

Ballinger ISD Board of Trustees Regular Meeting

Thursday, July 11, 2024 5:30 PM

BISD Administration Building, 802 Conda Ave, Ballinger, TX 76821

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 Forum/Comments to the Board - (Invitation to address the Board - Time allocation to be specified by the Board president.)

6. Items for Information/Reports

6.A. Superintendent's Report

6.A.1. Hiring Update for the 2024-2025 School Year

6.A.2. 2024-25 Region 15 School Board Convention Information

6.A.3. 2024-2025 Budget Workshop #2 and Adoption Date

6.A.4. Elementary Playground Update

6.A.5. Other District Activities

6.A.6. The next Regular School Board Meeting is scheduled for August 12th, 2024 at 5:30pm. This is the same night as the Elementary and Junior High Open House. We may consider changing it to another date this week. Monday, August 19th is Meet the Bearcats. The date will also serve as the Public Hearing for the 2024-25 BISD Tax Rate.

6.B. Business Office Reports

6.B.1. Monthly Budget Report

6.B.2. ESSER Budget Report

6.B.3. Tax Report

6.B.4. Investment Report

6.B.5. June Check Register

6.B.6. June Supplemental Pay Report

7. Items for Action/Discussion

7.A. Consider action to approve the minutes of the Regular Board Meeting that was held on June 10,

2024.

- 7.B. Consider action to approve the 2024-25 BISD District Improvement Plan as presented.
- 7.C. Consider action to approve the 2024-25 BISD Elementary and Secondary Student Handbooks and BISD Student Code of Conduct as presented.
- 7.D. Consider action to temporarily delegate to the Superintendent final hiring authority for the employment of contract employees
- 7.E. Consider action to approve changes to the 2024-25 Science Textbook Adoptions.
- 7.F. Consider action to approve the 2024-25 Ballinger ISD Teacher, Counselor, Librarian Pay Scale.
- 7.G. Consider action to provide a percentage raise to Ballinger ISD non-contract and administrative staff and teachers with more that 20 years experience that have been with BISD for a full school year.
- 7.H. Consider action to approve student accident insurance for the 2024-25 school year.

8. Executive Session

- 8.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.
 - 8.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 employees
 - 8.C. Ratify the resignations of employees that have been received by the Superintendent
 - 8.D. Pursuant to Texas Government Code 551.076, to deliberate matters of school safety and security
 - 8.E. Pursuant to Texas Government Code Sections 551.071 and 551.129, consultation with legal counsel as permitted by law.
- 9. Return to open meeting and take any action deemed necessary upon discussion in the closed meeting.**

Board Secretary

2023-24 Ballinger ISD							
YTD Monthly Revenue / Expenditures							
Board Report 6/30/2024							
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 *	7,503,293.00		8,198,465.32	33,797.78	-695,172.32	109.26%
5800	State Program Revenues	7,097,267.00		5,039,881.93	68,898.00	2,057,385.07	71.01%
5900	Federal Program Revenues *	27,500.00		43,670.44	0.00	-16,170.44	158.80%
7900	Other Res.Non-Op/Trans.In	0.00		0.00	0.00	0.00	0.00%
				Due to receiving insurance reimbursement of \$1.9M			
Total Revenues		\$14,628,060.00		\$13,282,017.69	\$102,695.78	\$1,346,042.31	90.80%
EXPENDITURES							
0011	Instruction *	5,004,918.00	22,530.44	3,662,359.98	369,714.24	1,320,027.58	73.18%
0012	Instructional Resources and Media Services	67,762.00	7.99	57,581.70	5,547.83	10,172.31	84.98%
0013	Curriculum & Staff Development *	34,424.00	1,326.75	8,582.18	83.07	24,515.07	24.93%
0021	Instructional	17,840.00	0.00	11,113.20	0.00	6,726.80	62.29%
0023	School Administration *	564,220.00	1,666.46	423,086.94	37,851.62	139,466.60	74.99%
0031	General Counseling & Guidance	362,810.00	386.65	178,252.81	16,318.64	184,170.54	49.13%
0033	Health Services	62,000.00	254.00	43,891.76	4,965.60	17,854.24	70.79%
0034	Student Transportation	281,190.00	22.69	262,083.32	16,253.05	19,083.99	93.21%
0036	Co-Curricular Activities	787,171.00	15,431.43	638,097.56	45,822.47	133,642.01	81.06%
0041	General Administration	625,483.00	13,197.77	455,168.99	28,377.51	157,116.24	72.77%
0051	Plant Maintenance & Operation	1,724,325.00	54,219.13	1,140,454.08	63,280.74	529,651.79	66.14%
0052	Security *	237,955.13	9,393.91	192,763.85	411.30	35,797.37	81.01%
0053	Data Processing Services	71,451.00	0.00	47,247.06	3,939.44	24,203.94	66.13%
0071	Debt Services	71,000.00	0.00	50,488.11	0.00	20,511.89	71.11%
0081	Facilities *	7,199,275.00	2,016,365.56	7,047,388.29	0.00	-1,864,478.85	97.89%
0093	Special Ed / Fairview	232,000.00	171.65	229,944.46	36,034.00	1,883.89	99.11%
0099	Intergovernmental Charges	160,000.00	33,382.08	126,617.92	30,328.86	0.00	79.14%
8900	Subsidies	535,000.00	0.00	396,095.66	92,478.39	138,904.34	74.04%
(Technology - Fund 161 - \$480,916)							
(Food Service Subsidy - \$50,000)							
Total Expenditures		18,038,824.13	\$2,168,356.51	\$14,971,217.87	\$751,406.76	\$899,249.75	82.99%
* Budget Amendments							

**2023-24 Ballinger ISD
YTD Monthly Revenue / Expenditures
Board Report 6/30/2024**

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	1,000.00		1,700.00	1,200.00	-700.00	170.00%
5800	State Program Revenues	6,604.00		0.00	0.00	6,604.00	0.00%
5900	Federal Program Revenues (ERATE)	0.00				0.00	0.00%
7900	Other Resources *	485,000.00		396,095.66	92,478.39	88,904.34	81.67%
Total Revenues		492,604.00		\$397,795.66	\$93,678.39	\$94,808.34	80.75%
EXPENDITURES							
0011	Instruction	268,781.00	63,398.30	200,609.27	530.00	4,773.43	74.64%
0023	School Administration	500.00	0.00	0.00	0.00	500.00	0.00%
0034	Pupil Transportation	0.00	0.00	0.00	0.00	0.00	0.00%
0051	Plant Maintenance & Operation	10,000.00	4,459.98	5,558.06	617.12	-18.04	55.58%
0053	Data Processing Services *	213,323.00	189.00	165,567.17	18,376.30	47,566.83	77.61%
Total Expenditures		492,604.00	\$68,047.28	\$371,734.50	\$19,523.42	\$52,822.22	75.46%

**2023-24 Ballinger ISD
YTD Monthly Revenue / Expenditures
Board Report 6/30/2024**

**Food Service Fund 101
As per Auditor, changed from 240 to 101**

		Current Budget	Encumbrances YTD	Revenues / Expenditures YTD	Monthly Revenues / Expenditures	Balances	Percent of Budget
REVENUES		Food Service	101				
5700	Local Intermediate, and Out of State	100,219.00		35,924.63	0.00	64,294.37	35.85%
5800	State Program Revenues - TGA Grant	2,000.00		0.00	0.00	2,000.00	0.00%
5900	Federal Program Revenues	353,582.00		417,968.31	41,166.78	-64,386.31	118.21%
7900	Other Resources	50,000.00		0.00	0.00	50,000.00	0.00%
Total Revenues		505,801.00		\$453,892.94	\$41,166.78	\$51,908.06	89.74%
EXPENDITURES							
0035	Food Services	505,801.00	39,125.35	470,677.09	47,976.96	-4,001.44	93.06%
0051	Plant Maintenance & Operation	0.00	0.00	0.00	0.00	0.00	0.00%
0081	Facilities	0.00	0.00	6,801.24	841.20	-6,801.24	0.00%
0000	Other Uses Non-Op-Trans Out	0.00	0.00	0.00	0.00	0.00	0.00%
Total Expenditures		505,801.00	\$39,125.35	\$477,478.33	\$48,818.16	-\$10,802.68	94.40%

ESSER II = \$790,233 (2021-2023)

ESSER III = \$1,183,167 (2021-2024)

Total ESSER Funds = \$1,973,400

20% of ESSER III spent on Learning Loss = \$236,634

updated 11/12/2021

ESSER III

ESSER II

ESSER needs identified June 2021 with obligated expenses Boxed in Red.

Obj Code	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (III only)	Current Year Spent to Date 11/12/21	ESSER II & III Remaining Balance Current Year	ESSER II & III Remaining Total Balance
61xx	Empolyee Incentive	\$ 162,000.00	\$ 162,000.00	\$ 166,750.00	\$ 38,037.23	\$ 123,962.77	\$ 452,712.77
	August 2021 - May 2024 Incentive			\$ 190,000.00	\$ -		\$ 190,000.00
	Elementary AP*1/2 Salary	\$ 27,500.00	\$ 27,500.00	\$ 27,500.00	\$ 18,937.21	\$ 8,562.79	\$ 63,562.79
	Elementary Dean of Students	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 3,092.12	\$ 26,907.88	\$ 86,907.88
	Secondary Nursing Assistant	Not included in totals					
	RtI Coordinator Stipends	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00		\$ 2,000.00	\$ 6,000.00
	Secondary Science Curriculum Coordina	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 3,000.00
	Elem Family Engagement Coordinator	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 3,000.00
	Summer School	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00		\$ 30,000.00	\$ 90,000.00
61xx	Elem ESL Translator	\$ 250.00	\$ 250.00	\$ 250.00		\$ 250.00	\$ 750.00
62xx	Community In Schools Grant JH & HS	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 25,000.00	\$ 25,000.00	\$ 125,000.00
	PD for guided Reading and Math K-2	\$ 5,000.00				\$ 5,000.00	\$ 5,000.00
	PD for Leadership Teams	\$ 5,000.00				\$ 5,000.00	\$ 5,000.00
	Mental Health Counselor	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ -	\$ 50,000.00	\$ 150,000.00
	Curriculum Coordinator Training	\$ 8,000.00				\$ 8,000.00	\$ 8,000.00
	Workforce Solutions Counselor	\$ 10,000.00			\$ 10,000.00	\$ -	\$ -
	IXL Learning	\$ 5,232.00	\$ 5,232.00	\$ 5,232.00	\$ 5,232.00	\$ -	\$ 10,464.00
62xx	Possible Utilities	\$ 29,635.00	\$ 29,634.00			\$ 29,635.00	\$ 59,269.00
63xx	TI-84 Digital Calculators for 8-12	\$ 4,000.00				\$ 4,000.00	\$ 4,000.00
	TI-84 calcultors JH & HS - 150	\$ 12,600.00				\$ 12,600.00	\$ 12,600.00
	HS Media Yearbook Apple Desktop	\$ 3,200.00				\$ 3,200.00	\$ 3,200.00
	JH Digital Media 4 MacBooks	\$ 4,800.00				\$ 4,800.00	\$ 4,800.00
	Multimedia Equipment	\$ 10,000.00				\$ 10,000.00	\$ 10,000.00
	HS Industry Cirriculum	\$ 5,000.00				\$ 5,000.00	\$ 5,000.00
	JH Drone/Robotics UIL Kits	\$ 800.00	\$ 800.00	\$ 800.00		\$ 800.00	\$ 2,400.00
	Character Education - Elem	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00		\$ 4,000.00	\$ 12,000.00
	Lexia Learning	\$ 9,600.00	\$ 9,600.00	\$ 9,600.00	\$ 9,600.00	\$ -	\$ 19,200.00
	Stylus Pens	\$ 10,150.00				\$ 10,150.00	\$ 10,150.00
	Supplemental Programs for Els - Imagine Learning	\$ 3,000.00				\$ 3,000.00	\$ 3,000.00
	Additional Supplies as needed	\$ 8,725.00	\$ 8,725.00			\$ 8,725.00	\$ 17,450.00
63xx	Additional SpEd & EL Resources	\$ 1,000.00				\$ 1,000.00	\$ 1,000.00
66xx	Suburban	\$ 55,000.00			\$ 47,853.58	\$ 7,146.42	\$ 7,146.42
66xx	Bus	\$ 100,000.00				\$ 100,000.00	\$ 100,000.00
TOTAL EXPENSES		\$ 648,492.00	\$ 411,741.00	\$ 568,132.00	\$ 1,628,365.00		
		2021-22	2022-23	2023-24	Total Exp Budget		
				Remaining	\$ 345,035.00		
		61xx	62xx	63xx	66x		
III	\$ 838,132.00	\$ 563,500.00	\$ 105,232.00	\$ 14,400.00	\$ 155,000.00		
	\$ to balance budget	\$ 72,095.00	\$ 72,095.00	\$ 72,095.00			
II	\$ 730,233.00	\$ 332,500.00	\$ 238,464.00	\$ 82,550.00			
	\$ to balance budget	\$ 60,000.00	\$ 59,269.00	\$ 17,450.00			

Learning Loss

\$ 90,000.00

61xx total

\$ 866,000.00

\$ 5,000.00

\$ 8,000.00

62xx total

\$ 343,696.00

63xx total

\$ 114,400.00

66xx total

\$ 155,000.00

\$ 103,000.00

Learning Loss

\$ 133,634.00

\$ 838,132.00

\$ 1,054,417.00

\$ 653,514.00

\$ 790,233.00

ESSER II = \$790,233 (2021-2023)

ESSER III = \$1,183,167 (2021-2024)

Total ESSER Funds = \$1,973,400

20% of ESSER III spent on Learning Loss = \$236,634

updated 11/12/2021

ESSER III

ESSER II

ESSER needs identified June 2021 with obligated expenses Boxed in Red.

Obj Code	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (III only)		
61xx	Empolyee Incentive	\$ 162,000.00	\$ 162,000.00	\$ 166,750.00		
	August 2021 - May 2024 Incentive			\$ 190,000.00		
	Elementary AP*1/2 Salary	\$ 27,500.00	\$ 27,500.00	\$ 27,500.00		
	Elementary Dean of Students	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00		
	Secondary Nursing Assistant	Not included in totals				
	Rtl Coordinator Stipends	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00		
	Secondary Science Curriculum Coordinator	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00		
	Elem Family Engagement Coordinator	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00		
	Summer School	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00		
61xx	Elem ESL Translator	\$ 250.00	\$ 250.00	\$ 250.00		
62xx	Community In Schools Grant JH & HS	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00		
	PD for guided Reading and Math K-2	\$ 5,000.00				
	PD for Leadership Teams	\$ 5,000.00				
	Mental Health Counselor	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00		
	Curriculum Coordinator Training	\$ 8,000.00				
	Workforce Solutions Counselor	\$ 10,000.00				
	IXL Learning	\$ 5,232.00	\$ 5,232.00	\$ 5,232.00		
62xx	Possible Utilities	\$ 29,635.00	\$ 29,634.00			
63xx	TI-84 Digital Calculators for 8-12	\$ 4,000.00				
	TI-84 calcultors JH & HS - 150	\$ 12,600.00				
	HS Media Yearbook Apple Desktop	\$ 3,200.00				
	JH Digital Media 4 MacBooks	\$ 4,800.00				
	Multimedia Equipment	\$ 10,000.00				
	HS Industry Cirruculum	\$ 5,000.00				
	JH Drone/Robotics UIL Kits	\$ 800.00	\$ 800.00	\$ 800.00		
	Character Education - Elem	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00		
	Lexia Learning	\$ 9,600.00	\$ 9,600.00	\$ 9,600.00		
	Stylus Pens	\$ 10,150.00				
	Supplemental Programs for Els - Imagine Learning	\$ 3,000.00				
	Additional Supplies as needed	\$ 8,725.00	\$ 8,725.00			
63xx	Additional SpEd & EL Resources	\$ 1,000.00				
66xx	Suburban	\$ 55,000.00				
66xx	Bus	\$ 100,000.00				
TOTAL EXPENSES		\$ 648,492.00	\$ 411,741.00	\$ 568,132.00	\$ 1,628,365.00	\$ -
		2021-22	2022-23	2023-24	Total Exp Budget	Learning Loss
				Remaining	\$ 345,035.00	\$ 236,634.00
		61xx	62xx	63xx	66x	
III	\$ 838,132.00	\$ 563,500.00	\$ 105,232.00	\$ 14,400.00	\$ 155,000.00	\$ 838,132.00
	\$ to balance budget	\$ 72,095.00	\$ 72,095.00	\$ 72,095.00		\$ 1,054,417.00
II	\$ 730,233.00	\$ 332,500.00	\$ 238,464.00	\$ 82,550.00		\$ 653,514.00
	\$ to balance budget	\$ 60,000.00	\$ 59,269.00	\$ 17,450.00		\$ 790,233.00

ESSER II = \$790,233 (2021-2023) ESSER III = \$1,183,167 (2021-2024)

Total ESSER Funds = \$1,973,400 20% of ESSER III spent on Learning Loss = \$236,634

updated 11/12/2021

ESSER III ESSER II

ESSER needs identified June 2021 with obligated expenses Boxed in Red.

