school event will result in immediate removal from the squad. You may be allowed to try out the following year only with sponsor approval.
2. The illegal possession or use of any form of alcohol, drugs, tobacco (including vape) at any time is prohibited.
 - a. 1st offense - Two-week suspension of participation privileges, to include at least one performance.
 - b. 2nd offense - Four-week suspension, to include at least 2 performances and is subject to substance abuse counseling.
 - c. 3rd offense - Removal as a member of the team for the remainder of the cheer year and will only be allowed to try out with sponsor approval.
 - d. 4th offense - Permanent removal from the Cheer Program.

In addition, these offenses are also prohibited:

1. The misuse of any form of social media is prohibited.
 - a. Any misuse of any form of social media will result in a minimum of at least 20 hours of school service, to be determined by the principal and the sponsor, based on the severity of the misuse. ***If the misuse is determined to be detrimental to the school or another student, removal from the squad will be immediate.
 - b. The use of any form of negative or detrimental language toward the school or its students is prohibited.
 - c. Any form of negative or disparaging comments regarding the school or another student will result in immediate removal from the council.
2. The continued violation of school rules is prohibited.
 - a. Continued abuse/violation of school rules, to be determined by the principal and group sponsor, may result in suspension or removal from the squad.

Band Drug, Alcohol & Tobacco (Including Vape and Accessories) Policy

Illegal Drug Possession or Use

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1st offense – Four-week suspension from band, including all after school rehearsals and travels. Additionally, student must complete 10 hours of school service to be approved by director or principal prior to regaining active membership.

2nd offense – Removal from Band for a 12-month period.

3rd offense – Removal from band permanently.

Illegal Alcohol Possession or Use

1st offense – Student must complete 5 hours of school service to be approved by director or principal. Must be completed prior to returning to normal activities of the band program.

2nd offense – Student must complete 10 hours of school service to be approved by director or principal. Must be completed prior to returning to normal activities of the band program.

3rd offense – Removal from band permanently.

****Any member of the band who is also a drum major, member of color guard, or a section leader will have additional sanctions imposed above those of a regular band member.****

1. Immediate removal of leadership position.

2. Travel for remainder of year will be at the discretion of the director.

3. student will not be eligible for any leadership positions throughout the remainder of their HS band career.

This policy is in effect year round. Parents will be notified for each violation of the above policy.

Elected Leaders Drug, Alcohol, and Tobacco Policy

(Defined as NHS members, class officers, club officers, and Student Council members.)

1. The illegal possession or use of any form of alcoholic beverage, illegal drug, or tobacco, including vaping, is prohibited.

1st Offense – Removal from organization for the remainder of the school year.

- **In the case of NHS**, the student may reapply the next school year if no other offenses have been committed and all requirements for eligibility have been met.

- **For other clubs/organizations**, the student may join the club/organization the following school year (at the discretion of the sponsor) if no other offenses have been committed, but he/she may not run for or hold an office.

- **In the case of Student Council**, the student may be named as a representative for a class or organization the following school year (at the discretion of the sponsor) if no other offenses have been committed, but he/she may not run for or hold office.

FFA Drug, Alcohol, and Tobacco Policy

1. The illegal possession or use of any form of alcoholic beverage is prohibited.

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1st offense – Will result in 5 hours of school service. (To be determined by FFA Advisors or Campus Administration)

2nd offense – Will result in 10 hours of school service (To be determined by FFA Advisors or Campus Administration) and one contest suspension, and alcohol abuse counseling.

3rd offense – Will result in suspension from all contests and stock shows for a 12-month period and is subject to drug abuse counseling.

4th offense – Will result in permanent suspension from FFA and is subject to alcohol abuse counseling.

2. The illegal possession or use of any form of drug is prohibited.

1st offense – Will result in a minimum of 10 hours of school service (To be determined by FFA Advisors or Campus Administration) , suspension from next contest, and is subject to drug abuse counseling.

2nd offense - Will result in suspension from all FFA activities, contests, and stock shows for a 12-month period and is subject to drug abuse counseling.

3rd offense – Will result in permanent suspension from FFA and is subject to drug abuse counseling.

(A combination of alcohol and drug offenses will accelerate a student through the disciplinary levels.)

3. The possession or use of any form of tobacco (including vaping device and accessories) is prohibited.

1st offense – Will result in 5 hours of school service. (To be determined by FFA Advisors or Campus Administration)

Any subsequent offense – Will result in a minimum of 10 hours of school service. (To be determined by FFA Advisors or Campus Administration)

This policy is in effect year round. Parents will be notified for each violation of the above policy via email for 1st offenses, email and parent/student/administrative/teacher conference for 2nd-3rd offenses, and email, telephone call, parent/student/administrative counselor/advisor for 4th offenses.

Other UIL Groups Drug, Alcohol, and Tobacco Policy

(Defined as all other non-athletic, non-band, UIL groups and includes, FCCLA, DECA, and One Act Play.)

1. The illegal possession or use of any form of alcoholic beverage is prohibited.

1st offense – Will result in 15 hours of school service, to be determined by the principal and group sponsor, and to be completed before any further competition.

2nd offense – Will result in suspension from any competition for the remainder of the school year.

2. The illegal possession or use of any form of illegal drugs is prohibited.

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1st offense – Will result in a minimum of 30 hours of school service, to be determined by the principal and group sponsor, and to be completed before any further competition.

2nd offense – Will result in suspension from any competition for the remainder of the school year.

3. The possession or use of any form of tobacco, including vaping is prohibited.

1st offense – Will result in a minimum of 10 hours of school service, to be determined by the principal and group sponsor, and to be completed before any further competition.

2nd offense – Will result in suspension from any competition for the remainder of the school year.

Parents will be notified for each violation of the above policy.

[For further information, see policy [FNF\(LOCAL\)](#)]

[See **Personal Counseling** on page 45.] [See **Steroids** on page 77.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

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TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 6–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 6–8
- Reading, annually in grades 6–8
- Writing, including spelling and grammar, in grades 7
- Science in grades 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 93.]

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.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

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There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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.

An admission, review, and dismissal (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 (PGP).