Obj Code	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (III only)	Current Year Spent to Date 12/10/21	ESSER II & III Remaining Balance Current Year	ESSER II & III Remaining Total Balance
61xx	Employee Incentive	\$ 162,000	\$ 162,000	\$ 166,750	\$ 38,037.23	\$ 123,962.77	\$ 452,712.77
	August 2021 - May 2024 Incentive			\$ 190,000	\$ -		\$ 190,000.00
	Elementary AP*1/2 Salary	\$ 27,500	\$ 27,500	\$ 27,500	\$ 24,820.59	\$ 2,679.41	\$ 57,679.41
	Elementary Dean of Students	\$ 30,000	\$ 30,000	\$ 30,000	\$ 3,090.96	\$ 26,909.04	\$ 86,909.04
	Secondary Nursing Assistant	Not included in totals					
	RTI Coordinator Stipends	\$ 2,000	\$ 2,000	\$ 2,000		\$ 2,000.00	\$ 6,000.00
	Secondary Science Curriculum Coordina	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Elem Family Engagement Coordinator	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Summer School	\$ 30,000	\$ 30,000	\$ 30,000		\$ 30,000.00	\$ 90,000.00
61xx	Elem ESL Translator	\$ 250	\$ 250	\$ 250		\$ 250.00	\$ 750.00
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ 50,000	\$ 25,000.00	\$ 25,000.00	\$ 125,000.00
	PD for guided Reading and Math K-2	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	PD for Leadership Teams	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	Mental Health Counselor	\$ 50,000	\$ 50,000	\$ 50,000	\$ (115.56)	\$ 50,115.56	\$ 150,115.56
	Curriculum Coordinator Training	\$ 8,000				\$ 8,000.00	\$ 8,000.00
	Workforce Solutions Counselor	\$ 10,000			\$ 10,000.00	\$ -	\$ -
	IXL Learning	\$ 5,232	\$ 5,232	\$ 5,232	\$ 5,232.00	\$ -	\$ 10,464.00
62xx	Possible Utilities	\$ 29,635	\$ 29,634			\$ 29,635.00	\$ 59,269.00
63xx	TI-84 Digital Calculators for 8-12	\$ 4,000				\$ 4,000.00	\$ 4,000.00
	TI-84 calculators JH & HS - 150	\$ 12,600				\$ 12,600.00	\$ 12,600.00
	HS Media Yearbook Apple Desktop	\$ 3,200				\$ 3,200.00	\$ 3,200.00
	JH Digital Media 4 MacBooks	\$ 4,800				\$ 4,800.00	\$ 4,800.00
	Multimedia Equipment	\$ 10,000				\$ 10,000.00	\$ 10,000.00
	HS Industry Curriculum	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	JH Drone/Robotics UIL Kits	\$ 800	\$ 800	\$ 800		\$ 800.00	\$ 2,400.00
	Character Education - Elem	\$ 4,000	\$ 4,000	\$ 4,000		\$ 4,000.00	\$ 12,000.00
	Lexia Learning	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600.00	\$ -	\$ 19,200.00
	Stylus Pens	\$ 10,150				\$ 10,150.00	\$ 10,150.00
	Supplemental Programs for Els - Imagine Learning	\$ 3,000				\$ 3,000.00	\$ 3,000.00
	Additional Supplies as needed	\$ 8,725	\$ 8,725			\$ 8,725.00	\$ 17,450.00
63xx	Additional SpEd & EL Resources	\$ 1,000				\$ 1,000.00	\$ 1,000.00
66xx	Suburban	\$ 55,000			\$ 47,853.58	\$ 7,146.42	\$ 7,146.42
66xx	Bus	\$ 100,000				\$ 100,000.00	\$ 100,000.00
TOTAL EXPENSES		\$ 648,492	\$ 411,741	\$ 568,132	\$ 1,628,365.00		
		2021-22	2022-23	2023-24	Total Exp Budget		
		Remaining			\$ 345,035.00		
		61xx	62xx	63xx	66x		
III	\$ 838,132.00	\$ 563,500	\$ 105,232	\$ 14,400	\$ 155,000.00		
	\$ to balance budget	\$ 72,095	\$ 72,095	\$ 72,095			

II	\$	730,233.00	\$ 332,500	\$ 238,464	\$ 82,550
	\$ to balance budget		\$ 60,000	\$ 59,269	\$ 17,450

Learning Loss

\$ 90,000.00

61xx total

\$ 866,000.00

\$ 5,000.00

\$ 8,000.00

62xx total

\$ 343,696.00

63xx total

\$ 114,400.00

66xx total

\$ 155,000.00

\$ 103,000.00

Learning Loss

\$ 133,634.00

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ESSER II = \$790,233 (2021-2023) ESSER III = \$1,183,167 (2021-2024)

Total ESSER Funds = \$1,973,400 20% of ESSER III spent on Learning Loss = \$236,634

updated 1/12/2022

ESSER III ESSER II

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	August 2021 - May 2024 Incentive			\$ 190,000	\$ -		\$ 190,000.00
	Elementary AP*1/2 Salary	\$ 27,500	\$ 27,500	\$ 27,500	\$ 30,001.95	\$ (2,501.95)	\$ 52,498.05
	Elementary Dean of Students	\$ 30,000	\$ 30,000	\$ 30,000	\$ 3,090.96	\$ 26,909.04	\$ 86,909.04
	Secondary Nursing Assistant	Not included in totals					
	RtI Coordinator Stipends	\$ 2,000	\$ 2,000	\$ 2,000		\$ 2,000.00	\$ 6,000.00
	Secondary Science Curriculum Coordinating	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Elem Family Engagement Coordinator	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Summer School	\$ 30,000	\$ 30,000	\$ 30,000		\$ 30,000.00	\$ 90,000.00
61xx	Elem ESL Translator	\$ 250	\$ 250	\$ 250		\$ 250.00	\$ 750.00
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000.00	\$ -	\$ 100,000.00
	PD for guided Reading and Math K-2	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	PD for Leadership Teams	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	Mental Health Counselor	\$ 50,000	\$ 50,000	\$ 50,000	\$ 2,808.56	\$ 47,191.44	\$ 147,191.44
	Curriculum Coordinator Training	\$ 8,000				\$ 8,000.00	\$ 8,000.00
	Workforce Solutions Counselor	\$ 10,000			\$ 10,000.00	\$ -	\$ -
	IXL Learning	\$ 5,232	\$ 5,232	\$ 5,232	\$ 5,232.00	\$ -	\$ 10,464.00
62xx	Possible Utilities	\$ 29,635	\$ 29,634			\$ 29,635.00	\$ 59,269.00
63xx	TI-84 Digital Calculators for 8-12	\$ 4,000				\$ 4,000.00	\$ 4,000.00
	TI-84 calculators JH & HS - 150	\$ 12,600				\$ 12,600.00	\$ 12,600.00
	HS Media Yearbook Apple Desktop	\$ 3,200				\$ 3,200.00	\$ 3,200.00
	JH Digital Media 4 MacBooks	\$ 4,800				\$ 4,800.00	\$ 4,800.00
	Multimedia Equipment	\$ 10,000				\$ 10,000.00	\$ 10,000.00
	HS Industry Curriculum	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	JH Drone/Robotics UIL Kits	\$ 800	\$ 800	\$ 800		\$ 800.00	\$ 2,400.00
	Character Education - Elem	\$ 4,000	\$ 4,000	\$ 4,000		\$ 4,000.00	\$ 12,000.00
	Lexia Learning	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600.00	\$ -	\$ 19,200.00
	Stylus Pens	\$ 10,150				\$ 10,150.00	\$ 10,150.00
	Supplemental Programs for ELs - Imagine Learning	\$ 3,000				\$ 3,000.00	\$ 3,000.00
	Additional Supplies as needed	\$ 8,725	\$ 8,725		\$ 4,160.00	\$ 4,565.00	\$ 13,290.00
63xx	Additional SpEd & EL Resources	\$ 1,000				\$ 1,000.00	\$ 1,000.00
66xx	Suburban	\$ 55,000			\$ 47,853.58	\$ 7,146.42	\$ 7,146.42
66xx	Bus	\$ 100,000				\$ 100,000.00	\$ 100,000.00
					\$ 263,944.41		
TOTAL EXPENSES		\$ 648,492	\$ 411,741	\$ 568,132	\$ 1,628,365.00		
		2021-22	2022-23	2023-24	Total Exp Budget		
				Remaining	\$ 345,035.00		
		61xx	62xx	63xx	66x		

III	\$	838,132.00	\$563,500	\$105,232	\$ 14,400	\$ 155,000.00
	\$ to balance budget		\$ 72,095	\$ 72,095	\$ 72,095	
II	\$	730,233.00	\$332,500	\$238,464	\$ 82,550	
	\$ to balance budget		\$ 60,000	\$ 59,269	\$ 17,450	

Learning Loss

\$ 90,000.00

61xx total

\$ 866,000.00

\$ 5,000.00

\$ 8,000.00

62xx total

\$ 343,696.00

63xx total

\$ 114,400.00

66xx total

\$ 155,000.00

\$ 103,000.00

Learning Loss

\$ 133,634.00

\$ 838,132.00

\$ 1,054,417.00

\$ 653,514.00

\$ 790,233.00

ESSER II = \$790,233 (2021-2023) ESSER III = \$1,775,324 (2021-2024)

Total ESSER Funds = \$2,565,227 20% of ESSER III spent on Learning Loss = \$355,065

updated 3/4/2022

ESSER III ESSER II

ESSER needs identified June 2021 with obligated expenses Boxed in Red.

Obj Code	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (III only)	Current Year Spent to Date 3/4/2022	ESSER II & III Remaining Budgeted Balance Current Year	ESSER II & III Remaining Budgeted Total Balance
61xx	Empolyee Incentive	\$ 162,000	\$ 162,000	\$ 166,750	\$ 101,197.36	\$ 60,802.64	\$ 389,552.64
	August 2021 - May 2024 Incentive			\$ 190,000	\$ -		\$ 190,000.00
	Elementary AP*1/2 Salary	\$ 27,500	\$ 27,500	\$ 27,500	\$ 42,189.87	\$ (14,689.87)	\$ 40,310.13
	Elementary Dean of Students	\$ 30,000	\$ 30,000	\$ 30,000	\$ 3,090.96	\$ 26,909.04	\$ 86,909.04
	Secondary Nursing Assistant	Not included in totals					
	Rtl Coordinator Stipends	\$ 2,000	\$ 2,000	\$ 2,000		\$ 2,000.00	\$ 6,000.00
	Secondary Science Curriculum Coordin	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Elem Family Engagement Coordinator	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Summer School	\$ 30,000	\$ 30,000	\$ 30,000		\$ 30,000.00	\$ 90,000.00
61xx	Elem ESL Translator	\$ 250	\$ 250	\$ 250		\$ 250.00	\$ 750.00
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000.00	\$ -	\$ 100,000.00
	PD for guided Reading and Math K-2	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	PD for Leadership Teams	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	Mental Health Counselor	\$ 50,000	\$ 50,000	\$ 50,000	\$ 11,544.52	\$ 38,455.48	\$ 138,455.48
	Curriculum Coordinator Training	\$ 8,000				\$ 8,000.00	\$ 8,000.00
	Workforce Solutions Counselor	\$ 10,000			\$ 10,000.00	\$ -	\$ -
	IXL Learning	\$ 5,232	\$ 5,232	\$ 5,232	\$ 5,232.00	\$ -	\$ 10,464.00
62xx	Possible Utilities	\$ 29,635	\$ 29,634			\$ 29,635.00	\$ 59,269.00
63xx	TI-84 Digital Calculators for 8-12	\$ 4,000				\$ 4,000.00	\$ 4,000.00
	TI-84 calculators JH & HS - 150	\$ 12,600				\$ 12,600.00	\$ 12,600.00
	HS Media Yearbook Apple Desktop	\$ 3,200				\$ 3,200.00	\$ 3,200.00
	JH Digital Media 4 MacBooks	\$ 4,800				\$ 4,800.00	\$ 4,800.00
	Multimedia Equipment	\$ 10,000				\$ 10,000.00	\$ 10,000.00
	HS Industry Cirriculum	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	JH Drone/Robotics UIL Kits	\$ 800	\$ 800	\$ 800		\$ 800.00	\$ 2,400.00
	Character Education - Elem	\$ 4,000	\$ 4,000	\$ 4,000		\$ 4,000.00	\$ 12,000.00
	Lexia Learning	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600.00	\$ -	\$ 19,200.00
	Stylus Pens	\$ 10,150				\$ 10,150.00	\$ 10,150.00
	Supplemental Programs for Els - Imagine Learning	\$ 3,000				\$ 3,000.00	\$ 3,000.00
	Additional Supplies as needed	\$ 8,725	\$ 8,725		\$ 4,160.00	\$ 4,565.00	\$ 13,290.00
63xx	Additional SpEd & EL Resources	\$ 1,000				\$ 1,000.00	\$ 1,000.00
66xx	Suburban	\$ 55,000			\$ 47,853.58	\$ 7,146.42	\$ 7,146.42
66xx	Bus	\$ 100,000				\$ 100,000.00	\$ 100,000.00
					\$ 284,868.29		
TOTAL EXPENSES		\$ 648,492	\$ 411,741	\$ 568,132	\$ 1,628,365.00		
		2021-22	2022-23	2023-24	Total Exp Budget		
				Remaining	\$ 936,862.00		
		61xx	62xx	63xx	66x		
III	\$ 838,132.00	\$ 563,500	\$ 105,232	\$ 14,400	\$ 155,000.00		
	\$ to balance budget	\$ 72,095	\$ 72,095	\$ 72,095			
II	\$ 730,233.00	\$ 332,500	\$ 238,464	\$ 82,550			

\$ to balance budget

\$

60,000

\$

59,269

\$

17,450

Learning Loss
\$ 90,000.00
\$ 5,000.00
\$ 8,000.00
\$ 103,000.00
Learning Loss
\$ 133,634.00
\$ 838,132.00
\$ 1,054,417.00
\$ 653,514.00

61xx total
\$ 866,000.00

62xx total
\$ 343,696.00

63xx total
\$ 114,400.00

66xx total
\$ 155,000.00

\$ 790,233.00

ESSER II = \$790,233 (2021-2023) ESSER III = \$1,775,324 (2021-2024)

Total ESSER Funds = \$2,565,227 20% of ESSER III spent on Learning Loss = \$355,065

EOY 8/31/2022

ESSER III ESSER II

ESSER needs identified June 2021 with obligated expenses Boxed in Red.

Obj Code	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (ESSER III only)	21-22 Year Total Spent	ESSER II & III Remaining Budgeted Balance Current Year	ESSER II & III Remaining Budgeted Total Balance
61xx	Emplyee Incentive	\$ 162,000	\$ 162,000	\$ 166,750	\$ 168,122.69	\$ (6,122.69)	\$ 322,627.31
	August 2021 - May 2024 Incentiv			\$ 190,000	\$ -		\$ 190,000.00
	Elementary AP*1/2 Salary/Dean	\$ 57,500	\$ 57,500	\$ 57,500	\$ 71,442.81	\$ (13,942.81)	\$ 101,057.19
	RtI Coordinator Stipends	\$ 2,000	\$ 2,000	\$ 2,000		\$ 2,000.00	\$ 6,000.00
	Secondary Science Curriculum Coord	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Elem Family Engagement Coordinato	\$ 1,000	\$ 1,000	\$ 1,000		\$ 1,000.00	\$ 3,000.00
	Mental Health Counselor	\$ 50,000	\$ 50,000	\$ 50,000	\$ 24,401.44	\$ 25,598.56	\$ 125,598.56
	Summer School	\$ 30,000	\$ 30,000	\$ 30,000	\$ 66,025.00	\$ (36,025.00)	\$ 23,975.00
61xx	Elem ESL Translator	\$ 250	\$ 250	\$ 250		\$ 250.00	\$ 750.00
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000.00	\$ -	\$ 100,000.00
	PD for guided Reading and Math K-2	\$ 5,000			\$ 1,987.47	\$ 3,012.53	\$ 3,012.53
	PD for Leadership Teams	\$ 5,000			\$ -	\$ 5,000.00	\$ 5,000.00
	Curriculum Coordinator Training	\$ 8,000				\$ 8,000.00	\$ 8,000.00
	Workforce Solutions Counselor	\$ 10,000			\$ 10,000.00	\$ -	\$ -
	IXL Learning	\$ 5,232	\$ 5,232	\$ 5,232	\$ 5,232.00	\$ -	\$ 10,464.00
	Lexia Learning	\$ 9,600	\$ 9,600	\$ 9,600	\$ 10,200.00	\$ (600.00)	\$ 18,600.00
62xx	Possible Utilities *****	\$ 220,000	\$ 220,000	\$ 220,000		\$ 220,000.00	\$ 660,000.00
63xx	TI-84 Digital Calculators for 8-12	\$ 4,000				\$ 4,000.00	\$ 4,000.00
	TI-84 calcultors JH & HS - 150	\$ 12,600			\$ 12,384.00	\$ 216.00	\$ 216.00
	HS Media Yearbook Apple Desktop	\$ 3,200				\$ 3,200.00	\$ 3,200.00
	JH Digital Media 4 MacBooks	\$ 4,800				\$ 4,800.00	\$ 4,800.00
	Multimedia Equipment	\$ 10,000				\$ 10,000.00	\$ 10,000.00
	HS Industry Cirriculum	\$ 5,000				\$ 5,000.00	\$ 5,000.00
	JH Drone/Robotics UIL Kits	\$ 800	\$ 800	\$ 800		\$ 800.00	\$ 2,400.00
	Character Education - Elem	\$ 4,000	\$ 4,000	\$ 4,000		\$ 4,000.00	\$ 12,000.00
	Stylus Pens	\$ 10,150				\$ 10,150.00	\$ 10,150.00
	Supplemental Programs for Els - Imagine Learning	\$ 3,000				\$ 3,000.00	\$ 3,000.00
	Additional Supplies as needed	\$ 8,725	\$ 8,725		\$ 10,041.20	\$ (1,316.20)	\$ 7,408.80
63xx	Additional SpEd & EL Resources	\$ 1,000				\$ 1,000.00	\$ 1,000.00
66xx	Suburban	\$ 55,000			\$ 47,853.58	\$ 7,146.42	\$ 7,146.42
66xx	Bus	\$ 400,000				\$ 400,000.00	\$ 400,000.00
					\$ 477,690.19		
TOTAL EXPENSES		\$ 1,138,857	\$ 602,107	\$ 788,132	\$ 2,529,096.00		
		2021-22	2022-23	2023-24	Total Exp Budget		
				Remaining	\$ 36,131.00		
		61xx	62xx	63xx	66x		
III	\$ 1,138,132.00	\$ 563,500	\$ 105,232	\$ 4,800	\$ 155,000.00		
	\$ to balance budget	\$ 72,095	\$ 72,095	\$ 72,095			
II	\$ 1,110,964.00	\$ 332,500	\$ 238,464	\$ 82,550			
	\$ to balance budget	\$ 60,000	\$ 59,269	\$ 17,450			

Learning Loss	
\$ 90,000.00	
\$ 90,000.00	61xx total
	\$ 866,000.00
\$ 5,000.00	
\$ 8,000.00	
\$ 10,464.00	62xx total
\$ 19,200.00	
	\$ 882,496.00
	63xx total
	\$ 85,600.00
	66xx total
	\$ 455,000.00
\$ 222,664.00	
Learning Loss	
\$ 13,970.00	
\$ 828,532.00	
\$ 1,044,817.00	
\$ 653,514.00	
\$ 790,233.00	

ESSER II = \$790,233 (2021-2023) ESSER III = \$1,775,324 (2021-2024)

Total ESSER Funds = \$2,565,227 20% of ESSER III spent on Learning Loss = \$355,065

BOY 2022-23

ESSER III

ESSER II

Used in 21-22

Needs Board Approval

ESSER Needs revised Summer 2022

Obj	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (ESSER III only)	ESSER II 21-22 Year Total Spent	ESSER III 21-22 Year Total Spent	ESSER II & III Remaining Budgeted Total Balance	Learning Loss
61xx	Empolyee Incentive	\$ 168,123	\$ 168,123	\$ 168,123	\$ 168,122.69		\$ 336,246.31	
	August 2021 - May 2024 Incentiv			\$ 180,000	\$ -		\$ 180,000.00	
	Elementary AP*1/2 Salary/Dean	\$ 71,443	\$ 71,500	\$ 71,500		\$ 71,442.81	\$ 143,000.19	\$ 90,000.00
	Rtl Coordinator Stipends		\$ 2,000	\$ 2,000			\$ 4,000.00	
	Secondary Science Curriculum Coordinator		\$ 1,000	\$ 1,000			\$ 2,000.00	
	Elem Family Engagement Coordinator		\$ 1,000	\$ 1,000			\$ 2,000.00	
	Mental Health Counselor	\$ 24,402	\$ 25,000	\$ 25,000		\$ 24,407.20	\$ 49,994.80	
	Summer School	\$ 66,025	\$ 68,000	\$ 68,000	\$ 66,025.00		\$ 136,000.00	\$ 90,000.00
61xx	Elem ESL Translator		\$ 250	\$ 250			\$ 500.00	
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000.00		\$ 100,000.00	
	PD for guided Reading and Math K-2		\$ 5,000		\$ 1,987.47		\$ 3,012.53	\$ 5,000.00
	PD for Leadership Teams		\$ 5,000		\$ -		\$ 5,000.00	
	Curriculum Coordinator Training		\$ 8,000				\$ 8,000.00	\$ 8,000.00
	Workforce Solutions Counselor	\$ 10,000	\$ 10,000		\$ 10,000.00		\$ 10,000.00	
	IXL Learning	\$ 5,232	\$ 5,232	\$ 5,232	\$ 5,232.00		\$ 10,464.00	\$ 10,464.00
	Lexia Learning	\$ 10,200	\$ 9,600	\$ 9,600	\$ 10,200.00		\$ 19,200.00	\$ 19,200.00
	Utillities ESSER III		\$ 100,000	\$ 220,000				
62xx	Utillities ESSER II	\$ -	\$ 120,000	\$ -			\$ 120,000.00	
63xx	TI-84 Digital Calculators for 8-12		\$ 4,000				\$ 4,000.00	
	TI-84 calculators JH & HS - 150	\$ 12,384			\$ 12,384.00		\$ -	
	HS Media Yearbook Apple Desktop		\$ 3,200				\$ 3,200.00	
	JH Digital Media 4 MacBooks		\$ 4,800				\$ 4,800.00	
	Multimedia Equipment		\$ 10,000				\$ 10,000.00	
	HS Industry Cirriculum		\$ 5,000				\$ 5,000.00	
	JH Drone/Robotics UIL Kits	\$ -	\$ 800	\$ 800			\$ 1,600.00	
	Character Education - Elem	\$ -	\$ 4,000	\$ 4,000			\$ 8,000.00	
	Stylus Pens	\$ -	\$ 10,150				\$ 10,150.00	
	Supplemental Programs for Els - Imagine Learning	\$ -	\$ 3,000				\$ 3,000.00	
	Additional Supplies as needed	\$ 10,042	\$ 8,725		\$ 10,041.20		\$ 8,725.80	
63xx	Additional SpEd & EL Resources		\$ 1,000				\$ 1,000.00	
66xx	Suburban	\$ 47,854			\$ -	\$ 47,853.58	\$ 47,854.00	
66xx	Bus		\$ 400,000				\$ 400,000.00	
					\$ 333,992.36	\$ 143,703.59		
TOTAL EXPENSES		\$ 475,705	\$ 1,104,380	\$ 806,505	\$ 2,386,590.00			\$ 222,664.00
		2021-22	2022-23	2023-24	Total Exp Budget			Learning Loss
				Remaining	\$ 178,967.00			\$ 13,970.00
		61xx	62xx	63xx	66x			
III	\$ 1,775,324.00	\$ 684,218	\$ 384,832	\$ 4,800	\$ 447,854.00	Total III Budgeted	\$ 1,521,704.00	
						\$ to balance budget	\$ 253,620.00	
II	\$ 790,233.00	\$ 499,521	\$ 212,832	\$ 77,101	\$ -	Total II Budgeted	\$ 789,454.00	
						\$ to balance budget	\$ 779.00	
	\$ 2,565,557.00	Total II & III						

61xx total

\$ 907,312.00

62xx total

\$ 673,096.00

63xx total

\$ 81,901.00

66xx total

\$ 47,854.00

ESSER II = \$790,233 (2021-2023) ESSER III = \$1,775,324 (2021-2024)
 Total ESSER Funds = \$2,565,227 20% of ESSER III spent on Learning Loss = \$355,065

Sept. 2022

ESSER III

ESSER II

Used in 21-22

Needs Board Approval

ESSER Needs revised Summer 2022

Obj	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (ESSER III only)	Total Spent 21-22	2022-23 YTD Expenses	ESSER II & III Remaining Budgeted Total Balance
61xx	Empolyee Incentive	\$ 168,123	\$ 168,123	\$ 168,123	\$ 168,122.69	\$ 37,029.98	\$ 299,216.33
	August 2021 - May 2024 Incentiv	\$ -	\$ -	\$ 180,000	\$ -	\$ -	\$ 180,000.00
	Elementary AP*1/2 Salary/Dean	\$ 71,443	\$ 71,500	\$ 71,500	\$ 71,442.81	\$ 5,475.35	\$ 137,524.84
	RtI Coordinator Stipends		\$ 2,000	\$ 2,000			\$ 4,000.00
	Secondary Science Curriculum Coordinator		\$ 1,000	\$ 1,000			\$ 2,000.00
	Elem Family Engagement Coordinator		\$ 1,000	\$ 1,000			\$ 2,000.00
	Mental Health Counselor	\$ 24,402	\$ 25,000	\$ 25,000	\$ 24,407.20	\$ -	\$ 49,994.80
	Summer School	\$ 66,025	\$ 68,000	\$ 68,000	\$ 66,025.00	\$ -	\$ 136,000.00
61xx	Elem ESL Translator		\$ 250	\$ 250			\$ 500.00
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000.00	\$ 25,000.00	\$ 75,000.00
	PD for guided Reading and Math K-2		\$ 5,000		\$ 1,987.47		\$ 3,012.53
	PD for Leadership Teams		\$ 5,000				\$ 5,000.00
	Curriculum Coordinator Training		\$ 8,000				\$ 8,000.00
	Workforce Solutions Counselor	\$ 10,000	\$ 10,000		\$ 10,000.00	\$ 10,000.00	\$ -
	IXL Learning	\$ 5,232	\$ 5,232	\$ 5,232	\$ 5,232.00		\$ 10,464.00
	Lexia Learning	\$ 10,200	\$ 9,600	\$ 9,600	\$ 10,200.00		\$ 19,200.00
	Utiities ESSER III		\$ 115,000	\$ 220,000			\$ 335,000.00
62xx	Utilities ESSER II	\$ -	\$ 105,547	\$ -		\$ 3,642.38	\$ 101,904.62
63xx	TI-84 Digital Calculators for 8-12		\$ 4,000				\$ 4,000.00
	TI-84 calcultors JH & HS - 150	\$ 12,384			\$ 12,384.00		\$ -
	HS Media Yearbook Apple Desktop		\$ 3,200				\$ 3,200.00
	JH Digital Media 4 MacBooks		\$ 4,800				\$ 4,800.00
	Multimedia Equipment		\$ 10,000				\$ 10,000.00
	HS Industry Cirriculum		\$ 5,000				\$ 5,000.00
	JH Drone/Robotics UIL Kits	\$ -	\$ 800	\$ 800			\$ 1,600.00
	Character Education - Elem	\$ -	\$ 4,000	\$ 4,000			\$ 8,000.00
	Stylus Pens	\$ -	\$ 10,150				\$ 10,150.00
	Supplemental Programs for Els - Imagine Learning	\$ -	\$ 3,000				\$ 3,000.00
	Additional Supplies as needed	\$ 10,042	\$ 8,725		\$ 10,041.20		\$ 8,725.80
63xx	Additional SpEd & EL Resources		\$ 1,000				\$ 1,000.00
66xx	Suburban	\$ 47,854			\$ 47,853.58	\$ 81,147.71	\$ (81,147.29)
66xx	Buses		\$ 400,000				\$ 400,000.00
TOTAL EXPENSES		\$ 475,705	\$ 1,104,927	\$ 806,505	\$ 2,387,137.00	\$ 162,295.42	
		2021-22	2022-23	2023-24	Total Exp Budget		
				Remaining	\$ 178,420.00		
		61xx	62xx	63xx	66x		
III	\$ 1,775,324.00	\$ 684,218	\$ 399,832	\$ 4,800	\$ 447,854.00		Total III Budget

								\$ to balance bu				
II	\$	790,233.00	\$	499,521	\$	213,611	\$	77,101	\$	-	Total II Budget	
	\$	2,565,557.00	Total II & III									\$ to balance bu

Learning Loss Budget	
\$ 214,443.00	
\$ 202,025.00	61xx total
	\$ 1,183,739.00
\$ 5,000.00	
\$ 8,000.00	
\$ 10,464.00	
\$ 19,200.00	
	62xx total
	\$ 673,643.00
	63xx total
	\$ 81,901.00
	66xx total
	\$ 447,854.00
	\$ 459,132.00
	Learning Loss
	\$ (104,067.00)
ted	\$ 1,536,704.00

udget	\$ 238,620.00
ed	\$ 790,233.00
udget	\$ -

ESSER II = \$790,233 (2021-2023) ESSER III = \$1,775,324 (2021-2024)
 Total ESSER Funds = \$2,565,227 20% of ESSER III spent on Learning Loss = \$355,065

January expenses

ESSER III ESSER II Used in 21-22

ESSER Needs revised Summer 2023

Obj	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (ESSER III only)	281 & 282 Total Spent 21-22	281 & 282 Total Spent 2022-23	282 Only 2023-24 Expenses YTD	ESSER III Remaining Budgeted Total Balance	Learning Loss Budget as of May '23
61xx	Employee Incentive	\$ 168,123	\$ 158,000	\$ 168,123	\$ 168,122.69	\$ 157,741.97	\$ 86,856.67	\$ 81,524.67	\$ 325,864.66
	August 2021 - May 2024 Incentiv	\$ -	\$ -	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000.00	
	Elementary AP*1/2 Salary/Dean	\$ 71,443	\$ 71,500	\$ 45,000	\$ 71,442.81	\$ 90,750.16	\$ 24,792.84	\$ 957.19	\$ 162,192.97
	RtI Coordinator Stipends	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ 853.69	\$ 500.00	\$ 646.31	
	Secondary Science Curriculum Coordi	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Elem Family Engagement Coordinator	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Mental Health Counselor	\$ 24,402	\$ 71,506	\$ 71,506	\$ 24,407.20	\$ 71,505.93	\$ 32,496.00	\$ 39,004.87	\$ 95,913.13
	Summer School	\$ 66,025	\$ 53,555	\$ 55,000	\$ 66,025.00	\$ 53,554.35	\$ 1,000.00	\$ 54,000.65	\$ 119,579.35
61xx	Elem ESL Translator	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	61xx total \$ 1,186,183.00
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ -	\$ 50,000.00	\$ 50,000.00	\$ -	\$ -	
	PD for guided Reading and Math K-2	\$ -	\$ 1,988	\$ -	\$ 1,987.47	\$ -	\$ -	\$ 0.53	\$ 1,987.47
	PD for Leadership Teams	\$ -	\$ 51,816	\$ 20,000	\$ -	\$ 51,815.85	\$ 6,551.00	\$ 13,449.15	
	Curriculum Coordinator Training	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Workforce Solutions Counselor	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000.00	\$ 10,000.00	\$ -	\$ 10,000.00	
	IXL Learning	\$ 5,232	\$ -	\$ 5,232	\$ 5,232.00	\$ -	\$ -	\$ 5,232.00	\$ 5,232.00
	Lexia Learning	\$ 10,200	\$ -	\$ 8,800	\$ 10,200.00	\$ -	\$ 8,800.00	\$ -	\$ 10,200.00
63xx	Utilities ESSER III	\$ -	\$ 79,000	\$ 237,000	\$ -	\$ 90,987.56	\$ 117,591.26	\$ 107,421.18	62xx total \$ 664,395.00
62xx	Utilities ESSER II	\$ -	\$ 115,127	\$ -	\$ -	\$ 174,025.14	\$ -	\$ (58,898.14)	
63xx	Ti-84 Digital Calculators for 8-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Ti-84 calculators JH & HS - 150	\$ 12,384	\$ -	\$ -	\$ 12,384.00	\$ -	\$ -	\$ -	
	HS Media Yearbook Apple Desktop	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	JH Digital Media 4 MacBooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Multimedia Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	HS Industry Cirriculum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	JH Drone/Robotics UIL Kits	\$ -	\$ -	\$ 800	\$ -	\$ -	\$ -	\$ 800.00	
	Character Education - Elem	\$ -	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000.00	
	Stylus Pens	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Supplemental Programs for Els - Imagine Learning	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Additional Supplies as needed	\$ 10,042	\$ 51,552	\$ 20,000	\$ 10,041.20	\$ 51,551.39	\$ 6,799.00	\$ 13,202.41	63xx total \$ 226,543.00
	Fuel	\$ -	\$ 70,500	\$ 57,265	\$ -	\$ 70,497.55	\$ 27,699.89	\$ 29,567.56	66xx total \$ 488,436.00
63xx	Additional SpEd & EL Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 440,581.15
66xx	Suburban	\$ 47,854	\$ -	\$ -	\$ 47,853.58	\$ -	\$ -	\$ 0.42	
66xx	Buses	\$ -	\$ 440,582	\$ -	\$ -	\$ 440,581.15	\$ 313,086.66	\$ 0.85	
	TOTAL EXPENSES	\$ 475,705	\$ 1,226,126	\$ 863,726	\$ 2,565,557.00	\$ -	\$ -	\$ -	\$ 1,161,550.73
		2021-22	2022-23	2023-24	Total Exp Budget				Learning Loss Remainder
				Remaining	\$ -				\$ (806,485.73)
		61xx	62xx	63xx	66xx	64xx			
III	\$ 1,775,324.00	\$ 739,480	\$ 360,032	\$ 152,565	\$ 488,436.00			Total III Budgeted	\$ 1,740,513.00
	Actual GL \$s to date							\$ to balance budget	\$ 34,811.00
II	\$ 790,233.00	\$ 390,390	\$ 350,375	\$ 43,485	\$ -	\$ 5,983.28		Total II Budgeted	\$ 790,233.00
	Actual GL \$s							\$ to balance budget	\$ -
	\$ 2,565,557.00	Total II & III							

ESSER II = \$790,233 (2021-2023) ESSER III = \$1,775,324 (2021-2024)

Total ESSER Funds = \$2,565,227 20% of ESSER III spent on Learning Loss = \$355,065

June Expenses

ESSER III ESSER II Used in 21-22

ESSER Needs revised Summer 2023

Obj	Description of Need	Grant Year 21-22	Grant Year 22-23	Grant Year 23-24 (ESSER III only)	281 & 282 Total Spent 21-22	281 & 282 Total Spent 2022-23	282 Only 2023-24 Expenses YTD	ESSER III Remaining Budgeted Total Balance
61xx	Empolyee Incentive	\$ 168,123	\$ 158,000	\$ 166,123	\$ 168,122.69	\$ 157,741.97	\$ 163,558.35	\$ 2,822.99
	August 2021 - May 2024 Incentiv	\$ -	\$ -	\$ 108,000	\$ -	\$ -	\$ 107,580.57	\$ 419.43
	Elementary AP*1/2 Salary/Dean	\$ 71,443	\$ 71,500	\$ 95,000	\$ 71,442.81	\$ 90,750.16	\$ 47,492.61	\$ 28,257.42
	Rtl Coordinator Stipends		\$ 1,000	\$ 1,000		\$ 853.69	\$ 1,138.73	\$ 7.58
	Secondary Science Curriculum Coord	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Elem Family Engagement Coordinato	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Mental Health Counselor	\$ 24,402	\$ 71,506	\$ 71,506	\$ 24,407.20	\$ 71,505.93	\$ 58,650.89	\$ 12,849.98
	Summer School	\$ 66,025	\$ 53,555	\$ 55,000	\$ 66,025.00	\$ 53,554.35	\$ 1,135.25	\$ 53,865.40
61xx	Elem ESL Translator	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
62xx	Community In Schools Grant JH & HS	\$ 50,000	\$ 50,000	\$ -	\$ 50,000.00	\$ 50,000.00		\$ -
	PD for guided Reading and Math K-2		\$ 1,988		\$ 1,987.47			\$ 0.53
	PD for Leadership Teams		\$ 51,816	\$ 20,000		\$ 51,815.85	\$ 4,500.00	\$ 15,500.15
	Curriculum Coordinator Training		\$ -					\$ -
	Workforce Solutions Counselor	\$ 10,000	\$ 10,000	\$ 18,800	\$ 10,000.00	\$ 10,000.00	\$ 18,000.00	\$ 800.00
	IXL Learning	\$ 5,232	\$ -	\$ 5,232	\$ 5,232.00			\$ 5,232.00
63xx	Lexia Learning	\$ 10,200	\$ -	\$ 8,800	\$ 10,200.00		\$ 8,800.00	\$ -
	Utiities ESSER III		\$ 79,000	\$ 237,000		\$ 184,032.55	\$ 202,768.20	\$ (70,800.75)
62xx	Utilities ESSER II	\$ -	\$ 115,127	\$ -		\$ 174,025.14		\$ (58,898.14)
63xx	TI-84 Digital Calculators for 8-12		\$ -					\$ -
	TI-84 calcultors JH & HS - 150	\$ 12,384			\$ 12,384.00			\$ -
	HS Media Yearbook Apple Desktop		\$ -					\$ -
	JH Digital Media 4 MacBooks		\$ -					\$ -
	Multimedia Equipment		\$ -					\$ -
	HS Industry Cirriculum		\$ -					\$ -
	JH Drone/Robotics UIL Kits	\$ -	\$ -	\$ -				\$ -
	Character Education - Elem	\$ -	\$ -	\$ -				\$ -
	Stylus Pens	\$ -	\$ -					\$ -
	Supplemental Programs for Els - Imagine Learning	\$ -	\$ -					\$ -
	Additional Supplies as needed	\$ 10,042	\$ 51,552	\$ 15,000	\$ 10,041.20	\$ 51,551.39	\$ 9,153.26	\$ 5,848.15
	Fuel		\$ 70,500	\$ 57,265		\$ 70,497.55	\$ 57,715.72	\$ (448.27)
64xx	Travel/training		\$ -	\$ 5,000			\$ 5,066.08	\$ (66.08)
66xx	Suburban	\$ 47,854			\$ 47,853.58			\$ 0.42
66xx	Buses		\$ 440,582			\$ 440,581.15		\$ 0.85
							\$ 685,559.66	
TOTAL EXPENSES		\$ 475,705	\$ 1,226,126	\$ 863,726	\$ 2,565,557.00			
		2021-22	2022-23	2023-24	Total Exp Budget			
				Remaining	\$ -			