[See **Graduation** on page 65.]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

Please contact Tessa Knickerbocker, who has been designated as the district's foster care liaison, at 325-365-2547, with any questions.

[See **Students in the Conservatorship of the State** on page 25.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Jennifer O'Donnell* at (325) 365-3527.

[See **A Student Who is Homeless** on page 25.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Speakers at Pep Rallies, and other school related events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 65 for information related to student speakers at graduation ceremonies and policy [FNA\(LOCAL\)](#) regarding other speaking opportunities.]

Summer School (All Grade Levels)

A committee will be formed to consider multiple factors in determining if a student will be required to attend summer school. The following areas will be taken into consideration:

- 1) STAAR Scores (current and past)
- 2) Benchmark Testing (progress)
- 3) Attendance
- 4) Grades

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5) Extenuating Circumstances

6) Past Academic performance

Tardies (All Grade Levels)

A student may be counted tardy if he/she is not inside the classroom and in their assigned seat when the tardy bell rings. Teachers are encouraged to stand outside their doors and to close their doors when the tardy bell sounds. Students are tardy if they enter the classroom during the first fifteen minutes of class and counted absent unexcused after fifteen minutes. Student tardiness is documented for each semester and consequences are as follows:

- 1st Tardy – Documented with no formal consequence
- 2nd Tardy – Documented with no formal consequence
- 3rd Tardy – Documented with no formal consequence
- 4th Tardy – 1 lunch detentions
- 5th Tardy – 2 lunch detentions
- 6th Tardy – 3 lunch detentions
- 7th Tardy – assigned to Saturday School (4 hours)

8th Tardy – report to the office for meeting with the Principal and assignment to ISS or DAEP for consistent misbehavior and failure to comply. Tardies will reset at Semester.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 24, **Bullying** on page 35, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 26, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures and principal approval, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent.

[See **School-sponsored Field Trips** on page 99.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Tony Harral, (325) 365-6950.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or director of technology, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy [EHBAF\(LOCAL\)](#) for more information.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies [FNG\(LOCAL\)](#) or [GF\(LOCAL\)](#).

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[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On Ballinger High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the principal for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

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Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

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PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

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TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

**Appendix:
Freedom from Bullying Policy**

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Ballinger ISD's Freedom from Bullying Policy](#). Below is the text of *Ballinger ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on Adopted on 2/20/2012

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spread-ing, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regard-ing bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Ballinger Secondary Schools Student Handbook

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

Ballinger Secondary Schools Student Handbook

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

Ballinger Secondary Schools Student Handbook

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Ballinger Secondary Schools Student Handbook

APPENDIX II:

Acknowledgment Form—Amendment

My child and I have received a copy of the Ballinger High School Student Handbook dated August 12, 2019.

Print Student's Name: _____

Student's signature: _____

Parent's signature: _____

Date: _____

Updated 7/10/20

Remote Learning, Academic Eligibility, Credit Requirements

As schools prepare for a variety of learning options for the coming school year, UIL is providing the following information related to those options and UIL student eligibility.

- Students participating in remote learning offered by their school district, whether synchronous or asynchronous (as defined by TEA), may participate in UIL activities if they meet all other UIL eligibility requirements. Students must be enrolled in remote learning options through the school the student will represent. Schools may develop local policies with additional requirements for participation. You can find more information related to the full-time student rule in the UIL Constitution and Contest Rules.
- Schools should develop grading policies for remote learning options that outline the criteria for determining if a student is passing all courses at the end of grading and evaluation periods. Days when school is not in session should be treated as school holidays for purposes of determining academic eligibility for both remote and in-person learning. All students are academically eligible when school is not in session for a full calendar week or more. More information related to no pass-no play can be found in the TEA-UIL Side by Side Manual.
- For the 2020-2021 school year, UIL eligibility requirements for the first six weeks of school have been modified to allow a student to be eligible for the first six weeks if they accumulated at least two and a half credits since the start of the 2019-2020 school year. Schools may impose additional requirements.

COVID-19 Athletics Information

This is a fluid situation and additional information will come should further changes take place. Please contact your DEC first if you have specific scheduling questions. The UIL athletic staff will also be readily available for contact at anytime.

Updated 7/10/20

Remote Learning, Academic Eligibility, Credit Requirements

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Covid-19 Music Information

Updated 7/10/20

To provide some relief for lost practice time due to Covid-19, UIL is amending C&CR Section 1105(d)(1) for 2020 only by increasing the amount time that a band can spend on marching fundamentals between the end of the 2019-2020 school term and August 1 from 10 hours to 20 hours.

1105(d)(1): The members of this marching band or any of its components did not begin the marching preparation for this UIL contest presentation prior to August 1. In addition, no more than 20 hours of supervised instructional time was devoted to marching fundamentals between the end of the previous school term and August 1. Exception: Auxiliary camps, leadership training and preparation for special summer events such as civic parades, professional football game appearances and other non-competitive performances are not considered a violation of this limitation.

Remote Learning, Academic Eligibility, Credit Requirements

As schools prepare for a variety of learning options for the coming school year, UIL is providing the following information related to those options and UIL student eligibility.

- Students participating in remote learning offered by their school district, whether synchronous or asynchronous (as defined by TEA), may participate in UIL activities if they meet all other UIL eligibility requirements. Students must be enrolled in remote learning options through the school the student will represent. Schools may develop local policies with additional requirements for participation. You can find more information related to the full-time student rule in the UIL Constitution and Contest Rules.
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- For the 2020-2021 school year, UIL eligibility requirements for the first six weeks of school have been modified to allow a student to be eligible for the first six weeks if they accumulated at least two and a half credits since the start of the 2019-2020 school year. Schools may impose additional requirements.

Minutes of Regular Meeting June 8, 2020

The Board of Trustees

Ballinger ISD

A Regular of the Board of Trustees of Ballinger ISD was held Monday, June 8, 2020, beginning at 5:30 PM in the BISD Administration Building, 802 Conda Ave, Ballinger, Texas 76821.

1. Call to order by President Galvan.
2. Roll Call/Establish a Quorum

Manual Galvan
Cheryl Buchanan
Jason Battle
Scott King
Dan Slaughter

Jeff Butts
Caroline Toliver

Three visitors signed the guest roster.