DISTRIBUTION SUMMARY

BEGINNING: 6/1/2024 ENDING: 6/28/2024

Entity

30-BALLINGER ISD

Current Taxes	Tax Paid	M & O	I & S	P & I	M & O	I & S	Total M & O	Total I & S	Tax & Fees	Attorney	Late Paid	Current Total
2023	16,017.80	16,017.80	0.00	2,662.36	2,662.36	0.00	18,680.16	0.00	18,680.16	69.50	77.06	18,826.72
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 Total
2022	500.25	500.25	0.00	254.61	254.61	0.00	754.86	0.00	754.86	227.16	0.00	982.02
2021	378.72	378.72	0.00	158.51	158.51	0.00	537.23	0.00	537.23	108.40	0.00	645.63
2020	28.93	28.93	0.00	24.34	24.34	0.00	53.27	0.00	53.27	11.36	0.00	64.63
2019	27.65	27.65	0.00	28.56	28.56	0.00	56.21	0.00	56.21	11.74	0.00	67.95
2018	16.01	16.01	0.00	19.81	19.81	0.00	35.82	0.00	35.82	7.58	0.00	43.40
	951.56	951.56	0.00	485.83	485.83	0.00	1,437.39	0.00	1,437.39	366.24	0.00	1,803.63

SUMMARY TOTALS

Entity

30-BALLINGER ISD

Refunded Amounts	
Tax Paid	(2,175.85)
P & I	0.00
Attorney	0.00
Late Fees	0.00

Distribution Amounts	
Tax Paid	16,969.36
P & I	3,148.19
Sub Total	20,117.55
Attorney	435.74
Late Fees	77.06

Late Ag	27.56
Late Protest	0.00
Late Rendition	49.50



Grand Total \$20,630.35

Current Collections			
Tax Levy	16,017.80	M&O Levy	I&S Levy
P & I	2,662.36	M&O P & I	I&S P & I
Total	18,680.16	M&O Total	I&S Total

Delinquent Collections			
Tax Levy	951.56	M&O Levy	I&S Levy
P & I	485.83	M&O P & I	I&S P & I
Total	1,437.39	M&O Total	I&S Total

Total	
M&O Total	20,117.55
I&S Total	0.00
Total	20,117.55

YTD SUMMARY REPORT JUNE 2024
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
2023	3,278,311.46	(17,147.19)	8,495.72	3,269,659.99	3,183,875.73	3,186,673.15	14,795.23	798.54	85,784.26	3,183,875.73	85,984.05	3,186,673.15
2022	58,639.50	(2,974.66)	0.00	55,664.84	33,874.88	34,092.89	8,185.53	8,641.91	21,789.96	33,874.88	21,810.04	34,092.89
2021	16,251.45	(720.22)	0.00	15,531.23	6,415.82	6,423.17	2,422.96	1,751.38	9,115.41	6,415.82	9,219.57	6,423.17
2020	7,250.74	0.00	0.00	7,250.74	378.83	392.22	202.61	119.65	6,871.91	378.83	6,968.17	392.22
2019	6,736.86	0.00	0.00	6,736.86	586.51	586.51	370.90	191.99	6,150.35	586.51	6,238.23	586.51
2018	5,218.61	0.00	0.00	5,218.61	273.71	273.71	211.79	97.51	4,944.90	273.71	5,023.28	273.71
2017	6,803.92	0.00	0.00	6,803.92	254.48	254.48	219.46	94.79	6,549.44	254.48	6,549.44	254.48
2016	3,246.55	0.00	0.00	3,246.55	153.97	153.97	152.43	61.28	3,092.58	153.97	3,099.42	153.97
2015	2,900.00	0.00	0.00	2,900.00	79.89	79.89	88.67	33.71	2,820.11	79.89	2,820.11	79.89
2014	4,431.76	0.00	0.00	4,431.76	1.40	1.40	1.72	0.62	4,430.36	1.40	4,430.36	1.40
2013	5,381.28	0.00	0.00	5,381.28	1.40	1.40	1.89	0.66	5,379.88	1.40	5,379.88	1.40
2012	5,369.18	0.00	0.00	5,369.18	1.40	1.40	2.06	0.69	5,367.78	1.40	5,367.78	1.40
2011	2,921.61	0.00	0.00	2,921.61	1.40	1.40	2.23	0.73	2,920.21	1.40	2,920.21	1.40
2010	3,331.97	0.00	0.00	3,331.97	13.10	13.10	22.40	7.10	3,318.87	13.10	3,318.87	13.10
2009	1,517.56	0.00	0.00	1,517.56	13.10	13.10	23.97	7.41	1,504.46	13.10	1,504.46	13.10
2008	656.70	0.00	0.00	656.70	13.22	13.22	25.78	7.80	643.48	13.22	643.48	13.22
2007	717.65	0.00	0.00	717.65	13.22	13.22	27.37	8.12	704.43	13.22	704.43	13.22
2006	370.06	0.00	0.00	370.06	0.00	0.00	0.00	0.00	370.06	0.00	370.06	0.00
2005	203.32	0.00	0.00	203.32	0.00	0.00	0.00	0.00	203.32	0.00	203.32	0.00
2004	233.19	0.00	0.00	233.19	0.00	0.00	0.00	0.00	233.19	0.00	233.19	0.00
2003	93.56	0.00	0.00	93.56	0.00	0.00	0.00	0.00	93.56	0.00	93.56	0.00
2002	54.95	0.00	0.00	54.95	0.00	0.00	0.00	0.00	54.95	0.00	54.95	0.00
2001	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1998(PRIOR)	154.68	0.00	0.00	154.68	0.00	0.00	0.00	0.00	154.68	0.00	154.68	0.00
=====												
	3,410,796.56	(20,842.07)	8,495.72	3,398,450.21	3,225,952.06	3,228,988.23	26,757.00	11,823.89	172,498.15	3,225,952.06	173,113.08	3,228,988.23
=====												
RATE SUMMARY INFORMATION												
M&O	3,410,757.58	(20,842.07)	8,495.72	3,398,411.23	3,225,952.06	3,225,952.06	26,757.00	11,823.89	172,459.17	3,225,952.06	172,459.17	3,225,952.06
I&S	38.98	0.00	0.00	38.98	0.00	0.00	0.00	0.00	38.98	0.00	38.98	0.00
SPC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
=====												
RATE SUMMARY INFORMATION CURRENT YEAR												
M&O	3,278,311.46	(17,147.19)	8,495.72	3,269,659.99	3,183,875.73	3,183,875.73	14,795.23	798.54	85,784.26	3,183,875.73	85,784.26	3,183,875.73
I&S	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00
=====												
RATE SUMMARY INFORMATION DELINQUENT YEARS												
M&O	132,446.12	(3,694.88)	0.00	128,751.24	42,076.33	42,076.33	11,961.77	11,025.35	86,674.91	42,076.33	86,674.91	42,076.33
I&S	38.98	0.00	0.00	38.98	0.00	0.00	0.00	0.00	38.98	0.00	38.98	0.00
SPC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
=====												
	132,485.10	(3,694.88)	0.00	128,790.22	42,076.33	42,076.33	11,961.77	11,025.35	86,713.89	42,076.33	86,713.89	42,076.33
=====												

PERCENT COLLECTED ORIGINAL ROLL = 97.119%
ADJUSTED ROLL = 97.376%

Investment Report for Ballinger ISD
Second Quarter
(April - June 2024)

				<u>Apr</u>	<u>May</u>	<u>Jun</u>
Texpool						
Operating Fund			\$38,645.17	5.31%	5.32%	5.31%
Lone Star (1st Public)						
Liquidity Plus Fund			\$49,159.56	5.33%	5.32%	5.33%
TexSTAR						
Operating Fund			\$37,105.74	5.31%	5.31%	5.31%
First National Bank of Ballinger						
Fall 2003 – Lone Star #12355		32 days	\$452,878.43	5.3850%	5.4100%	5.4100%
Fall 2005 (3) #12987		32 days	\$575,820.76	5.4100%	5.4000%	5.4100%
Lone Star CD #14120		32 days	\$515,951.45	5.4150%	5.4150%	-
Winter 2010 #14184		32 days	\$619,378.88	5.4100%	5.4000%	5.4100%
Winter 2012 #14441 * Took \$ out to cover Roof Insurance		32 days	\$206,069.72	5.3850%	5.4100%	5.4100%
Fall 2006 (1) #14592		32 days	\$1,389,654.78	5.3850%	5.4100%	5.4100%
Fall 2007 (1) #14593		32 days	\$657,722.84	5.4100%	5.4000%	5.4100%
Operating 2020 #14771		32 days	\$1,656,929.36	5.3850%	5.4100%	5.4100%
Workers Compensation #12367		32 days	\$13,622.47	-	5.4100%	5.4150%

\$6,212,939.16

TOTAL INVESTMENTS

Other CDs:

Olga Schawe - Scholarship		360 Days	\$30,675.14	Interest used for Band Scholarship
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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 6/30/2024	
FNB - CD	\$13,622.47
Claims Paid	\$ 28,386.73
WC Reserve Line Item	\$ -
Cash on Hand	\$ 82,899.42
Total	\$ 124,908.62
Maximum Total Needed for 23-24	\$139,929


 Superintendent/
 Financial Investment Officer

7-8-24
 Date

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
003588	06-17-2024	OPHTHAMOLOGY SPECIA	006074	23003205 6/17	799-11-6499.00-999-499000	NANCY MINZENMAYER 04/24/24	3,251.19	N
005605	06-05-2024	CREATIVE AWARDS & T	002336	57240	865-36-6399.21-109-499000	BANQUET AWARDS	629.00	N
005606	06-05-2024	DEBORAH DALLAS	002338	KEYCHAIN	865-36-6399.21-100-499000	FUNDRAISER PAYMENT	2,501.00	N
005607	06-13-2024	CREATIVE AWARDS & T	002368	57101	865-36-6399.21-109-499000	BUCKLE FOR PRESIDENT	215.02	N
005608	06-13-2024	SHOPPIN BASKIT	002252	SUPPLIES	865-36-6399.23-189-499000	Little Olympics snack bags	4.14	N
			002252	LO SUPPLIES	865-36-6399.23-189-499000	Little Olympics snack bags	235.85	N
Totals for Check 005608							239.99	
005609	06-20-2024	BALLINGER BAND BOOS	006088	REIMBURSMEN	865-36-6399.21-100-499000	LEADERSHIP CAMP	2,160.00	N
005610	06-20-2024	COMDATA, INC.	002316	MEAL	865-36-6399.21-110-499000	FCCLA VISIONARY MEETING	21.48	N
005611	06-26-2024	MASTERCARD	002277		865-36-6399.21-110-499000	FCCLA-TRADING PINS	194.00	N
011348	06-12-2024	REGION 1 ESC	002321	HERRERA	199-13-6399.00-101-411000	WRONG VENDOR	-100.00	N
011353	06-05-2024	ANGELO ARCHIVES INC	001358	109332	199-41-6219.00-750-499000	RECORDS MANAGEMENT	24.55	N
			001358	109331	199-41-6219.00-750-499000	RECORDS MANAGEMENT	13.90	N
Totals for Check 011353							38.45	
011354	06-05-2024	ANGELO STATE UNIVER	006043	M. SMITH	199-31-6499.01-101-411000	MEGHAN SMITH TUITION	1,234.15	N
011355	06-05-2024	AT&T MOBILITY	006034	CELL PHONES	199-34-6259.02-999-499000	CELL PHONES	863.90	N
			006034	CELL PHONES	199-51-6259.02-999-499000	CELL PHONES	623.90	N
			006034	ACCESSORY	199-51-6259.02-999-499000	CELL PHONES	139.64	N
Totals for Check 011355							1,627.44	
011356	06-05-2024	BRADY BUNCH BOUTIQ	002340	ADJ RACKS	199-11-6399.17-001-411000	UNIFORM CARTS	100.00	N
011357	06-05-2024	CITY OF BALLINGER	006038	WATER	199-51-6259.01-001-422000	WATER BILL	606.40	N
			006038	WATER	282-51-6259.01-999-199000	WATER BILL	6,018.15	N
Totals for Check 011357							6,624.55	
011358	06-05-2024	CO-OP FOR SPECIAL SE	001186	4TH QUARTER	199-93-6492.00-999-423000	QUARTERLY BILLING	36,034.00	N
011359	06-05-2024	TEXAS DEPT OF PUBLIC	006032	202404-284379	199-41-6499.00-750-499000	CRIME RECORDS	5.00	N
011360	06-05-2024	ESC REGION 15	002318	NANCY	199-13-6399.00-001-411000	BUS DRIVING CERT.	120.00	N
			002281	J.WOODS	199-34-6219.00-999-499000	PO Created by Req: 232400	120.00	N
Totals for Check 011360							240.00	
011361	06-05-2024	ESC REGION 15	006029	162 23769	199-41-6499.01-702-499000	SCHOOL BOARD CONFRENCE	2,000.00	N
011362	06-05-2024	ESC REGION 15	002306	JORDYN	199-11-6219.00-041-411000	WORKSHOP	50.00	N
011363	06-05-2024	EWELL EDUCATIONAL S	002334	0051-2024-5	199-36-6399.72-001-422000	CONTEST ENTRY FEES/SCAN SH	945.20	N
			002334	0051-2024-5	199-36-6499.72-001-422000	CONTEST ENTRY FEES/SCAN SH	525.79	N
			002334	0051-2024-5	199-51-6319.72-001-422000	CONTEST ENTRY FEES/SCAN SH	824.01	N
Totals for Check 011363							2,295.00	
011364	06-05-2024	GLADIATOR DEFENSE	006037	BALLINGER 36	199-52-6219.01-999-499000	TRAINING	625.00	N
	06-18-2024	GLADIATOR DEFENSE	006037	BALLINGER 36	199-52-6219.01-999-499000	COST ADJUSTED PERSONNEL &	-625.00	N
Totals for Check 011364							.00	
011365	06-05-2024	GLOBAL VENDING GRO	002218	17525	461-23-6399.01-101-499000	Custom Book Vending Machine	6,490.00	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
011366	06-05-2024	LESLIE GRIFFIS	002335	REIMBURSMEN	199-31-6399.00-001-411000	GRADUATION FERNS	118.96	N
011367	06-05-2024	HARRELL'S LLC	002303	01894310	199-51-6319.01-999-499000	PO Created by Req: 232422	6,045.20	N
011368	06-05-2024	JOSTENS, INC	002357	DIPLOMA	199-11-6399.00-001-411000	DIPLOMA COVERS	570.95	N
011369	06-05-2024	JW PEPPER & SON INC	002341	366309737	199-11-6399.17-001-411000	STAND TUNE	74.80	N
			002341	366330162	199-11-6399.17-001-411000	STAND TUNE	80.50	N
			002341	366336883	199-11-6399.17-001-411000	STAND TUNE	50.00	N
			002341	366402014	199-11-6399.17-001-411000	STAND TUNE	45.99	N
			002341	366412191	199-11-6399.17-001-411000	STAND TUNE	185.00	N
						Totals for Check 011369	436.29	
011370	06-05-2024	MAYFIELD PAPER CO IN	006033		199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	3,067.69	N
011371	06-05-2024	QUILL CORP	006040	37937308	199-12-6399.00-041-499000	LIBRARY SUPPLIES	3.51	N
011372	06-05-2024	QUILL CORP	002065	37856777	199-11-6399.00-041-411000	OFFICE/SCHOOL SUPPLIES	17.64	N
011373	06-05-2024	RENAISSANCE	002350	5324972	199-11-6219.01-101-411000	PO Created by Req: 232475	3,525.50	N
011374	06-05-2024	RMA TOLL PROCESSING	006035	100081871611	199-34-6411.01-999-499000	TOL FEE	10.77	N
			006039	100081494032	199-34-6411.01-999-499000	TOLL FEE	11.74	N
						Totals for Check 011374	22.51	
011375	06-05-2024	RUNNELS CENTRAL	001240	2024-3005	199-99-6213.00-703-499000	QUARTERLY PAYMENT	30,328.86	N
011376	06-05-2024	SULLIVAN SUPPLY	002333	BAL4587	199-11-6398.72-001-422000	SUPPLIES	694.55	N
011377	06-05-2024	SULLIVAN SUPPLY SOU	001280	BAL4587	199-11-6399.72-001-422000	OPEN PO	992.71	N
011378	06-05-2024	TASB, INC.	006031	658206	199-41-6211.00-701-499000	658206 UPDATE 123	1,377.96	N
011379	06-05-2024	TOP TIER GRAIN	002362	2405-c45905	461-23-6399.01-101-499000	Gaston Gardens	1,940.87	N
011380	06-05-2024	WBF TINTING	006036	6156	199-52-6499.00-999-499000	SECURTIY TINTING	276.00	N
011381	06-05-2024	PAM WEST	006042	1689	199-41-6239.01-701-499000	CONTRACTED SRVC CONSULTIN	1,200.00	N
011382	06-05-2024	WEST TEXAS FIRE EXTI	006030	298193	199-51-6319.02-999-499000	ALL CUSTODIAL SUPPLIES	1,747.20	N
011383	06-05-2024	JANET WILSON	002361	MEALS REIM	199-36-6411.23-001-499000	STATE SOLO/ENSEMBLE CONTE	151.15	N
011384	06-13-2024	BES-TEX SUPPLY LLC	006065	96362	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	78.90	N
			006065	97508	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	79.75	N
						Totals for Check 011384	158.65	
011385	06-13-2024	BYOB WATER STORE	001439	13618	199-23-6399.00-001-499000	WATER FOR OFFICE	39.00	N
			001410	13619	199-41-6399.00-750-499000	WATER DELIVERY	6.00	N
			001410	13620	199-41-6399.00-750-499000	WATER DELIVERY	40.00	N
			001451	13621	461-23-6399.01-101-499000	PO Created by Req: 231534	30.00	N
						Totals for Check 011385	115.00	
011386	06-13-2024	CAROLYN D CARSON	006057	JUNE	199-41-6239.01-750-499000	RECONCILITATION	210.00	N
011387	06-13-2024	CULLIGAN OF ABILENE	001921	99659	101-35-6219.05-999-499000	PO Created by Req: 232016	2,880.00	N
011388	06-13-2024	DALE ELLIS	006055	CHOIR 2ND	199-36-6219.23-001-499000	2ND SEMESTER CONTRACTED S	4,750.00	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
011389	06-13-2024	IDA LEE ELLIS	006056	CHOIR 2ND	199-36-6219.23-001-499000	2ND SEMESTER CONTRACTED S	1,750.00	N
011390	06-13-2024	ENER-TEL SERVICES IN	006063	330945	199-51-6249.00-999-499000	CONTRACTED SERVICES	463.55	N
011391	06-13-2024	FRONTIER	001255	21018809500513	199-51-6259.02-999-499000	FIRE ALARM	240.64	N
011392	06-13-2024	HIGGINBOTHAMS CO IN	001514	OPEN PO	199-11-6399.78-001-422000	OPEN PO	12.99	N
			001514	OPEN PO	199-11-6399.78-001-422000	OPEN PO	216.86	N
			001514	OPEN PO	199-11-6399.78-001-422000	OPEN PO	110.18	N
			006068	main	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	411.66	N
			006070	MAINTENCE	199-51-6319.00-999-499000	ALL MAINT SUPPLIES	128.93	N
			006069	supplies	461-23-6399.01-101-499000	supplies	74.99	N
						Totals for Check 011392	955.61	
011393	06-13-2024	HOUSE OF CHEMICALS I	006061	1024640	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	19.60	N
			006061	1026180	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	205.92	N
						Totals for Check 011393	225.52	
011394	06-13-2024	HOWARD TEHNOLOGY	002103	4989152024	161-11-6399.00-999-411000	Storage Drives Video/Camera	530.00	N
			002103	4989152024	161-53-6219.00-999-499000	Storage Drives Video/Camera	530.00	N
			002103	4989152024	161-53-6399.00-999-499000	Storage Drives Video/Camera	530.00	N
						Totals for Check 011394	1,590.00	
011395	06-13-2024	LEON ALCALA PLLC	006066	83023	199-41-6211.00-701-499000	LEGAL SERVICES	105.00	N
011396	06-13-2024	LIVESTOCK JUDGING.C	002367	5227	199-36-6499.72-001-422000	JUDGING PRACTICE	300.00	N
011397	06-13-2024	MR. WRIGHT'S TIRE	006060	003427	199-34-6249.60-999-499000	VEHICLE REPAIR	15.00	N
011398	06-13-2024	MUELLER INC	006058	7309541	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	156.08	N
011399	06-13-2024	STEVE OVERBY	006062	MAY LAWN HS	205-51-6299.00-101-599000	MAY LAWN SERVICE	100.00	N
011400	06-13-2024	PRO LINE RENTALS	001325	44942	199-51-6269.00-999-499000	OPEN PO	80.00	N
011401	06-13-2024	QUILL CORP	002326	38826038	199-11-6399.00-101-423000	New Dyslexia Room White Board	238.39	N
			002294	38799816	199-33-6249.00-101-499000	Nurse's Desk	680.39	N
						Totals for Check 011401	918.78	
011402	06-13-2024	SFE	001537	24051050	101-35-6219.02-999-499000	PO Created by Req: 231635	45,799.46	N
011403	06-13-2024	SHOPPIN BASKIT	006072	MEALS	199-41-6399.00-702-499000	BOARD MEAL	51.77	N
			006071	SUPPLIES	199-41-6399.01-702-499000	APPRECIATION PARTY	97.19	N
			006071	SUPPLIES	199-41-6399.01-702-499000	APPRECIATION PARTY	351.83	N
			006073	MAINTENCE	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	616.95	N
						Totals for Check 011403	1,117.74	
011404	06-13-2024	TRACTOR SUPPLY CRE	002027	OPEN PO	199-11-6399.72-001-422000	OPEN PO	77.97	N
			002027	OPEN PO	199-11-6399.72-001-422000	OPEN PO	75.94	N
			006064	SUPPLIES	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	19.99	N
						Totals for Check 011404	173.90	
011405	06-13-2024	TXTAG	006059	TOLL FEE	199-34-6411.01-999-499000	TOLL FEE	26.44	N
011406	06-13-2024	WEAVER TECHNOLOGIE	001241	si7070	161-51-6259.02-999-499000	OPEN PO	617.12	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
011407	06-20-2024	AAA JACKETS	002309	Letter jackets	199-36-6499.62-999-491000	PO Created by Req: 232432	1,320.00	N
011408	06-20-2024	ATHLETIC SUPPLY	001525	96072975	199-36-6249.32-999-491000	PO Created by Req: 231619	5,209.00	N
			002287	10262440	199-36-6399.39-999-491000	PO Created by Req: 232407	368.98	N
			002217	96115252	199-36-6399.44-999-491000	HS Track Supplies	2,195.00	N
Totals for Check 011408							7,772.98	
011409	06-20-2024	ATMOS ENERGY	006081	3052089218	199-51-6259.04-001-422000	GAS	217.70	N
			006081	3052089218	282-51-6259.04-999-199000	GAS	877.37	N
Totals for Check 011409							1,095.07	
011410	06-20-2024	BASTROP BAND BOOST	006087	FIELD PROPS	199-36-6399.17-041-499000	FIELD PROP STAGES	400.00	N
011411	06-20-2024	BCRR INC	006080	833751	101-51-6249.00-999-499000	CONTRACTED SERVICES	841.20	N
011412	06-20-2024	CADYE CAULEY	006093	REIM	199-36-6411.01-001-491000	FUEL REIMBURSMENT	71.12	N
			006093	REIM COURSE	199-36-6499.00-001-499000	FUEL REIMBURSMENT	80.00	N
Totals for Check 011412							151.12	
011413	06-20-2024	CERTIFIED WELDING AN	006084	229-60624	199-11-6399.00-001-422000	WELDING AND TESTING CERTF	480.00	N
011414	06-20-2024	COMDATA, INC.	002316	MEAL	199-13-6499.74-001-422000	FCCLA VISIONARY MEETING	13.07	N
			002320	LODGING	199-36-6411.23-001-499000	UIL STATE SOLO CONTEST	960.00	N
			002226	STATE TRACK	199-36-6411.31-999-491000	state track - admin	374.99	N
			002278	MEALS	199-36-6411.72-001-422000	AREA IV CONVENTION-WICHITA F	182.99	N
			002320	LODGING	199-36-6412.23-001-499000	UIL STATE SOLO CONTEST	119.20	N
			002241	ROOMS	199-36-6412.49-999-491000	PO Created by Req: 232355	716.92	N
			002241	ROOM/FOOD	199-36-6412.49-999-491000	PO Created by Req: 232355	877.33	N
			002296	MEALS	199-36-6412.49-999-491000	PO Created by Req: 232417	208.68	N
			006090	MEAL	199-36-6412.50-999-491000	MEALS	180.00	N
			002278	LODGING	199-36-6412.72-001-422000	AREA IV CONVENTION-WICHITA F	257.99	N
			006097	PARKING DECA	199-36-6412.76-001-422000	REF PO 2167	228.15	N
			002305	MEALS	199-41-6499.00-701-499000	PO Created by Req: 232427	109.69	N
			006095	LUNCH	199-41-6499.00-701-499000	LUNCH W PAM WEST	16.05	N
			006096	MEAL	199-41-6499.00-701-499000	STATE TRACK MEET	32.57	N
			006096	MEAL	199-41-6499.00-701-499000	STATE TRACK MEET	20.91	N
			006091	FUEL STATE	282-34-6311.00-999-199000	FUEL	65.79	N
			006094	FUEL	282-34-6311.00-999-199000	FUEL	68.76	N
			006094	FUEL	282-34-6311.00-999-199000	FUEL	72.28	N
			002278		282-34-6311.00-999-199000	AREA IV CONVENTION-WICHITA F	119.57	N
			002273	BREAKFAST	461-23-6399.01-041-499000	TEACHER APPRECIATION	135.20	N
			002324	ASU LUNCH	461-23-6399.01-101-499000	ASU Stribling Lunch	25.76	N
			002322	ASU	461-23-6399.01-101-499000	ASU Ram Residents	35.05	N
Totals for Check 011414							4,820.95	
011415	06-20-2024	TEXAS DEPT OF PUBLIC	006086	CRIME	199-41-6499.00-750-499000	CRIME RECORDS	4.00	N
011416	06-20-2024	LIBERTY PAPER	002365		199-11-6399.01-001-411000	PO Created by Req: 232485	3,037.00	N
			002365		199-11-6399.01-001-422000	PO Created by Req: 232485	700.00	N
			002365		199-11-6399.01-041-411000	PO Created by Req: 232485	3,037.00	N
			002365		199-11-6399.01-101-411000	PO Created by Req: 232485	4,906.00	N
Totals for Check 011416							11,680.00	

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
011417	06-20-2024	TARA DRENNAN	006092	REIMBURSMEN	199-36-6411.01-001-491000	FUEL REIMBURSMEN	60.00	N
011418	06-20-2024	ESC REGION 15	006082	HERRERA &	199-13-6399.00-101-411000	LITERACY ON THE CONCHO	100.00	N
011419	06-20-2024	JEFFREY HOLLAND	006089	REIMBURSMEN	199-52-6429.00-999-499000	REIMBUSEMENT LICENSE	45.00	N
011420	06-20-2024	KIMBALL MIDWEST	006077	102321749	199-34-6319.00-999-499000	BUS SUPPLIES	127.72	N
			006077	102321767	199-34-6319.00-999-499000	BUS SUPPLIES	296.34	N
Totals for Check 011420							424.06	
011432	06-20-2024	MATRIX SPORTS STRAT	002297	Bball Wrkot eq	199-36-6399.53-999-491000	PO Created by Req: 232418	150.00	N
011433	06-20-2024	SHELL ENERGY SOLUTI	006075	2028080	199-51-6259.03-001-422000	ELECTRIC	2,244.27	N
			006075	2028080	282-51-6259.03-999-199000	ELECTRIC	11,840.13	N
Totals for Check 011433							14,084.40	
011434	06-20-2024	Capital One Trade Credi	006076	53389244	199-51-6319.00-999-499000	YEARLY MEMBERSHIP	39.99	N
011435	06-20-2024	THE PENWORTHY CO	002139	0599039	199-12-6329.00-101-499000	Books for library	266.04	N
011436	06-20-2024	QUALITY HARDWOOD F	002369	641-21	199-51-6249.00-999-499000	PO Created by Req: 232490	3,450.00	N
011437	06-20-2024	QUILL CORP	002351	38959303	199-23-6399.00-101-499000	Office Supplies	357.18	N
			002351	38988844	199-23-6399.00-101-499000	Office Supplies	53.36	N
			002351	38974039	199-23-6399.00-101-499000	Office Supplies	237.85	N
Totals for Check 011437							648.39	
011438	06-20-2024	RUNNELS COUNTY TAX	006078	VEHICLE TAGS	199-34-6319.60-999-499000	TAGS	7.50	N
011439	06-20-2024	STUDIES WEEKLY INC	002342	89973	199-11-6219.01-101-411000	PO Created by Req: 232462	1,861.50	N
011440	06-20-2024	TEXAS EDUCATION AGE	006083	SP240166	199-11-6399.00-001-411000	ASL COURSE LILLIAN ROBBINS	300.00	N
011441	06-20-2024	TOLIVER BROTHERS IN	006079	108217	199-34-6319.60-999-499000	VEHICLE SUPPLIES	7.00	N
011442	06-20-2024	THE TREADMILL	002370	golf	199-36-6399.30-999-491000	PO Created by Req: 232492	123.00	N
			002370	golf	199-36-6399.51-999-491000	PO Created by Req: 232492	89.00	N
Totals for Check 011442							212.00	
011443	06-25-2024	SCHOOL NURSE SUPPL	002209	HS SUPPLIES	205-11-6399.00-101-436000	PO Created by Req: 232323	3,432.42	N
011444	06-26-2024	AMAZON CAPITAL	002258	SUPPLIES	199-11-6249.74-001-422000	Class Supplies	250.00	N
			002238	supplies	199-11-6399.00-001-411000	CLASS SUPPLIES	332.52	N
			002208		199-11-6399.00-001-411000	GENERAL ART SUPPLIES	33.30	N
			002236	SUPPLIES	199-11-6399.00-001-411000	CLASS SUPPLIES	9.58	N
			002230	SUPPLIES	199-11-6399.00-001-411000	LABS/MATERIALS	718.80	N
			002230	SUPPLIES	199-11-6399.00-001-411000	LABS/MATERIALS	90.45	N
			002208		199-11-6399.00-001-421000	GENERAL ART SUPPLIES	39.64	N
			002208		199-11-6399.00-001-422000	GENERAL ART SUPPLIES	370.09	N
			002275	SUPPLIES	199-11-6399.00-101-411000	classroom supplies	104.35	N
			002317		199-11-6399.00-101-411000	Next Year Supplies	199.91	N
			002251	SUPPLIES	199-11-6399.00-101-423000	classroom supplies	204.44	N
			002236	SUPPLIES	199-11-6399.05-001-411000	CLASS SUPPLIES	12.99	N
			002208		199-11-6399.07-001-411000	GENERAL ART SUPPLIES	10.00	N
			002258		199-11-6399.74-001-422000	Class Supplies	163.44	N
			002239	SUPPLIES	199-11-6399.78-001-422000	SUPPLIES	1,276.63	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			002317		199-23-6399.00-101-499000	Next Year Supplies	216.04	N
			002246	GREETING	199-31-6399.00-001-411000	GRADUATION PROGRAMS	108.00	N
			002242	SUPPLIES	199-31-6399.00-001-411000	OFFICE SUPPLIES	201.12	N
			002288	SUPPLIES	199-31-6399.00-001-411000	OFFICE SUPPLIES	58.47	N
			002258		199-36-6399.74-001-422000	Class Supplies	267.01	N
			006121	TABLE CLOTH	199-41-6399.00-750-499000	GRADUATION TABLE CLOTH	137.00	N
			006124	SERVICE	199-41-6399.00-750-499000	SERVICE AWARDS	55.93	N
			006120	SUPPLIES	199-41-6499.00-750-499000	APPRECIATION PARTY	172.35	N
			006123	SERVICE	199-41-6499.00-750-499000	SERVICE RECORD AWARD	136.75	N
			006122	SUPPLIES	199-51-6319.00-999-499000	MAITOWOC ICE CONTROL BOAR	551.16	N
			006125	SUPPLIES MWR	199-51-6319.00-999-499000	ALL MAINT SUPPLIES	124.24	N
			002344	SUPPLIES	282-11-6399.11-699-111000	PO Created by Req: 232464	54.71	N
			002256	SUPPLIES	461-23-6399.01-101-499000	Enrichment Fundraiser	281.43	N
			002317		461-23-6399.01-101-499000	Next Year Supplies	11.59	N
			002328	SUPPLIES	461-23-6399.01-101-499000	Gaston Gardens	1,005.07	N
			002330	SUPPLIES	461-23-6399.01-101-499000	Wacky Pokemon Club	158.50	N
						Totals for Check 011444	7,355.51	
011445	06-26-2024	ANGELO BOLT & IND SU	006116	697331	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	11.80	N
011446	06-26-2024	RA BAGWELL OIL CO IN	006127	75352	282-34-6311.00-999-199000	FUEL	10,348.23	N
011447	06-26-2024	FSI OF ABILENE	001199	1166236	199-51-6249.00-999-499000	OPEN PO	828.50	N
011448	06-26-2024	HOUSE OF CHEMICALS I	006126	1027446	199-51-6319.02-999-499000	ALL CUSTODIAL SUPPLIES	275.31	N
011449	06-26-2024	JOHN DEERE FINANCIAL	006115	1586805,158449	199-51-6319.00-999-499000	MAINTENANCE SUPPLIES	545.38	N
011450	06-26-2024	MASTERCARD	002346	HOTEL	161-53-6229.00-999-499000	TCEA Conference Hotel	332.38	N
			002272	SUMMER	199-11-6399.00-041-411000	SUMMER SCHOOL	36.72	N
			002325	TPT	199-11-6399.00-101-411000	Math games that follow Eureka	58.47	N
			002331	TPT	199-11-6399.00-101-411000	5th Science Respirces	228.46	N
			002274	TPT	199-11-6399.00-101-411000	EOY instructional material	43.16	N
			002310	UIL SUPPLIES	199-11-6399.00-101-411000	UIL Supplies	229.27	N
			002363	WEBINAR	199-13-6399.00-101-411000	Webinar- Changes to Student Ha	50.00	N
			002329	THSCA	199-36-6411.31-999-491000	PO Created by Req: 232454	720.00	N
			002277	TRADING PINS	199-36-6411.74-001-422000	FCCLA-TRADING PINS	351.00	N
			006119	MEMBERSHIP	199-41-6399.00-750-499000	CALM.COM	69.99	N
			006118	CONTRACT	199-51-6249.00-999-499000	CONTRACTED SERVICES	76.94	N
			002343	TPT	282-11-6399.11-699-111000	PO Created by Req: 232463	65.06	N
						Totals for Check 011450	2,261.45	
011451	06-26-2024	MR. WRIGHT'S TIRE	006117	3472	199-34-6249.60-999-499000	VEHIVLE REPAIR	17.00	N
011452	06-26-2024	DAVID SCHRANK	006114	2409	199-51-6249.00-999-499000	DAMAGED CHAING LINK FENCE	650.00	N
011453	06-26-2024	WAL-MART COMMUNITY	006130	SUPPLIES	199-41-6399.00-750-499000	OFFICE AND BOARD MEETING	90.00	N
			006130	SUPPLIES	199-41-6399.00-750-499000	OFFICE SUPPLIES	98.23	N
			006131	SUPPLIES	199-41-6399.00-750-499000	EOY APPRECIATION PARTY	234.88	N
			006132	SUPPLIES	199-41-6399.00-750-499000	SNACKS FOR PD	110.29	N
				638795	199-41-6499.00-750-499000	RETURNED ITEM	-29.94	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			006133	SUPPLIES	199-51-6319.02-999-499000	CUSTODIAL SUPPLIES	17.70	N
			006129	SNACKS	199-52-6399.00-999-499000	TRAINING SNACKS	90.30	N
			006128	SUPPLIES	282-11-6399.11-699-111000	SUPPLIIES	34.11	N
			002371	SUPPLIES	282-11-6399.11-699-111000	PO Created by Req: 232493	200.40	N
			002165	SUPPLIES	461-23-6399.01-041-499000	LAST DAY EVENT	395.92	N
						Totals for Check 011453	1,241.89	
011454	06-28-2024	DR. SARAH ATKINSON	006134	JUNE 2024 SA	199-41-6219.00-750-499000	CONTRACT WORK JUNE 6/17-6/20	1,504.44	N
			006134	JUNE 2024 SA	199-41-6219.00-750-499000	CONTRACT WORK JUNE 6/17-6/20	1,128.33	N
						Totals for Check 011454	2,632.77	
061824	06-18-2024	CLAIMS ADMINISTRATIV	006067	EPAY6112024	799-11-6499.00-999-499000	EPAY END OF MAY	736.00	N
062124	06-21-2024	HEALTH E INNOVATION	006085	23003205 6/21	799-11-6499.00-999-499000	NANCY MINZENMAYER 6/12/24	297.00	N
			006085	23003205 6/21	799-11-6499.00-999-499000	NANCY MINZENMAYER 6/3/24	288.00	N
						Totals for Check 062124	585.00	
107048	06-10-2024	KARI CALCOTE	006046		437-21-6411.00-751-423000	TRAVEL FOR MAY	750.53	N
107049	06-10-2024	MISSY CHAPMAN	006051		437-31-6399.00-751-423000	2024-25 PLANNER	26.32	N
107050	06-10-2024	CHASE	006054		459-11-6399.00-751-323000	BE/WE AU MATERIALS	4,858.22	N
107051	06-10-2024	COLEMAN ISD	006052		313-93-6493.00-751-423000	C - SALARIES	14,728.64	N
			006052		314-93-6493.00-751-423000	C - SALARIES	1,476.87	N
						Totals for Check 107051	16,205.51	
107052	06-10-2024	GENNI COLOMBO	006048		437-31-6219.00-751-423000	M -EVALUATIONS IN MAY	1,116.97	N
107053	06-10-2024	FRONTIER	006050		437-51-6259.00-751-499000	FAX PHONE LINE	102.68	N
107054	06-10-2024	MILES ISD	006044		459-93-6493.00-751-323000	M - SALARIES	1,269.53	N
107055	06-10-2024	QBS	006049	143730	437-11-6411.00-751-423000	W-SAFETY TRAIN REGISTRATION	36.00	N
			006049	143730	437-11-6411.00-751-423000	B - SAFETY TRAIN REGISTRATIO	84.00	N
						Totals for Check 107055	120.00	
107056	06-10-2024	TASB	006053	77822	437-51-6429.00-751-423000	LIABILITY/PROPERTY INSURANC	8,133.00	N
107057	06-10-2024	BRIDGET WAKEFIELD	006047		437-31-6411.00-751-423000	BE - TRAVEL F/MAY	69.68	N
107058	06-10-2024	WINTERS ISD	006045		459-93-6493.00-751-323000	W - SALARIES PE STAFF	25,000.00	N
107059	06-25-2024	ATMOS ENERGY	006098		437-51-6259.00-751-499000	GAS	39.84	N
107060	06-25-2024	BAYES ACHIEVEMENT C	006101	35427	315-11-6223.00-751-423000	WH - JUNE RESIDENTIAL	21,093.30	N
107061	06-25-2024	DENISE CERVANTEZ	006103		437-31-6411.00-751-423000	TRAVEL F/JUNE	28.14	N
			006103		437-31-6411.00-751-423000	MEALS F/LEADERSHIP CONF	33.17	N
						Totals for Check 107061	61.31	
107062	06-25-2024	MISSY CHAPMAN	006110		437-31-6411.00-751-423000	BH - MEALS F/LEADERSHIP CONF	53.13	N
107063	06-25-2024	CHASE	006106		459-11-6399.00-751-323000	WE - MTLs F/COACH	1,672.50	N
107064	06-25-2024	CITY OF BALLINGER	006109		437-51-6259.00-751-499000	WATER-TRASH-SEWER-STREET	151.48	N
107065	06-25-2024	GENNI COLOMBO	006108		437-31-6219.00-751-423000	JUNE CONTRACTED SERVICES	1,171.58	N
			006108		437-31-6219.00-751-423000	MEALS F/LEADERSHIP CONF	57.82	N
						Totals for Check 107065	1,229.40	