3. Invocation by Mr. Butts
4. Pledge of Allegiances to the US Flag and the Texas Flag led by President Galvan.
5. Public Forum/Comments to Board - (Invitation to address the Board- Time Allocation to be specified by the Board President)
 - A. The public will be able to call in to comment on Board Agenda items. Please call (325) 365-3588.
There were no public comments.
6. Items for Information/Reports
 - A. Superintendent's Report, Mr. Butts reported:
 1. Hiring Update for the 2020-2021 School Year
 - a. Renee Clark - Junior High Teacher
 - b. Lorie McMahon - Junior High Teacher
 - c. We are needing to hire a 4th Grade Math Teacher, a Elementary Special Education Teacher, and a High School Science Teacher. We will need to find a Head Boys Basketball Coach that will fit the High School Science Teaching Field.
 2. Budget Update #1
 3. Other District Activities
 4. May Check Register
 5. May Supplemental Pay
 6. The next Regular School Board Meeting is scheduled for July 13th, 2020. Most of our office staff will be off the week of July 6th. This is part of their non-working days during the school year. It will be best for the staff if we have the Regular July Board Meeting on July 20th, 2020.
 - B. Assistant Superintendent Reports, Mrs. Toliver reported:
 1. Budget Report
 2. Tax Report
 - C. Elementary Principal Report
 - D. Junior High Principal Report
 - E. High School Principal Report
 - F. Athletic Director Report
 - G. Technology Director Report

7. Items for Action/Discussion

- A. Consider action to approve the Minutes of a Regular Board Meeting that was held on Wednesday, May 11, 2020 at 5:30pm. Mr. Slaughter moved, seconded by Mr. King to approve the minutes as presented. The motion passed unanimously.
- B. Consider action to approve the Phase 2 Guaranteed Maximum Price for the construction of the baseball field. Mr. King moved, seconded by Mr. Battle to approve the Phase 2 Guaranteed Maximum Price in the amount of \$1 million for the construction of the baseball field as presented. The motion passed unanimously.
- C. Consider action to temporally delegate to the Superintendent final hiring authority for the employment of contract employees. Mr. Slaughter moved, seconded by Mr. King to approve the Superintendent final hiring authority for the employment of contract employees until the next regularly scheduled board meeting. The motion passed unanimously.
- D. Consider action to approve the District and Campus Family Engagement Involvement Policies and Campus Parent Compact for the 2020-21 school year. Mrs. Buchanan moved, seconded by Mr. Battle to approve the 2020-21 documents presented. The motion passed unanimously. (See Attachments)
- E. Consider action to approve a Joint Election Agreement for the 2020 Ballinger ISD School Board Election in November. Mr. King moved, seconded by Mr. Slaughter to approve the agreement as presented. The motion passed unanimously. (See Attachment)
- F. Consider action to approve the 2020-2021 Ballinger ISD School Calendar. Mr. Battle moved, seconded by Mr. King to approve the 2020-21 Calendar as presented. The motion passed unanimously. (See Attachment)
- G. Consider action to approve the COVID-19 waivers mandated by the Texas Education Agency (TEA). Mr. Slaughter moved, seconded by Mrs. Buchanan to approve the waivers as presented. The motion passed unanimously. (See Attachment)
- H. Consider action to approve the donation of the old DAEP land to the City of Ballinger. Mr. Battle moved, seconded by Mr. Slaughter to approve the donation of land/buildings as presented. Three voting in favor of with Mrs. Buchanan voting against. The motion passed.
- I. Consider action to approve the Ballinger ISD Superintendent or designee to serve as the Ballinger ISD's tax certifier. Mrs. Buchanan moved, seconded by Mr. Battle to approve the Superintendent or his designee as tax certified as presented. The motion passed unanimously.

Open session ended at 8:17 PM with closed session beginning at 8:29 PM.

8. Executive Session

(This item requires a closed meeting as authorized by Section 551.001 through 551.146 of the Texas Government Code)

- A. Pursuant to Texas Government Code Section 552.0821, deliberation and possible action regarding a matter involving a public school student which may reveal personally identifiable information about the student.
- B. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

- C. Ratify the resignations of employees that have been received by the Superintendent
 - D. Pursuant to Texas Government Code 551.076, to deliberate matters of school safety and security
9. Return to open meeting and take any action deemed necessary upon discussion in the closed meeting.

Closed session ended at 8:55 PM and open session began at 8:56 PM.

Mrs. Buchanan moved, seconded by Mr. Slaughter to ratify the resignations of Mr. Jamal Anene and Ms. Tina Fuentes. The motion passed unanimously.

10. Official Adjournment, Mr. King moved, seconded by Mr. Battle to adjourn. The motion passed unanimously.

The meeting closed at 8:57 pm.

_____	_____	_____	_____
President	Date	Secretary	Date

Minutes of Called Meeting June 29, 2020

The Board of Trustees

Ballinger ISD

A Called of the Board of Trustees of Ballinger ISD was held Monday, June 29, 2020, beginning at 5:30 PM in the BISD Administration Building, 802 Conda Ave, Ballinger, Texas 76821.

1. Call to order by President Galvan
2. Roll Call/Establish a Quorum

Manuel Galvan
Dale Halfmann
Cheryl Buchanan
Dan Slaughter
Present Via ZOOM format:
Jason Strube
Jason Battle

Three visitors signed the quest roster.

3. Public Forum/Comments to the Board: (This is an initiation to address the Board. The Time allocation will be specified by the Board President.)
 - A. The public will be able to call in to comment on Board Agenda items. The number to call is 325-365-3588.

No calls were received for public comment.

5. Items for Action/Discussion
 - A. Consider action to approve the additional cost of the construction of the Ballinger ISD Baseball Facility. Mr. Slaughter moved, seconded by Mr. Strube to approve the Guaranteed Maximum Price Amendment as presented not to exceed \$1,010,000 as presented for the baseball facility. The motion passed unanimously.
4. Superintendent Report
 - A. Update on the start of the 2020-2021 School Year.
6. Official Adjournment. Mr. Battle moved, seconded by Mrs. Buchanan to adjourn.