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
107066	06-25-2024	KRISTI COOK	006112		437-31-6411.00-751-423000	MEALS F/LEADERSHIP CONF	20.87	N
107067	06-25-2024	PAIGE GRIMES	006111		437-11-6411.00-751-423000	BE - MEALS F/LEADERSHIP CONF	20.56	N
107068	06-25-2024	DARLENE KELLY	006113		437-11-6411.00-751-423000	M/B - HOTEL LEADERSHIP CONF	228.98	N
			006113		437-31-6411.00-751-423000	HOTEL LEADERSHIP CONF	801.43	N
			006113		459-11-6411.00-751-323000	HOTEL LEADERSHIP CONF	114.49	N
Totals for Check 107068							1,144.90	
107069	06-25-2024	LEE MCKELVAIN	006107		437-11-6411.00-751-423000	AI TRAVEL F/JUNE	94.31	N
107070	06-25-2024	OFFICE DEPOT BUSINE	006099		437-21-6399.00-751-423000	PAPER TOWELS F/OFFICE	28.08	N
			006099		437-31-6399.00-751-423000	CH - FOLDERS F/V. RICHARDS	63.98	N
			006099		437-31-6399.00-751-423000	DIAG ARD RECORD FOLDERS	118.47	N
Totals for Check 107070							210.53	
107071	06-25-2024	VANESSA RICHARDS	006104		437-31-6411.00-751-423000	CH - TRAVEL F/JUNE	47.16	N
			006104		437-31-6411.00-751-423000	CH - MEALS F/LEADERSHIP CONF	27.65	N
Totals for Check 107071							74.81	
107072	06-25-2024	TASBO	006100	2414-2024	437-21-6495.00-751-423000	MEMBERSHIP DUES	145.00	N
107073	06-25-2024	JACKIE TIMMERMAN	006102		437-31-6411.00-751-423000	TRAVEL F/JUNE	12.06	N
			006102		437-31-6411.00-751-423000	MEALS F/LEADERSHIP CONF	36.22	N
Totals for Check 107073							48.28	
107074	06-25-2024	GINGER WALTON	006105		437-31-6411.00-751-423000	W/C -TRAVEL ASSIST DIAG	170.92	N
Total Checks							346,142.35	

End of Report

Ballinger ISD Board of Trustees Regular Meeting
Monday, June 10, 2024 5:30 PM

1. Call to order
2. Roll Call/Establish a Quorum
 - Manuel Galvan
 - Scott King
 - Cheryl Buchanan
 - Michelle Aguilera - Absent
 - Jason Battle
 - Dan Slaughter
 - Jason Strube - Absent

 - Caroline Toliver
 - Sarah Atkinson

Fourteen visitors attended the meeting in person

3. Invocation
4. Pledge of Allegiances to the US Flag and the Texas Flag
5. Public Forum/Comments to Board - (Invitation to address the Board- Time Allocation to be specified by the Board President)
6. Items for Information/Reports
 - 6.A. Superintendent's Report
 - 6.A.1. Student Recognitions – FLEX Program Graduate, and State Contestants for Solo & Ensemble and FFA
 - 6.A.2. The next Regular School Board Meeting is scheduled for July 8, 2024 but will be moved to July 11, 2024 to accommodate Board Member Schedules.
 - 6.A.3. Hiring Update for the 2024-2025 School Year
 - 6.A.4. Attendance Report
 - 6.A.5. May Supplemental Pay
 - 6.A.6. Other District Information:
 - 2023 Hailstorm Update on Roof and Water Damage
 - Received the 2024-26 Texas Strategic Staffing Grant - \$80,000
 - Runnels Central Appraisal District Hearing for Reappraisal Plan

- Federal Energy Regulatory Commission's announcement of a natural gas pipeline project in our area - Open House - June 27, 2024, 4:00 - 8:00 PM at the Ballinger Community Center

6.B. Assistant Superintendent Reports

6.B.1. Budget Report

6.B.2. ESSER Budget Report

6.B.3. Tax Report

6.B.4. May Check Register Report

6.B.5. Budget Update #1

7. Items for Action/Discussion

7.A. Consider action to **approve the Minutes of a Regular Board Meeting** that was held on May 13, 2024 at 5:30pm.

Mr. King moved, seconded by Mr. Slaughter to approve **the Minutes of a Regular Board Meeting** that was held on May 13, 2024 as presented. Motion passed unanimously.

7.B. Consider action to adopt a **textbook for Technology Applications** for grades Kindergarten through 8th.

Mrs. Buchanan moved, seconded by Mr. Slaughter to approve a **textbook for Technology Applications** for grades Kindergarten through 8th as presented. Motion passed unanimously. (See attachment)

7.C. Consider action to **temporarily delegate to the Superintendent final hiring authority** for contract employees.

Mr. Slaughter moved, seconded by Mr. Strube to **temporarily delegate to the Superintendent final hiring authority** for contract employees as presented. Motion passed unanimously.

7.D. Consider action to approve a **Joint Election Agreement** for Ballinger ISD School Board Election in November 2024.

Mr. Strube moved, seconded by Mr. King to approve a **Joint Election Agreement** for Ballinger ISD School Board Election in November 2024 as presented. Motion passed unanimously. (See attachment)

7.E. Consider action to approve the **Claims Administrative Services** worker compensation agreement.

Mr. King moved, seconded by Mrs. Buchanan to approve the **Claims Administrative Services** worker compensation agreement as presented with a new 5 year plan for the 2024-25 school year. Motion passed unanimously. (See attachment)

7.F. Approve **Budget Amendments** to the 2023-24 Operating Budget.

Mrs. Buchanan moved, seconded by Mr. Slaughter to approve **Budget Amendments** to the 2023-24 Operating Budget for the Hail storm and Safety & Security budget #2 with a designation amount coming from Fund Balance. Motion passed unanimously. (See attachment)

7.G. Consider action to review Legal Policies and adopt Local Policies as offered by TASB Policy Service according to the Explanatory and Instruction Sheet for **TASB Localized Policy Manual Update 123**.

Mr. Strube moved, seconded by Mr. Slaughter to adopt **TASB Localized Policy Manual Update 123** according to the Explanatory and Instruction Sheet as presented and corrected. Motion passed unanimously. (See attachment)

7.H. Consider action to approve the **2024-25 BISSD Student Cell Phone Policy**.

Mr. Strube moved, seconded by Mr. Slaughter to approve the **2024-25 BISSD Student Cell Phone Policy** as presented and corrected. Motion passed unanimously. (See attachment)

7.I. Consider action to review and revise the **Ballinger ISD District of Innovation Plan**.

No action taken. Names of individuals holding positions were changed.

Open session ended at 7:20 PM with closed session beginning at 7:30 PM.

8. Executive Session

8.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.

8.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.

8.C. Ratify the resignations of employees that have been received by the Superintendent

8.D. Pursuant to Texas Government Code 551.076, to deliberate matters of school safety and security

Closed session ended at 8:26 PM with open session beginning at 8:27 PM.

9. Return to open meeting and take any action deemed necessary upon discussion in the closed meeting.

Mr. King moved, seconded by Mr. Strube to **ratify the resignations of** Tre Chitsey, Meagan Hanson, Bridget Wakefield, and Tristan Rios as presented. Motion passed unanimously.

10. Official Adjournment

Mr. King moved, seconded by Mr. Battle to adjourn. The motion passed unanimously.

The meeting ended at 8:28 PM.

Board President

Date

Board Secretary

Date

Ballinger ISD District Improvement Plan 2024-2025

Adopted by DEIC – May 23, 2024
School Board Approval – August __, 2024

This plan is available in Spanish upon request to the BISD administration office.
Este plan está disponible en español previa solicitud a la oficina de administración de BISD

Table of Contents

Planning and Decision Making Committee	3
Mission Statement	4
ESSA Requirements	5
Funding Sources for Ballinger ISD	6
State Compensatory Education	8
Areas of Concern	11
Goals and Objectives	12

**Planning and Decision Making Committee
DEIC/SHAC
2024-25**

Grade Span	Name of Teacher Date Term Expires	Name of Teacher Date Term Expires	Name of Professional Date Term Expires	Name of Administrator	Community/ Business Representative	Parent Representative
K-2	Katlin Matschek May 2025	Melanie Batten May 2024	Dana Herrington May 2026	Darcy Cauley Dawn Huckabee	Terilyn Bowman	Shelby Kalina
3-5	Catrina Hooten May 2026	Ashley McBrayer May 2027	Allison Burrell May 2024	Caroline Toliver	Tammy Truesdell	Dana Hethcock
6-8	Kaci Queen May 2024	Jennifer Cullen May 2025	Shannon King May 2026	Dawn Cornutt Tammy Hayes	Paula Frerich	Leddy Priddy
9-12	Aaron Bowles May 2026	Taylen Schwartz May 2025	Kinsley Lester May 2024	Leslie Griffis Kim Castleberry	Toni Bowman	Crystal Clinton

Mission Statement

The mission of Ballinger Independent School District is to promote lifelong learners who are responsible and productive citizens.

DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]: *Campus Principals verify that equitable services are provided.*

Poverty Criteria [Sec. 1112(b)(4)]:

Ballinger ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

Schoolwide Programs [Sec. 1112(b)(5)]: Targeted interventions through the utilization of intervention teachers and instructional aides as well as targeted professional development for instruction and curriculum.

Parent Engagement Policy and Family Compact: Can be requested at each campus or district office in both English and Spanish.

Funding Sources for Ballinger ISD 2024-25

At Ballinger ISD State Compensatory Funds are used to support Title I initiatives on Title I School-wide Campuses.

Fund Source	Origin	Purpose	Entitlement	Location of Allocations
State Compensatory Education (SCE)	State	Enhance/improve the regular education program increasing academic achievement, thereby reducing the dropout rate of identified at-risk students. Supplements local funds. Total allotment is \$452,927 * 55% = \$414,110	\$	HS- \$ _____ JH- \$ _____ EL- \$ _____
Special Education Adjusted Allotment	State	Enhance/improve the special education program increasing academic achievement. Supplements local funds. Total allotment is \$1,090,126 * 55% = \$599,570 (We always exceed this direct cost)	\$	HS- \$ _____ JH- \$ _____ EL- \$ _____
Gifted & Talented Allotment	State	Enhance and improve the gifted and talented program	\$	EL - \$ _____
Dyslexia Allotment	State	Enhance and improve the dyslexia program	\$	EL - \$ _____
Bilingual Education Allotment	State	Enhance and improve the bilingual/ESL program	\$	As needed
Early Education Allotment	State	Enhance and improve reading and math in Grade K-3	\$	EL - \$ _____
College, Career, Or Military Readiness	State	Enhance and improve the CCMR Program	\$	HS - \$ _____
Title I, Part A (Fund 211)	Federal	Enable schools to provide opportunities for children served to acquire the knowledge/skills required to meet the state content/performance standards		EL - \$ _____ JH/HS-\$ _____
Title I, Part C SSA Region XV (Fund 212)	Federal	Support high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves	\$	As needed
Title II, Part A (Fund 255)	Federal	Supporting Effective Instruction. Transferred to Title IA	\$	As needed
Title III SSA Region XV	Federal	Enhance/improve the regular education program by increasing the academic achievement of students with Limited English Proficiency	\$	As needed
Carl Perkins SSA	Federal	Career and Technology Education funds- ESC determines the use of the funds based on new guidelines.	\$10,000 estimate	HS

Fund Source	Origin	Purpose	Entitlement	Location of Allocations
Idea B (Fund 224)	Federal	Address the needs of students identified with disabling conditions	\$	HS- _____ JH- \$ _____ EL - \$ _____
E-Rate	Federal	Reimbursement for a percentage of Internet and Telecommunications Service	To Be Determined	
Rural and Low Income School Program	State	Provide local academic needs by providing greater flexibility in the use of limited federal resources	\$	As needed
IMAT (Instructional Materials Allotment)	State	Provide instructional materials/technology	\$estimate	As needed.
Head Start Grant ESC XV SSA	Federal	To enhance/improve the Head Start program	\$	Elementary Head Start Class
ESSER III	Federal	See Application	\$	
Title IV, Part A	Federal	Transferred To Title I,A	\$	Professional Development & Supplies as needed.
ARP II Homeless Grant	Federal	To assist with the needs of our homeless students	\$ estimate	As needed

Ballinger ISD
Needs Assessment—State Compensatory Education Program
% Met Standard: At-Risk/Not At-Risk, Grades 3-8 & EOC

	Math % Met Standard			RLA % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
% Students At-Risk	50	70	48	60	76	61	66	70	54	49	83	60
% Students Not At-Risk	91	87	83	96	92	91	93	71	81	87	96	76

STAAR data only

Only first time testers included in this data

	Drop Out Data		Completion Data	
	2021-2022	2020-2021	2021-2022	2020-2021
Students At-Risk				
Students Not At-Risk				
Students Overall	0.0	2.8	100	97.2

TAPR

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Summary of FTEs for State Compensatory Education Fund 2024-25

Campus	Position	FTE	SCE Funds
Elementary	Professional	0	\$0
Junior High	Professional	—	\$—
High School	Professional	—	\$—

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: Campus Administrators verify that students are identified as needed.

The process we use to exit students from the SCE program who no longer qualify is: Campus Administrators verify that students are identified as needed.

The comprehensive, intensive, accelerated instruction program at this district consists of identifying students in need of RTI, tutorials for students' at-risk, additional math teachers to increase math knowledge.

Upon evaluation of the effectiveness of this program the committee finds that Ballinger ISD needs to continue to focus on our at-risk learners to help them see success.

Areas of Concern

Areas of Concern	Data Source
<i>Improve overall student engagement/participation</i>	<i>PEIMS Attendance Rosters, Report Cards, Daily Progress Monitoring</i>
<i>Number of students receiving Masters performance rating on state mandated tests</i>	<i>State Assessment Data</i>
<i>Parental/Community Involvement</i>	<i>Sign in sheets</i>
<i>Professional development with emphasis on writing, differentiation, instructional strategies, vertical alignment, and numeracy</i>	<i>Sign in sheets, attendance records from ESC XV</i>
<i>Closing performance gaps between sub-populations</i>	<i>2023 State Accountability System</i>
<i>STAAR scores</i>	<i>2023 State Accountability System</i>

Goal 1: By May 2027, 90% of all students* will approach the grade level standard on appropriate standardized tests.