The meeting closed at 6:31 PM

_____ President	_____ Date	_____ Secretary	_____ Date
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Board of Education
Ballinger Independent School District
Ballinger, Texas

Agenda Item: 8B

Date: 7/17/20

Subject: Temporarily delegating hiring authority to the Superintendent

Information: I would like to be able to hire applicants as soon as I am comfortable that we have a quality person. Due to it getting late in the year for hiring, the Board has previously given the Superintendent temporary hiring authority for contract personnel. This will be revisited at the next regular scheduled Board meeting.

Action Recommended:

To approve giving the Superintendent temporary hiring authority in order to hire contract personnel

Board of Education
Ballinger Independent School District
Ballinger, Texas

Agenda Item: 8C

Date: 7/20/20

Subject: Teacher Pay Scale

Information:

Each year, the Board is required to adopt a pay scale for teachers, nurse, and counselors. The pay scale that is attached to this Action Item is the same pay scale as the Board adopted for the 2019-2020 school year.

Action Recommended:

Board approval

BALLINGER ISD PAY SCALE
2020-21 School Year
For Full-time Teachers, Counselors and Nurses

Based on Minimum Salary Schedule Increase pursuant to HB3

Years of Experience Credited	2020-21 Base Pay Scale
0	33,660
1	34,390
2	35,100
3	35,830
4	37,350
5	38,880
6	40,410
7	41,830
8	43,170
9	44,440
10	45,630
11	46,770
12	47,850
13	48,850
14	49,810
15	50,710
16	51,570
17	52,370
18	53,140
19	53,860
20-24	54,540
25+*	54,540*

For the 2020-21 school year, BISD pays \$1000 for those with a Master's Degree.

For the 2020-21 school year, BISD pays \$2000 for those teachers who have secondary math or science certification that are teaching those subjects in grades 9-12.

BALLINGER ISD
Teacher Pay Scale
2018-2019 School Year

Increase of \$500 every 3 years

Years of Experience Credited	Base Pay Scale	BISD Local Increment	BISD Local Masters Increment
0	28,080	1,460	1,000
1	28,690	1,460	1,000
2	29,290	1,460	1,000
3	29,890	1,960	1,000
4	31,170	1,960	1,000
5	32,440	1,960	1,000
6	33,720	2,460	1,000
7	34,900	2,460	1,000
8	36,020	2,460	1,000
9	37,080	2,960	1,000
10	38,080	2,960	1,000
11	39,020	2,960	1,000
12	39,930	3,460	1,000
13	40,760	3,460	1,000
14	41,560	3,460	1,000
15	42,310	3,960	1,000
16	43,030	3,960	1,000
17	43,700	3,960	1,000
18	44,340	4,460	1,000
19	44,940	4,460	1,000
20	45,510	4,460	1,000
21	46,010	4,960	1,000
22	46,510	4,960	1,000
23	47,010	4,960	1,000
24	47,510	5,460	1,000
25	48,010	5,460	1,000
26	48,510	5,460	1,000
27	49,010	5,960	1,000
28	49,510	5,960	1,000
29	50,010	5,960	1,000
30 & Over	50,510	6,460	1,000

**** Base Pay Scale Steps 0-20**

**Texas Minimum Salary Schedule for Classroom Teachers,
Full-Time Librarians, Full-Time counselors and Full-Time Nurses**

BALLINGER ISD
Teacher Pay Scale
2018-2019 School Year

Increase of \$500 every 5 years

Years of Experience Credited	Base Pay Scale	BISD Local Increment	BISD Local Masters Increment
0	28,080	1,460	1,000
1	28,690	1,460	1,000
2	29,290	1,460	1,000
3	29,890	1,460	1,000
4	31,170	1,460	1,000
5	32,440	1,960	1,000
6	33,720	1,960	1,000
7	34,900	1,960	1,000
8	36,020	1,960	1,000
9	37,080	1,960	1,000
10	38,080	2,460	1,000
11	39,020	2,460	1,000
12	39,930	2,460	1,000
13	40,760	2,460	1,000
14	41,560	2,460	1,000
15	42,310	2,960	1,000
16	43,030	2,960	1,000
17	43,700	2,960	1,000
18	44,340	2,960	1,000
19	44,940	2,960	1,000
20	45,510	3,460	1,000
21	46,010	3,460	1,000
22	46,510	3,460	1,000
23	47,010	3,460	1,000
24	47,510	3,460	1,000
25	48,010	3,960	1,000
26	48,510	3,960	1,000
27	49,010	3,960	1,000
28	49,510	3,960	1,000
29	50,010	3,960	1,000
30 & Over	50,510	4,460	1,000

**** Base Pay Scale Steps 0-20**

**Texas Minimum Salary Schedule for Classroom Teachers,
Full-Time Librarians, Full-Time counselors and Full-Time Nurses**

BALLINGER ISD
Teacher Pay Scale
2018-2019 School Year

Pay above base for 20+ years experience

Years of Experience Credited	State Base Pay Scale	Ballinger Base Pay Scale	BISD Local Increment	Total salary	Above Base
0	28,080	28,080	1,460	29,540	\$1,460
1	28,690	28,690	1,460	30,150	\$1,460
2	29,290	29,290	1,460	30,750	\$1,460
3	29,890	29,890	1,460	31,350	\$1,460
4	31,170	31,170	1,460	32,630	\$1,460
5	32,440	32,440	1,460	33,900	\$1,460
6	33,720	33,720	1,460	35,180	\$1,460
7	34,900	34,900	1,460	36,360	\$1,460
8	36,020	36,020	1,460	37,480	\$1,460
9	37,080	37,080	1,460	38,540	\$1,460
10	38,080	38,080	1,460	39,540	\$1,460
11	39,020	39,020	1,460	40,480	\$1,460
12	39,930	39,930	1,460	41,390	\$1,460
13	40,760	40,760	1,460	42,220	\$1,460
14	41,560	41,560	1,460	43,020	\$1,460
15	42,310	42,310	1,460	43,770	\$1,460
16	43,030	43,030	1,460	44,490	\$1,460
17	43,700	43,700	1,460	45,160	\$1,460
18	44,340	44,340	1,460	45,800	\$1,460
19	44,940	44,940	1,460	46,400	\$1,460
20 & Over	45,510	45,510	1,460	46,970	\$1,460
21		46,010	1,460	47,470	\$1,960
22		46,510	1,460	47,970	\$2,460
23		47,010	1,460	48,470	\$2,960
24		47,510	1,460	48,970	\$3,460
25		48,010	1,460	49,470	\$3,960
26		48,510	1,460	49,970	\$4,460
27		49,010	1,460	50,470	\$4,960
28		49,510	1,460	50,970	\$5,460
29		50,010	1,460	51,470	\$5,960
30 & Over		50,510	1,460	51,970	\$6,460

Masters Degree = \$1000 stipend

**** Base Pay Scale Steps 0-20**

**Texas Minimum Salary Schedule for Classroom Teachers,
Full-Time Librarians, Full-Time counselors and Full-Time Nurses**

BALLINGER ISD
Instructional Para-professional Pay Scale
Based on 50% of Teacher Salary

187 Days

Years of Experience Credited	Base Pay Scale	BISD Local Increment	Total Pay for Teachers	Total Pay for Paras at 50% of Teachers	Total Pay for Paras at 55% of Teachers	
0	28,080	1,460	29,540	\$14,770	\$16,247.00	
1	28,690	1,460	30,150	\$15,075	\$16,582.50	16,320
2	29,290	1,460	30,750	\$15,375	\$16,912.50	16,810
3	29,890	1,460	31,350	\$15,675	\$17,242.50	17,146
4	31,170	1,460	32,630	\$16,315	\$17,946.50	17,554
5	32,440	1,460	33,900	\$16,950	\$18,645.00	18,626
6	33,720	1,460	35,180	\$17,590	\$19,349.00	
7	34,900	1,460	36,360	\$18,180	\$19,998.00	
8	36,020	1,460	37,480	\$18,740	\$20,614.00	18,080
9	37,080	1,460	38,540	\$19,270	\$21,197.00	
10	38,080	1,460	39,540	\$19,770	\$21,747.00	
11	39,020	1,460	40,480	\$20,240	\$22,264.00	
12	39,930	1,460	41,390	\$20,695	\$22,764.50	
13	40,760	1,460	42,220	\$21,110	\$23,221.00	23,460
14	41,560	1,460	43,020	\$21,510	\$23,661.00	
15	42,310	1,460	43,770	\$21,885	\$24,073.50	
16	43,030	1,460	44,490	\$22,245	\$24,469.50	
17	43,700	1,460	45,160	\$22,580	\$24,838.00	20,993
18	44,340	1,460	45,800	\$22,900	\$25,190.00	
19	44,940	1,460	46,400	\$23,200	\$25,520.00	21,671
20	45,510	1,460	46,970	\$23,485	\$25,833.50	
21	46,010	1,460	47,470	\$23,735	\$26,108.50	22,930
22	46,510	1,460	47,970	\$23,985	\$26,383.50	
23	47,010	1,460	48,470	\$24,235	\$26,658.50	
24	47,510	1,460	48,970	\$24,485	\$26,933.50	
25	48,010	1,460	49,470	\$24,735	\$27,208.50	
26	48,510	1,460	49,970	\$24,985	\$27,483.50	
27	49,010	1,460	50,470	\$25,235	\$27,758.50	
28	49,510	1,460	50,970	\$25,485	\$28,033.50	
29	50,010	1,460	51,470	\$25,735	\$28,308.50	26,481
30 & Over	50,510	1,460	51,970	\$25,985	\$28,583.50	26,240

**** Base Pay Scale Steps 0-20**
Texas Minimum Salary Schedule for Classroom Teachers,
Full-Time Librarians, Full-Time counselors and Full-Time Nurses

Current Paras	2019-20 Salary	To get Salaries up to 55% For 18-19	To get Salaries up to 55% For 19-20
	16247		
R Coleman	16583	263	593
M Box	16913	103	433
W Knight, A Morales, K Nord	17243	291	2,403
D Gore	17947	393	1,100
J Woods	18654	28	723
	19349		
	19998		
D Patterson	20614	2,534	3,117
- His salary is much lower than	21197		
	21747		
	22264		
	22765		
N Nunez	23221	-239	201
	23661		
	24074		
	24470		
E Monse	24838	3,845	4,197
	25190		
C Gibbs & A Kirk	25520	7,698	8,326
	25834		
G Hoffmann	26109	3,179	3,454
	26384		
	26659		
	26934		
	27209		
	27484		
	27759		
	28034		
J Pratt	28309	1,828	2,103
M Patterson	28584	2,344	2,344
	28584	22,267	28,994