Objective 1: By May 2025, 80% of all students will approach the grade level standard core subject areas of appropriate standardized tests and be prepared for college/career.**

- * White, African-American, Hispanic, Economically disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review and revise Campus Improvement Plans to address areas of greatest need	Principals	Fall 2024 Spring 2025	Campus plans Site Base Committees	Campus Plans IEP progress reports Eduphoria reports AYP reports
2. Vertically align district curriculum with TEKS	Principals Curriculum leaders	Fall 2024 Spring 2025	TEKS/TEK Resource System Existing curriculum Reg. XV Consultants PLC/Planning days District vertical alignment meetings	Periodic grade reports 3/6 week curriculum checks Released state assessment data Eduphoria reports AYP reports
3. Provide appropriate staff development in areas low in student performance or in areas designated by Campus Improvement Plans. (Transferring Title IV funds to Title IA to hire an Assistant principal to provide instructional coaching)	Principals Curriculum Director Curriculum Management Team Assistant Principal	Fall 2024 Spring 2025	Region XV Workshops Consultants Title I, Part A Fund 211 Title II, Part A Fund 255 Title IV, Part A	Periodic grade reports 3/6 week curriculum checks Failure reports Released state assessment data Eduphoria reports AYP reports
4. Provide scientifically based computerized instruction to assist student achievement on state assessment to all students, especially those most at-risk	Reading Language Arts, Math, Social Studies and Science Teachers	Fall 2024 Spring 2025	IMAT Accelerated Reading Eduphoria Texas Success Lexia APEX Amplify, Eureka Math	Computer- generated reports for success of instruction STAR Math reports STAR Reading reports Texas Success Reports Lexia Reports mClass Reports

Summative Evaluation: Improved assessment data and promotion rate.

Goal 1: By May 2027, 90% of all students* will approach the grade level standard on appropriate standardized tests.

Objective 1: By May 2025, 80% of all students will approach the grade level standard core subject areas of appropriate standardized tests and be prepared for college/career.**

- *White, African-American, Hispanic, Economically disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
5. Provide extended opportunities for targeted instruction for students who have not met academic standards or passing standards on state standardized tests	Principals Grade Placement Committees Teachers	June 2025- August 2024	Saturday/Summer School Tutorials POPS Guided Instruction ESSER III Funds	Monitoring of daily academic progress Pre/Post Tests State assessment results End of year grades in core subject areas
6. Disaggregate state assessment scores enabling us to improve programs thereby improving students' academic growth	Principals Assistant Principal Counselors Curriculum Leaders Teachers	Fall 2024	Region XV ESC consultants Eduphoria PLC/Planning days Title IIA/IV	Monitoring of academic progress ensuring student's academic growth
7. Provide access to appropriate instructional materials/supplies for all students	Principals Counselors Special Educational Staff Technology staff	Each six weeks	FLEX SCHOOL/AR TEX Quest/Texas Success State Compensatory Education Funds Professional FTE's Lexia/Prodigy/Edgenuity Carl Perkins SSA Amplify, Eureka Math	List of at-risk students 3/6 weeks grades Released state assessments
8. Maintain remediation plans, Accelerated Instruction Plans and Personal Graduation Plans at each campus	Principals Counselors	Each six weeks	Campus plans Accelerated Instruction Plans (AIP) Personal Graduation Plan forms (PGP)	State assessment scores AIP PGPs
9. Maintain dyslexia plans at each campus	Principals Dyslexia Staff Counselors	Each six weeks	Campus plans 504/IEP accommodations	State assessment scores Minutes of 504/ARD meetings

Summative Evaluation: Improved assessment data and promotion rate.

Goal 1: By May 2027, 90% of all students* will approach the grade level standard on appropriate standardized tests.

Objective 1: By May 2025, 80% of all students will approach the grade level standard core subject areas of appropriate standardized tests and be prepared for college/career.**

• *White, African-American, Hispanic, Economically disadvantaged, Male, Female and ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
10. Provide appropriate staff & instructional materials for students with disabling conditions	Principals Counselors Special Educational staff	Daily	Idea B Fund 224 Title I, Part A Fund 211 Accommodations set by 504/ARD committees	3/6 weeks grades Minutes of ARD/504 meetings Released state assessment data
11. Provide extra professionals allowing for class size to be at or under the 22:1 ratio in PK – 5 th grade.	Campus Principal RAM Residents	Daily	SCE/TIA Angelo State University US Prep Local Resources	Student enrollment/PEIMS reports % approaches grade level on 3/6 week curriculum checks
12. Provide Paraprofessionals as appropriate in PK-5 th grade classes to offer increased opportunities for individualized instruction.	Campus Principal Paraprofessionals Interventionists	Daily	IDEA-B Fund 224 Title I, Part A Fund 211	Improved student performance
13. Provide scientific-based research programs/strategies /activities that will improve performance for reading in Hispanic and economically disadvantaged sub-population and writing performance for all students, targeting Hispanic and economically disadvantaged sub-populations and math and science performance for the special education population (System Safeguards)	Campus Principal Assistant Principal Teachers Curriculum Leaders	Daily	SCE Title I, Part A Fund 211 Title IIA/IV Have professional development on strategies to focus on at-risk instruction	Improved student performance Improved AYP
14. District of Innovation Plan for school start day	District Committee Superintendent, Board	Summer 2024	District Resources	School Calendar Student grades/test scores

Summative Evaluation: Improved assessment data and promotion rate.

Goal 1: By May 2027, 90% of all students* will approach the grade level standard on appropriate standardized tests.

Objective 2: By May 2025, 80% of all students ** taking appropriate state assessments will meet their expected growth measure.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review with ARD/504 committees previous state assessment results and IEPs	Diagnostician Principals Special Education Staff	September 2024	2023 test results IEPs 504s	State assessments Eduphoria AYP
2. Distribute IEPs and 504 plans to assigned teachers	Diagnostician Special Education Professional staff	August 2024	IEPs 504s	Signature sheet noting receipt/email receipt Eduphoria forms
3. Provide teacher training on state assessments	Diagnostician ESL coordinators Counselors Testing Coordinators	Overview in Fall 2024 with follow-up as needed in Spring 2025	Staff development	Sign-in sheets
4. Provide scientifically based computerized instruction to assist student achievement on state assessment to all students, especially those most at-risk	Reading, Math and Writing, Social Studies and Science Teachers	Fall 2024 Spring 2025	Accelerated Reading Eduphoria Texas Success Lexia/APEX	Computer- generated reports for success of instruction STAR Reading reports

Summative Evaluation: Improved results on state assessments; improved student performance

Goal 1: By May 2027, 90% of all students* will approach the grade level standard on appropriate standardized tests.

Objective 3: By May 2025, 70% of all Sub-Pops students taking the state assessment test will approach the grade level standard in Reading/ELA and 75% of all Sub-Pops students will approach the grade level standard in MATH.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Conduct continuing review of academic and language progression	ESL Coordinators LPAC committees	Each six weeks, as needed	LPAC Minutes Six Weeks Grade Report	3/6 weeks grades TELPAS OLPT/ AMAO Summative evaluation
2. Provide services and resources for migrant students	Migrant coordinator	Each six weeks	Title I, Pt. C (Fund 212) SSA Region XV Title III, LEP SSA Region XV Brain Child Mechanics	3/6 weeks grades
3. Analyze assessment results to determine areas of weakness	ESL staff LPAC members	August 2024	Eduphoria reports TELPAS reports Region XV staff	Committee meetings agendas and minutes
4. Identify LEP students' language level and determine instructional placement	ESL staff LPAC members	August 2024	OLPT scores HLS Region XV training	Student schedules POPs services Tutorials 3/6 weeks grades
5. Provide instructional strategies to teachers supporting English Language Learners	ESL staff	December 2024 May 2025	ESC-Region XV staff	Periodic review of training records In-service records
6. Provide cultural sensitivity professional development for teachers	ESL staff	December 2024 May 2025	ESC-Region XV staff	Periodic review of training records In-service records

Summative Evaluation: Improved results on state assessments; improved student performance

Goal 2: By May 2027, 88 % of Ballinger ISD at risk students* will approach the grade level standard on the appropriate state standard assessment.

Objective 1: By May 2025, the number of at risk students approaching state standards will increase by 5% and the percentage of students who drop out will be less than 2%.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide multiple opportunities for remediation to students identified as at risk	Principals Teachers	Fall 2024 Spring 2025	Tutorial Period in School Schedule Scientifically based Academic intervention Assessment results Title I, Part A Fund 211, SCE	3/6 weeks grades Checkpoint Assessments Benchmark Assessments State Assessments
2. Provide students identified as at risk screening and available services	Counselors RTI committees MTSS Nurse	Fall 2024 Spring 2025	Graduation Plans SCE	3/6 weeks grades
3. Provide continuous monitoring and guidance counseling for at-risk and dropout students	Counselors RTI committees MTSS	Each six weeks	PEIMS Grade reports Assessment results Personal Grad. Plans SCE	504 records Counselor records SSI Meetings/Minutes RTI Meetings/Minutes
4. Provide information regarding alternative schools, G.E.D. classes, etc. to parents, students and community	Counselors RTI committees Principals FSP Director MTSS	Fall 2024 Spring 2025	Media Handouts Parent conferences Counselor records Classroom availability	Decreased number of dropouts
5. Provide counseling to assist students in determining appropriate educational/career choices	Principals Counselors Teachers	Fall 2024 Spring 2025	Speakers Talent search personnel College resources Operating budget	Decreased number of dropouts

Summative Evaluation: Improved assessment results; student success.

Goal 2: By May 2027, 90% of Ballinger ISD at risk students* will approach the grade level standard on the appropriate state standard assessment.

Objective 1: By May 2025, the number of at risk students approaching state standards will increase by 5% and the percentage of students who drop out will be less than 2%.

- *White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
6. Increase staff implementation and familiarity with our BISD Response-To-Intervention strategies	Instructional staff Principals Counselors Diagnosticians MTSS	Fall 2024 Spring 2025	Campus RTI Plans Coop for Special Services Campus intervention strategies	Decreased number of special education referrals State assessment scores System Safeguards Grade reports
7. Attend a Career/College Days	Principal Counselor	Fall 2024		Student/faculty evaluations
8. Offer pregnant students counseling services with special emphasis on completing their education through opportunities including home bound services and/or alternative campuses	Counselors Teachers	Fall 2024 Spring 2025	Staff evaluations Council of Governments	Decreased number of pregnancy related dropouts Credits earned toward graduation
9. Provide services to homeless students on all campuses	Homeless liaison Counselors	Fall 2024 Spring 2025	Title I, Part A Fund 211	Improved state assessment scores

Summative Evaluation: Decrease number of at risk students who dropout.

Goal 2: By May 2027, 90% of Ballinger ISD at risk students* will approach the grade level standard on the appropriate state standard assessment.

Objective 2: By May 2025, Annual failure rate of BISD will be less than 10% in all core subjects.

- *White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide tutorials on each campus	Principals Instructional staff	Each six weeks after the first 3 week period or after scheduled screenings	Grade reports Operating budget Title I, Part A Fund 211 Peer tutoring	Grade reports Six weeks grades Decreased failure rates in core subject areas Benchmark testing Checkpoint Assessments SSI assessments
2. Provide Saturday school, as needed, on each campus to meet attendance and/or academic requirements	Principals	Fall 2024 Spring 2025	Attendance records Attendance committees	Improved attendance and credit regained
3. Maintain remedial/accelerated instruction courses on all campuses	Principals Teachers Instructional Staff	Each six weeks	State assessment data Eduphoria Staff recommendations	Improved state assessment results System Safeguards
4. Frequent communication between teacher and parent regarding academic progress.	Principals Classroom Teachers	As needed	Scheduled Conference times	Contact Logs Failure Justification Forms

Summative Evaluation: Improved assessment results; student success.

Goal 2: By May 2027, 90% of Ballinger ISD at risk students* will approach the grade level standard on the appropriate state standard assessment.

Objective 3: By May 2025, the number of students in special education and/or in special program areas approaching state standards on appropriate assessments will increase by 5%.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review and revise guidelines for pre-referral process (RTI)	Principals Diagnostician 504 committee RTI committee	August 2024	Timely referral completion 504 committee RTI committee MTSS	Properly completed referrals to special education and other programs
2. Review and revise the operating guidelines and tracking system for initial evaluations and re-evaluations	CBW Co-op for Special Services Diagnostician	August 2024	Tests Timelines	IEPs Diagnostician's records
3. Each campus will maintain programs to address the needs of identified special education students	Principals CBW Co-op for Special Services staff	Each six weeks	Campus plans IDEA B (Fund 224)	State assessment scores IEPs
4. Services for all students will be provided in the least restrictive environment	Diagnostician ARD Committee	Each six weeks	Campus ARD committees Inclusion Support Staff	State assessments
5. Related services will be provided, as ARD directed	CBW Co-op for Special Services	Each six weeks	OT, PT, Counseling, VI, Speech Therapy, Transportation IDEA B (Fund 224)	State assessments

Summative Evaluation: Improved assessment results; student success.

Goal 3: By June 2027, BISD will provide appropriate services to identified migrant students while offering equitable opportunities enabling all students* to be successful. (Education Action Plan) (* See PFS Action Plan attached as addendum.)**

Objective 1: By June 2025, ensure the recruitment and identification of all Migrant Students.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESLG/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Identify and report data for migrant students using residency verification and other ID&R activities	Migrant Services Coordinator (MSC)	Ongoing	Family Surveys, community strategies, New Generation System (NGS)	Completed reports, monitoring eligibility, PEIMS reports Recruiter Log
2. Complete MEP evaluation report; develop list of migrant student to be encoded into PEIMS	Superintendent, Principals, MSC/ESC-SSA	June 2025	MSIX	PEIMS report MEP evaluation report, Recruiter Log
3. Phone calls/home visits for ID&R purposes and priority for services	MSC/ESC-SSA	Ongoing	Title I, Part C (Fund 212), ESSER III	Student Review Forms Home/Community Visit Forms
4. Review previous school year PEIMS enrollment and early withdrawal history to recruit eligible Migrant students	Superintendent, Principals, MSC/ESC-SSA	Monthly	PEIMS Reports Title I, Part C (Fund 212)	PEIMS Reports NGS Report Recruiter Log
5. Conduct internal Certificate of Eligibility (COE) verification & correct/document findings	MSC/ESC-SSA	August-September 2024	Review documents Title I, Part C (Fund 212)	Eligibility Verification Report from TEA
6. Required ID&R Annual Training	MSC/ESC-SSA	August 2024	Title I, Part C (Fund 212)	Certificates from ESC
7. Training opportunities: ID&R Cluster	MSC/ESC-SSA	As needed	Title I, Part C (Fund 212)	Certificates from ESC
8. Accurate Entry of NGS Data	MSC/ESC-SSA	Ongoing	Title I, Part C (Fund 212) SSA Region XV	NGS Reports

Summative Evaluation: Improved results on state assessments; improved student performance

Goal 3: By May 2027, BISD will provide appropriate services to identified migrant students while offering equitable opportunities enabling all students* to be successful.

Objective 2: By May 2025, all identified migrant students will approach grade level standard on state assessments.**

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESLG/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide tutorials for core subjects as needed	MSC/ESC/SSA Counselors, Teachers	As Needed	Certified Teachers, SSA Region XV	Six Weeks Grade Tutor Logs
2. Determine individual student needs and coordinate available resources and services	MSC/ESC-SSA Principals Counselors RTi committee	Fall 2024 Spring 2025	Community resources SSA Region XV	Student schedules Improved state assessment scores, Six weeks grades
3. Monitor state assessment remediation during tutorial sessions, and summer school	MSC/ESC-SSA Principals	June 2025	SSA Region XV, ESSER III	Improved state assessment scores, Tutor Log Six weeks grades
4. Coordinate resources to ensure state assessment remediation for students whether locally, intrastate or interstate during the summer months	MSC/ESC-SSA Counselors	June 2025	MSIX	TMIP Local documentation Phone logs, email, etc. Recruiter Log

Summative Evaluation: Improved results on state assessments; improved student performance

Goal 4: By May 2027, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2025, all campuses will record a 5% reduction in discipline referrals based on 2019 data.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review and revise Student Code of Conduct for Ballinger ISD	Superintendent Principals Asst. principals	June 2024– July 2024	Student Code of Conduct Number of discipline referrals	PEIMS Number of discipline referrals
2. Provide training on Student Code of Conduct and Technology Acceptable Use Policy to all staff and students	Principals	August 2024	Staff meetings Student orientation meetings	PEIMS Number of discipline referrals Decrease number of discipline referrals
3. Maintain strict enforcement of Student Code of Conduct and Technology AUP.	Superintendent Principals Asst. principals Teachers	Each six weeks	Code of Conduct Staff Input	Reduction in number of violations
4. Provide training/review of research-based effective classroom management techniques and instructional strategies to instructional staff	Principals Asst. principals	August 2024 and as needed	Region XV ESC Campus staff meetings ASU Education Department	PEIMS Number of discipline referrals Decrease number of discipline referrals
5. Provide training/review of district discipline policies to instructional staff	Principals Asst. principals	August 2024 & Each Six Weeks	Campus staff meetings SBDM meetings	PEIMS Number of discipline referrals Decrease number of discipline referrals
6. Provide conflict resolution training for teachers (as needed)	Principals Counselors	Fall 2024	Region XV ESC	PEIMS Number of discipline referrals

Summative Evaluation: Improved student behavior leading to improved student achievement.

Goal 4: By May 2027, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2025, all campuses will record a 5% reduction in discipline referrals based on 2019 data.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
7. Maintain staffed “in school suspension/on campus suspension” rooms for each campus	Principals	Daily	ISS Aide	PEIMS Number of discipline referrals Decreased number of discipline referrals
8. Provide a Disciplinary Alternative Education Program (DAEP)	Superintendent Principals	Daily	Fairview DAEP	PEIMS Number of discipline referrals Decreased number of discipline referrals
9. Provide restraint and timeout training and/or updates for staff	Principals Region XV ESC	As required by Federal mandates	Region XV ESC staff Coop for Sp. Services	Decreased use of restraint
10. Utilize security resources to deter inappropriate behavior	Superintendent Principals	Fall 2024	Surveillance cameras Local Law Enforcement Drug testing/dogs Anonymous Alerts	Decreased number of discipline referrals
11. Maintain opportunities for alternative education programs	Superintendent Principals	July 2024	Fairview AEP Flex School	Dropout records Number of discipline referrals
12. Maintain TEA 14 Point Test Security Plan	Principals Superintendent	Fall 2024 Spring 2025	TEA	Maintain testing procedures that produce meaningful and accurate results Seating charts
13. Provide staff for supervision of students during non-instructional times	Principals	Fall 2024 Spring 2025	Operating budget Campus staff	Decreased number of discipline referrals

Summative Evaluation: Improved student behavior leading to improved student achievement.