BALLINGER ISD
Office Pay Scale
Based on 50% of Teacher Salary

187 Days						187 Days Daily Rate
Years of Experience Credited	Base Pay Scale	BISD Local Increment	Total Pay for Teachers	Total Pay for Paras at 50% of Teachers	Total Pay for Paras at 55% of Teachers	
0	28,080	1,460	29,540	\$14,770	\$16,247.00	\$86.88
1	28,690	1,460	30,150	\$15,075	\$16,582.50	\$88.68
2	29,290	1,460	30,750	\$15,375	\$16,912.50	\$90.44
3	29,890	1,460	31,350	\$15,675	\$17,242.50	\$92.21
4	31,170	1,460	32,630	\$16,315	\$17,946.50	\$95.97
5	32,440	1,460	33,900	\$16,950	\$18,645.00	\$99.71
6	33,720	1,460	35,180	\$17,590	\$19,349.00	\$103.47
7	34,900	1,460	36,360	\$18,180	\$19,998.00	\$106.94
8	36,020	1,460	37,480	\$18,740	\$20,614.00	\$110.24
9	37,080	1,460	38,540	\$19,270	\$21,197.00	\$113.35
10	38,080	1,460	39,540	\$19,770	\$21,747.00	\$116.29
11	39,020	1,460	40,480	\$20,240	\$22,264.00	\$119.06
12	39,930	1,460	41,390	\$20,695	\$22,764.50	\$121.74
13	40,760	1,460	42,220	\$21,110	\$23,221.00	\$124.18
14	41,560	1,460	43,020	\$21,510	\$23,661.00	\$126.53
15	42,310	1,460	43,770	\$21,885	\$24,073.50	\$128.74
16	43,030	1,460	44,490	\$22,245	\$24,469.50	\$130.85
17	43,700	1,460	45,160	\$22,580	\$24,838.00	\$132.82
18	44,340	1,460	45,800	\$22,900	\$25,190.00	\$134.71
19	44,940	1,460	46,400	\$23,200	\$25,520.00	\$136.47
20	45,510	1,460	46,970	\$23,485	\$25,833.50	\$138.15
21	46,010	1,460	47,470	\$23,735	\$26,108.50	\$139.62
22	46,510	1,460	47,970	\$23,985	\$26,383.50	\$141.09
23	47,010	1,460	48,470	\$24,235	\$26,658.50	\$142.56
24	47,510	1,460	48,970	\$24,485	\$26,933.50	\$144.03
25	48,010	1,460	49,470	\$24,735	\$27,208.50	\$145.50
26	48,510	1,460	49,970	\$24,985	\$27,483.50	\$146.97
27	49,010	1,460	50,470	\$25,235	\$27,758.50	\$148.44
28	49,510	1,460	50,970	\$25,485	\$28,033.50	\$149.91
29	50,010	1,460	51,470	\$25,735	\$28,308.50	\$151.38
30 & Over	50,510	1,460	51,970	\$25,985	\$28,583.50	\$152.85

202 Days Salary		Current Daily Rate	226 Days Salary		Current Daily Rate
55% of Teachers					
\$17,550.24			\$19,635.41		
\$17,912.65	K lipsey = 27540	\$137.70	\$20,040.88		
\$18,269.12	A Franke = 24647	\$122.01	\$20,439.71	K Matschek = 34148	\$151.10
\$18,625.59	E Lange = 24647	\$122.01	\$20,838.53		
\$19,386.06			\$21,689.35		
\$20,140.59			\$22,533.53		
\$20,901.06			\$23,384.35		
\$21,602.12			\$24,168.71		
\$22,267.53			\$24,913.18		
\$22,897.29			\$25,617.76		
\$23,491.41			\$26,282.47		
\$24,049.88			\$26,907.29		
\$24,590.53			\$27,512.18		
\$25,083.65			\$28,063.88		
\$25,558.94	L Halfmann = 24647	\$122.01	\$28,595.65	E Garza = 42506	\$188.08
\$26,004.53			\$29,094.18		
\$26,432.29			\$29,572.76		
\$26,830.35			\$30,018.12		
\$27,210.59			\$30,443.53		
\$27,567.06			\$30,842.35		
\$27,905.71			\$31,221.24		
\$28,202.76			\$31,553.59		
\$28,499.82			\$31,885.94		
\$28,796.88			\$32,218.29		
\$29,093.94			\$32,550.65		
\$29,391.00			\$32,883.00		
\$29,688.06			\$33,215.35		
\$29,985.12			\$33,547.71		
\$30,282.18			\$33,880.06		
\$30,579.24			\$34,212.41	D Kelly = 38300	\$169.47
\$30,876.29			\$34,544.76		

BALLINGER ISD
Maintenance & Custondian Pay Scale
Based on 50% or 55% of Teacher Salary

Years of Experience Credited	Base Pay Scale	BISD Local Increment	Total Pay for Teachers	Total Pay for Paras at 50% of Teachers	Total Pay for Paras at 55% of Teachers	Daily Rate 55%
0	28,080	1,460	29,540	\$14,770	\$16,247.00	\$86.88
1	28,690	1,460	30,150	\$15,075	\$16,582.50	\$88.68
2	29,290	1,460	30,750	\$15,375	\$16,912.50	\$90.44
3	29,890	1,460	31,350	\$15,675	\$17,242.50	\$92.21
4	31,170	1,460	32,630	\$16,315	\$17,946.50	\$95.97
5	32,440	1,460	33,900	\$16,950	\$18,645.00	\$99.71
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16	43,030	1,460	44,490	\$22,245	\$24,469.50	\$130.85
17	43,700	1,460	45,160	\$22,580	\$24,838.00	\$132.82
18	44,340	1,460	45,800	\$22,900	\$25,190.00	\$134.71
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27	49,010	1,460	50,470	\$25,235	\$27,758.50	\$148.44
28	49,510	1,460	50,970	\$25,485	\$28,033.50	\$149.91
29	50,010	1,460	51,470	\$25,735	\$28,308.50	\$151.38
30 & Over	50,510	1,460	51,970	\$25,985	\$28,583.50	\$152.85

Maintenance
Custodians

260 Day Annual Salary

\$22,589.41 D Ferguson = 31000 - listed in TxELS as 226
\$23,055.88
\$23,514.71 Fuentes = 21488, Delgado = 21488, Crew = 21488, Holcomb = 35700, Richardson = 31620
\$23,973.53 Matthews = 21488, Mata 21488
\$24,952.35
\$25,923.53
\$26,902.35 Chapa = 21488
\$27,804.71
\$28,661.18
\$29,471.76
\$30,236.47 R Ferguson = 32,148
\$30,955.29 Overby = 38401
\$31,651.18
\$32,285.88
\$32,897.65
\$33,471.18
\$34,021.76
\$34,534.12
\$35,023.53
\$35,482.35 Esquivel (manager) = 37621
\$35,918.24
\$36,300.59
\$36,682.94
\$37,065.29
\$37,447.65
\$37,830.00
\$38,212.35
\$38,594.71
\$38,977.06
\$39,359.41
\$39,741.76

BALLINGER ISD
Maintenance & Custondian Pay Scale
Based on 50% of Teacher Salary

Bus Drivers a

Years of Experience Credited	Base Pay Scale	BISD Local Increment	Total Pay for Teachers	Total Pay for Paras at 50% of Teachers	Total Pay for Paras at 55% of Teachers	Daily Rate 55%
0	28,080	1,460	29,540	\$14,770	\$16,247.00	\$86.88
1	28,690	1,460	30,150	\$15,075	\$16,582.50	\$88.68
2	29,290	1,460	30,750	\$15,375	\$16,912.50	\$90.44
3	29,890	1,460	31,350	\$15,675	\$17,242.50	\$92.21
4	31,170	1,460	32,630	\$16,315	\$17,946.50	\$95.97
5	32,440	1,460	33,900	\$16,950	\$18,645.00	\$99.71
6	33,720	1,460	35,180	\$17,590	\$19,349.00	\$103.47
7	34,900	1,460	36,360	\$18,180	\$19,998.00	\$106.94
8	36,020	1,460	37,480	\$18,740	\$20,614.00	\$110.24
9	37,080	1,460	38,540	\$19,270	\$21,197.00	\$113.35
10	38,080	1,460	39,540	\$19,770	\$21,747.00	\$116.29
11	39,020	1,460	40,480	\$20,240	\$22,264.00	\$119.06
12	39,930	1,460	41,390	\$20,695	\$22,764.50	\$121.74
13	40,760	1,460	42,220	\$21,110	\$23,221.00	\$124.18
14	41,560	1,460	43,020	\$21,510	\$23,661.00	\$126.53
15	42,310	1,460	43,770	\$21,885	\$24,073.50	\$128.74
16	43,030	1,460	44,490	\$22,245	\$24,469.50	\$130.85
17	43,700	1,460	45,160	\$22,580	\$24,838.00	\$132.82
18	44,340	1,460	45,800	\$22,900	\$25,190.00	\$134.71
19	44,940	1,460	46,400	\$23,200	\$25,520.00	\$136.47
20	45,510	1,460	46,970	\$23,485	\$25,833.50	\$138.15
21	46,010	1,460	47,470	\$23,735	\$26,108.50	\$139.62
22	46,510	1,460	47,970	\$23,985	\$26,383.50	\$141.09
23	47,010	1,460	48,470	\$24,235	\$26,658.50	\$142.56
24	47,510	1,460	48,970	\$24,485	\$26,933.50	\$144.03
25	48,010	1,460	49,470	\$24,735	\$27,208.50	\$145.50
26	48,510	1,460	49,970	\$24,985	\$27,483.50	\$146.97
27	49,010	1,460	50,470	\$25,235	\$27,758.50	\$148.44
28	49,510	1,460	50,970	\$25,485	\$28,033.50	\$149.91
29	50,010	1,460	51,470	\$25,735	\$28,308.50	\$151.38
30 & Over	50,510	1,460	51,970	\$25,985	\$28,583.50	\$152.85

ire paid for 175 days but only drive 170

Fairview

4.25 hours

daily

hourly

Hourly Rate 8hr/day	3 Hours /Day	3 hours/Day 175 Day Annual Salary	CURRENT SALARY AM &/or PM	CURRENT DAILY	CURRENT HOURLY	
\$10.86	\$32.58	\$5,701.65				
\$11.08	\$33.25	\$5,819.39	4386	25.06	16.71	Allen - AM Route Only
\$11.31	\$33.92	\$5,935.20	12428	71.02	16.71	Jonas - years????
\$11.53	\$34.58	\$6,051.01				
\$12.00	\$35.99	\$6,298.07				
\$12.46	\$37.39	\$6,543.20				
\$12.93	\$38.80	\$6,790.26				
\$13.37	\$40.10	\$7,018.01				
\$13.78	\$41.34	\$7,234.19				
\$14.17	\$42.51	\$7,438.79				
\$14.54	\$43.61	\$7,631.80				
\$14.88	\$44.65	\$7,813.24				
\$15.22	\$45.65	\$7,988.88				
\$15.52	\$46.57	\$8,149.08				
\$15.82	\$47.45	\$8,303.49	8773	50.13	16.71	McMillan
\$16.09	\$48.28	\$8,448.25				
\$16.36	\$49.07	\$8,587.22				
\$16.60	\$49.81	\$8,716.54				
\$16.84	\$50.51	\$8,840.07				
\$17.06	\$51.18	\$8,955.88				
\$17.27	\$51.81	\$9,065.90				
\$17.45	\$52.36	\$9,162.41	8773	50.31	16.71	Pratt
\$17.64	\$52.91	\$9,258.92				
\$17.82	\$53.46	\$9,355.42				
\$18.00	\$54.01	\$9,451.93				
\$18.19	\$54.56	\$9,548.44	8773	50.31	16.71	Mansell
\$18.37	\$55.11	\$9,644.94				
\$18.56	\$55.67	\$9,741.45				
\$18.74	\$56.22	\$9,837.96				
\$18.92	\$56.77	\$9,934.47				
\$19.11	\$57.32	\$10,030.97				

- 2 years???

Board of Education
Ballinger Independent School District
Ballinger, Texas

Agenda Item: 8D

Date: 7/20/20

Subject: Consider action on Auxiliary pay structure and Administrative pay structure

Information: I will be presenting in my budget report information regarding a 2% raise or a 3% raise for auxiliary staff and administrative positions.

Action Recommended:

To approve a 2% or a 3% pay raise for Auxiliary and Administrative staff members.

Board of Education
Ballinger Independent School District
Ballinger, Texas

Agenda Item: 8E

Date: 7/20/20

Subject: Flex School Program at Ballinger High School

Information: The Optional Flexible School Day Program is currently offered at Ballinger High School. Flex School is used for Ballinger ISD High School Students who are in need of an alternative education setting. This has been very beneficial to several of our former and present students. The Texas Education Agency requires the Board to approve this program.

Action Recommended:

To approve the Optional Flexible School Day Program for Ballinger High School as presented

Optional Flexible School Day Program
Appendix Three
Narrative Description of Proposed Program for 2020-21 School Year

1. The number of OFSDP students to teacher will not exceed a ratio of 20 students to 1 teacher. This ratio is currently 4 students to 1 teacher.
2. Special Education students will be serviced by a state certified teacher and follow all provisions set forth by in the student's IEP which was determined by an ARD committee.
3. OFSDP Students school day is from 7:55 am 12:00 pm

The OFSDP teacher documents student minutes through "Gradebook" which is a part of the TXEIS recording program for the school district. This attendance accounting system tracks accrued daily minutes for students.

Students transferring from the traditional program to OFSPD is tracked through TXEIS along with attendance records to ensure that the student will not receive more than one ADA for the school year or more than 10,800 minutes per course.

Student detail audit reports are for OFSDP are reviewed and certified by each Marking Period by the teacher of record.

Students with less than 45 minutes on the attendance will not be reported to TSDS.

Students will not have the same attendance time or minutes reported simultaneously through the OFSDP and the regular attendance program

Students will not have the same attendance time or minutes reported simultaneously through TSDS PEIMS with both a 42400 record and 42401 (OFSDP) record.

Program Goal:

To keep in line with the mission of the district and create an environment where learning takes place and students from any background or situation have options available to complete their high school education and develop skills and self-esteem empowering them to become contributing members of our society.

Objectives:

- Students will be challenged and encouraged to meet their full educational potential
- To enhance efforts towards dropout prevention
- To provide a well-balanced educational curriculum
- To maintain a safe and disciplined environment
- To incorporate technology skills that students will need beyond high school

- Students will demonstrate a true understanding of the English Language, skills in mathematics, the disciplines of science and social studies

Proposed Schedule:

Students in the program will attend school from 7:55 AM to 12:00 PM each day.

Students may also be enrolled in regular classes and use OFSDP as a credit recovery as needed.

Staff Positions and Resource Personnel:

- Program Director/lead certified teacher with knowledge of technology
- Special education staff available to the extent necessary
- Regular Campus principal and assistant principal
- Regular campus counselor and district diagnostician
- All will be obligated to the program on a full time basis as with students attending traditional classes
- Other Core-Area staff will be rotated through at scheduled times for student support

Qualification Standards:

All personnel are/will be certified as required by law

Identification, Eligibility, Maintenance, Assessment, and Reporting:

1. Identification through Response to Intervention team (RTI)
2. Site-base committee will develop entry requirements and procedures
3. Records, consent and eligibility will be obtained and maintained through campus principal. This will be done through a process of recommendation through RTI, conference with principal, parent and counselor, and attendance will be monitored through assistant principal and high school secretary.
4. All other parts of the program including state assessment requirements will be followed as required by state law.
5. In addition to required criteria, we will report discipline, attendance, assessment achievement, credit status, and extracurricular participation

Board of Education
Ballinger Independent School District
Ballinger, Texas

Agenda Item: 8F

Date: 7/20/20

Subject: Texas Education Agency (TEA) Attestations, Waivers, and Resolutions

Information:

The Board is allowed to delegate to the Superintendent the authority to approve waivers, attestations, and resolutions. Due to issues caused by COVID-19 in relation to the 2020-2021 School Year, there are upcoming waivers, attestations, and resolutions from TEA that will require approval in order for it to be legal.

Action Recommended:

To delegate authority to the Superintendent to approve TEA waivers, attestations, and resolutions for the 2020-2021 School Year.

Board of Education
Ballinger Independent School District
Ballinger, Texas

Agenda Item: 8G

Date: 7/20/20

Subject: Increase in school meal prices to meet Federal guidelines

Information:

To comply with requirements in Section 205 of the Healthy, Hunger-Free Kids Act of 2010, all school districts that participate in the National School Lunch Program (NSLP) are required to review their paid lunch pricing annually. In order for Ballinger ISD to be in compliance with this Act, the meal prices must be increased by .10 cents.

Action Recommended:

To approve the increase in Ballinger ISD's meal prices by .10 cents to meet Federal guidelines

Board of Education
Ballinger Independent School District
Ballinger, Texas

Agenda Item: 8H

Date: 7/20/20

Subject: Student Code of Conduct

Information: The Board is required to approve the Student Code of Conduct for the upcoming school year. Due to this being a Non-Legislative year, there are no changes to the Student Code of Conduct for the 2020-2021 School Year.

Action Recommended:

To approve the 2020-2021 Student Code of Conduct as presented

Ballinger ISD Student Code of Conduct

2020–2021 School Year

If you have difficulty accessing the information in this document because of disability, please contact Superintendent Jeff Butts at jeff.butts@ballingerisd.net or at (325) 365-3588



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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Superintendent Jeff Butts at jeff.butts@ballingerisd.net or at (325) 365-3588.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Ballinger ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.ballingerisd.net.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board has implemented a Guardian program for Ballinger ISD. In accordance with law, the board has coordinated, with the Superintendent and other district employees to ensure appropriate security measures are taken, duties are assigned to the Guardians. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The duties of the Guardians to protect students and staff members of Ballinger ISD.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 22, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.

Adhere to the requirements of the Student Code of Conduct. Chapter 37 requires the Code to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 16, **DAEP Placement** on page 18, **Placement and/or Expulsion for Certain Offenses** on page 25, and **Expulsion** on page 28, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section on page 14.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 18 and **Expulsion** on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct

causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code.

These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 16.
- Placement in a DAEP, as specified in **DAEP** on page 18.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 25.
- Expulsion, as specified in **Expulsion** on page 28.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.

- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: www.ballingerisd.com.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Net.

Removal from the School Bus

A bus driver may refer a student to the principal's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)

- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 28.) (See **glossary** for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 28.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 28.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see **glossary**),
 - A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 - The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in

the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was

enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or at www.ballingerisd.net

Appeals shall begin at the lowest level of administrator that can realistically have the authority to remedy the grievance.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or

2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be

extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress

toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 18)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
 - Inciting violence against a student through group bullying.
 - Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
 - Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
 - Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)
Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the witnesses called by the district at the hearing.
4. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent of Schools authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school.

However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a) 65 years of age or older, or
 - b) A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a) Any vegetation, fence, or structure on open-space land; or
 - b) Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a) Recklessly damages or destroys a building belonging to another, or
 - b) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or

deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular

or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
 2. The frame or receiver of any such weapon;
 3. Any firearm muffler or firearm weapon; or
 4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
- Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a) An explosive weapon;
 - b) A machine gun;
 - c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;

- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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