Goal 4: By May 2027, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2025, all campuses will record a 5% reduction in discipline referrals based on 2019 data.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
14. Maintain a student tutor program	Principals Asst. principal Counselors	Fall 2024 Spring 2025	Grant/Staff	Decreased number of discipline referrals and drop outs
15. Conduct Wellness Survey	Principals, Counselors, CIS, Teachers	Fall 2024 Spring 2025 Daily	Stronger Connections Grant	Decreased number of discipline referrals

Summative Evaluation: Improved student behavior leading to improved student achievement.

Goal 4: By May 2027, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 2: By May 2025, BISD will show a 2% decrease in drug-related and violent incidences based 2019 data.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide a character education program	Principals Counselors Community volunteers Instructional Staff	Monthly	Campus funds Bearcat Success Stronger Connections Grant Health 6/7	Violent incident reports PEIMS
2. Maintain use of drug dogs to conduct searches	Principals	Randomly scheduled visits throughout the year	Licensed search company	Decrease number of reported violations
3. Participate in Red Ribbon week activities on each campus	Counselors	October 2024	PTO, Abilene Resource Center Student Council Prevention Resource Center	Surveys completed Decrease in drug-related offenses
4. Utilize surveillance cameras to deter inappropriate behavior	Superintendent Principals	Fall 2024	District IT	Decrease number of discipline referrals
5. Educate students about negative effects of drug/alcohol use	Counselors Teachers	Fall 2024 Spring 2025	Curriculum guides Prevention Resource Center	Decrease in drug-related offenses
6. Educate students about the dangers of tobacco use	Counselors Teachers Nurse	Fall 2024 Spring 2025	Curriculum guides Prevention Resource Center Abilene Resource Center	Decrease in tobacco related discipline referrals

Summative Evaluation: Improved assessment scores and attendance; decrease in violent incidences.

Goal 4: By May 2027, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 2: By May 2025, BISD will show a 2% decrease in drug-related and violent incidences based 2019 data.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
7. Maintain Random Student Drug Testing program	Superintendent Principals Extracurricular sponsors	Fall 2024 Spring 2025	Melody's Southwest Drug Consortium	Decrease in drug-related offenses
8. Maintain minimum number of entry points on each campus	All staff	Fall 2024 Spring 2025	Campus staff	Frequent door checks

Summative Evaluation: Improved assessment scores and attendance; decrease in violent incidences.

Goal 4: By May 2027, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 3: By May 2025, BISD will provide information to staff, students, and parents concerning crisis plans, crisis intervention/prevention, bullying, hazing, and dating violence, sexual abuse of children, and suicide prevention.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review campus crisis management plans annually	Principals Campus committees	Spring 2025	Meeting agendas Local law enforcement agencies	Crisis plans
2. Provide staff development on campus crisis management plans	Counselors Principals	Fall 2024	ESC XV Local law enforcement agencies CRASE, SRP	Needs assessments
3. Review crisis response/evacuation plans and drills annually	Superintendent Principals	Fall 2024	ESC XV Operating budget	Successful drills Safety audit
4. Encourage collaboration between law enforcement, juvenile justice officials, and school personnel	Superintendent Principals	Each six weeks	Meeting agendas Staff input CRCG	Improved communication
5. Hold conflict resolution programs on each campus, as needed	Principals Counselors	August 2024- May 2025	Principals Counselors, CIS	Discipline referrals Counselor records
6. Provide staff development on crisis intervention/prevention, bullying, hazing and dating violence, sexual abuse of children, other forms of intimidation, and suicide prevention	Principals Counselors	August 2024- May 2025	ESC XV Suicide prevention materials BISD Bullying Protocol Policy (FFI) EduHero	Attendance records Reduction of reported incidents
7. Provide student awareness sessions regarding dating violence behaviors, bullying, hazing, sexual abuse of children, other forms of intimidation, and suicide prevention.	Principals Counselors Teachers	Fall 2024 Spring 2025	State curriculum guide ESC XV BISD Bullying Protocol Policy (FFI) Health Curriculum	Lesson plans Individual counseling reports Increase in student awareness

Summative Evaluation: Improved management of crisis situations

Goal 4: By May 2027, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 3: By May 2025, BISD will provide information to staff, students, and parents concerning crisis plans, crisis intervention/prevention, bullying, hazing, and dating violence, sexual abuse of children, and suicide prevention.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/ Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
8. Provide information regarding teen dating violence, bullying, hazing, sexual abuse of children, other forms of intimidation, and suicide prevention.	Principal Asst. Principal Counselor	May 2025	Internet sources Community organizations Newsletters Suicide prevention materials BISD Bullying Protocol Policy (FFI), Anonymous Alerts	Parental awareness of protocol for reporting violent behaviors
9. Provide counseling options and assistance/intervention for student victims of teen dating violence, bullying, hazing, sexual abuse of children, other forms of intimidation, and suicide prevention.	Principal Counselors	May 2025	Suicide prevention materials Suicide prevention websites BISD Bullying Protocol Policy (FFI), T-CHAT, Texas Tech Mental Health, ESC 15, MHMR	Individual counseling reports
10. Maintain individual safety plans for students in crisis	Campus committee Principal Counselor	May 2025	State curriculum guide BISD Bullying Protocol Policy (FFI)	Individual student plans, as needed
11. Provide Bullying Protocol	Principals	May 2025	Code of Conduct BISD Bullying Protocol Policy (FFI)	Individual counseling reports

Summative Evaluation: Improved management of crisis situations

Goal 5: By May 2027, 100% of classes will be taught by appropriately certified teachers (SBEC, BISD DOI, etc.) and 100% Highly Qualified Paraprofessionals will be maintained.

Objective 1: By May 2025, 100% of all core academic classes will be taught by appropriately certified teachers and 90% of paraprofessionals with instructional duties will meet ESSA guidelines to be Highly Qualified.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Maintain a twenty-year pay scale for all instructional staff.	School Board Superintendent	July 2024	District Budget	Improved pay scale for teachers with long-term experience.
2. Maintain a stipend for receiving a master's degree.	School Board Superintendent	July 2024	District Budget	Improved income for teachers with advanced degrees.
3. Ensure all teachers are certified to teach the subject for which they are hired.	Principals Program Director	As hired	Recruitment of appropriately certified teachers.	Teacher certificates
4. Ensure teachers attend appropriate staff development for the students and subject areas for which they are hired.	Principals Special Service Personnel	Fall 2024 Spring 2025	Region XV ESC Fund 255 & 289	Attendance Certificates
5. Attend job fairs as needed and advertise in various medias and offer incentives to recruit and maintain appropriately certified teachers.	Principal	April, May, June 2025	Job Fairs Newspapers Ballinger ISD website Region XV website TASA website Operating budget	HR Reports
6. Explore possible options to retain appropriately certified staff including but not limited to having a signing bonus	Superintendent Principals	Spring 2025	District resources	Proposed list of incentives Meeting agendas/minutes
7. Maintain a District of Innovation Plan to address appropriately certified teacher shortage – (Teacher Certifications and Probationary Contracts and Early Release Days).	District Committee Superintendent School Board	Summer 2024	District Resources Teacher Professional Development	DOI Plan Teacher Certificates Training Sign in sheets

Summative Evaluation: 90% of all core academic classes will be taught by appropriately certified Teachers and 90% of paraprofessionals with instructional duties will meet ESSA.

Goal 6: By May 2027, Parents and Community will be partners in the education of students in Ballinger ISD.
Objective 1: By May 2025, at least 70% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Encourage parents to attend open house for their child, to attend extra-curricular events, to attend principal/teacher conferences, and view BISD website.	Principals Teachers Staff	August 2024- May 2025	Memos to parents Advertising/Social media BISD Website Remind	Attendance sign-in sheets 504/ARD records Principal/teacher conference records
2. Include activities to encourage parent participation and to increase home/school communication in campus plans	Principal Parental Involvement Coordinator Director of Special Programs	Spring 2025	CIP Advertising/Social media BISD Website Parent involvement nights	Increased parent participation Sign-in sheets
3. Provide opportunities for staff to attend workshops about improving relationships with parents	Principals	As offered by Region XV	Catalogue of workshops Region XV ESC Title I,A. Title IV,A	Improved /school relationships
4. Encourage parents to participate in campus parent/teacher organizations	PTO Liaisons, Officers, Advisory Boards	Fall 2024	Memos to parents Advertising/Social media BISD Website	Attendance sign-in sheets Membership
5. Distribute district news to parents and community members periodically	Superintendent	On-going	Advertising/Social media Letters to parents BISD website Blackboard Connect	Improved communication Dissemination of information
6. Distribute campus newsletter/information to parents periodically	Newsletter Coordinators Principals	August 2024- May 2025	BISD website Region XV	Newsletters 90% of parents notified Campus Remind

Summative Evaluation: Improved parent/school relationship through improved communication.

Goal 6: By May 2027, Parents and Community will be partners in the education of students in Ballinger ISD.
Objective 1: By May 2025, at least 70% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
7. Actively involve parents of special needs students in the IEP/ARD process	Diagnostician Special education staff	Fall 2024 Spring 2025	ARD meetings	Increased parental attendance at ARDS
8. Distribute information to parents of special needs students based on needs and interest	Diagnostician CBW Co-op for Special Services	Fall 2024 Spring 2025	Handout and brochures provided by Co-op and Region XV ESC	Increased parental awareness of special education services
9. Provide mentor programs.	Counselors Teachers	Fall 2024 Spring 2025	Stronger Connections Grant Counseling Resources	Improved student self-esteem and behavior
10. Maintain District Of Innovation Plan to allow for early release for parent and community involvement in student activities	District Committee Superintendent School Board	Summer 2024	District Resources	District Calendar School Activity Calendar

Summative Evaluation: Improved parent/school relationship through improved communication.

Goal 7: By May 2027, BISD will continue to provide equitable access to technological instructional resources to all students* and instructional staff.

Objective 1: By May 2025, staff of BISD will show advancement toward the target technology proficiency based on the Texas results.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide staff with opportunities for training to integrate technology in the classroom curriculum enabling them to create communities of inquiry and knowledge building	Superintendent Principals Technology Integrator	Fall 2024 Spring 2025	Eduphoria Region XV ESC Project Share District Staff Development RLISP Fund 270	SBEC Technology Applications Sign in sheets Workshop confirmations Lesson plans
2. Provide training on Technology Acceptable Use Policy to students and staff	Principals Teachers Technology staff	Fall 2024 Spring 2025	Staff Meetings District Staff Development Student Acceptable Use Policy training	Reduction in number of violations
3. Continue to support existing technology while purchasing additional technological resources	Technology Director Technology staff	Fall 2024 Spring 2025	IMAT	Inventory Increased use of technology Support of classroom technology
4. Consistently integrate and utilize technology to promote student use for learning and research	Principals Asst. Principal Teachers	Each six weeks	District Staff Development Formative Conferences IMAT Microsoft TEAMS instruction Google	Increase use of technology by students/staff Computer logs/ Lesson Plans
5. Maintain infrastructure of direct unlimited, wireless connectivity for students/staff	Technology Director Technology Staff	Fall 2024 Spring 2025	SLD ERATE	Inventory Increased use of technology

Summative Evaluation: Improved results; increased use of technology by staff and students.

Goal 7: By May 2027, BISD will continue to provide equitable access to technological instructional resources to all students* and instructional staff.

Objective 1: By May 2025, staff of BISD will show advancement toward the target technology proficiency based on the Texas results.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
6. Review and update, if necessary, District Technology Plan annually	Technology Director District technology staff/committee	Fall 2024 Spring 2025	District Technology Plan SLD ERATE	District Technology Plan
7. Provide appropriate technologies to meet diverse learning needs.	Principals Assist. Principal Technology Integrator	Fall 2024 Spring 2025	IMAT	Improved student performance and use of technology
8. Provide technology support	Superintendent Technology Director Technology staff	Ongoing		Increase teacher uptime and effective use of technology. Teacher Surveys

Summative Evaluation: Improved results; increased use of technology by staff and students.

Goal 7: By May 2027, BISD will continue to provide equitable access to technological instructional resources to all students* and instructional staff.

Objective 2: By May 2025, students and staff will possess necessary skills and equipment to utilize all available forms of technology.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Continue to integrate interactive (remote) devices in the classroom to create student centered learning	Technology Staff Principals Asst. Principal Technology Integrator Teachers	Spring 2025	Laptop/iPads Document camera PC viewers RLISP Fund 270 Classroom Panels	Increase use of technology by students/staff Staff/Student classroom integration Use of classroom technology
2. Maintain and upgrade infrastructure to allow wireless connectivity for students/staff	Technology Director Technology Staff	Fall 2024	Grant Funding SLD ERATE	Inventory Increased use of technology
3. Maintain use of appropriate technologies to acquire information, solve problems and communicate their learning by students	Principals Teachers	Fall 2024	District Technology Plan Grant Funding IMAT	Increased use of technology Improved student performance by students
4. Maintain student instruction on Internet Safety and Use	Principals Asst. Principal Teachers Technology Int.	Fall 2024	Curriculum guide Approved web resources	Student awareness Decrease in Internet safety related incidents
5. Provide electronic computer response systems	Superintendent Technology Director	Spring 2025	Office 365 Eduphoria Kahoot.com TEAMS Raptor	Increase teacher use, student interaction and immediate response and feedback Teacher Surveys

Summative Evaluation: Improved results; increased use of technology by staff and students.

BALLINGER ISD

Parent/Student/Teacher Compact

Ballinger Independent School District believes that effective schools are a result of families and school staff working together to ensure that children are successful in school. This compact is a voluntary agreement between these groups that firmly unites them. You are invited to be involved in this partnership with Ballinger ISD.

As a parent/caregiver I pledge to:

- ❖ Have my child at school every day by 7:50 AM unless he/she is ill.
- ❖ Encourage my child to do his/her best and make good behavior choices.
- ❖ Attend conferences, check schoolwork, and monitor GradeBook.
- ❖ Communicate with the teachers through email or phone calls during their conference period.
- ❖ Spend time each day with my child reading, writing, listening, or just talking about school.
- ❖ Help my child to resolve conflicts in positive, non-violent ways.
- ❖ Stay involved in all school activities.

As a Ballinger ISD student I pledge to:

- ❖ Work hard and do my best in class and complete my work.
- ❖ Share corrected work and what I am learning in school with my parent/caregiver.
- ❖ Have a positive attitude towards myself, others, their families, and staff.
- ❖ Work to resolve conflicts in positive, non-violent ways.
- ❖ Accept responsibility for my own actions and the consequences that may follow.
- ❖ Be at school every day on time unless I am ill.

As a Ballinger ISD staff member I pledge to:

- ❖ Maintain and foster high standards of academic achievement and positive behavior.
- ❖ Respect the cultural differences of students, their families, and other staff.
- ❖ Help children to resolve conflicts in positive, non-violent ways.
- ❖ Facilitate ongoing communication with parents/caregivers about their child's progress.
- ❖ Attend ongoing professional development opportunities.

Ballinger Independent School District Title I Family Engagement Policy

1. Statement of Purpose

Ballinger ISD is committed to the goal of providing quality education for every child in this district. To help accomplish this goal, we want to establish partnerships with parents and with the community. The district will also provide extra assistance for at-risk students through the Title I Program. The district intends to support the Title I campus in providing the programs needed as well as including parents in all aspects of the district's Title I program.

2. Parental Involvement in Developing the Policy

The District Educational Improvement Committee (DEIC) will meet to develop our school district's Parental Involvement Policy. The goal is to have at least two parents whose children are participating in the Title I program (or have participated in the past few years) on the committee. The Title I Family Engagement Policy will be available to all parents through the campus principal office and the administrative office.

3. Annual Meeting for Title I Parents (to be held on the Title I campus)

All parents will be invited to attend a meeting by the end of the first six weeks of school. The teaching methods of the Title I campus will be discussed. At the annual meeting for parents, parents will be given information about the Title I program and the school/parent compacts.

4. Technical Support for Building the Capacity for Family Engagement

The district encourages teachers to attend staff development to gain more knowledge on building a partnership with families. Also, the district supports the Title I campus and their parent education opportunities.

5. Evaluation

The DEIC will be involved in the process of school review and improvement of the educational program through the campus needs assessment. Also, the DEIC will annually evaluate the content and effectiveness of the Title I family engagement program, and families will be asked for their input. The district will revise its program on the basis of this annual review.

The DEIC of Ballinger ISD has approved this commitment to family involvement. The policy will be coordinated by Title I staff, teachers, and parents; and promoted by building principal and other school staff.

Goal #3 Addendum **Priority for Service (PFS) Action Plan
for Migrant Students**

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Ballinger ISD
Region: 15

Priority for Service (PFS) Action Plan

Filled Out By: ESC MEP Staff
Date: _____

School Year: 2024-2025

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.</p>	<p><u>Objective(s):</u></p> <p>90% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form.</p> <p>90% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.</p>
---	--

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July1-August 30	ESC Migrant Department District Migrant Contact	Signed PFS Action Plan
<p style="text-align: center;">Required Strategies</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Person(s) Responsible</p>	<p style="text-align: center;">Documentation</p>
Communicate the progress and determine needs of PFS migrant students.			

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	July1-August 30	District Migrant Contact ESC Staff	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	July1-August 30	District Migrant Contact ESC Staff	PFS Parent Form
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	July1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instruc tional Distribution Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July1-August 30	District Migrant Contact ESC Migrant Department	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> Provide parents with community resources and services. 	July 1-August 30	District Migrant Contact ESC Migrant Department	Community Resource list Agency Information

Caroline Foliver

LEA Signature

Date Completed

ESC Signature

Date Received

BES Handbook Changes 24-25

Page	Description
Multiple	Added “Neglect”
Multiple	Removed “or”, “and”
Multiple	Updated to FFH Series of Policies
8	Reworded ¶ “Before a student receives...”
8	Added ¶ “Opting out of Human Sexuality”
10	Reworded ¶ “regarding video or audio recording”
15	Replaced “Curriculum” with “Instructional Added “[For information about parental access to any online library catalog and library materials, see Error! Reference source not found..] ”
16	Reworded to read “including”
17	Added “meets at least one of the following criteria” Removed “or”
18	Omitted “in the (perform) ance of “
26	Inserted ¶ on “Texas Driving with Disability Program”
29	Rearranged paragraph wording – “as long as student...”
31	Replaced “with the exception of” with “Except for”
34	Replaced “rise to the level” with “meet the definition of”
35	Inserted ¶s “The plan is available at...”; “Abuse includes physical...; and ¶ on “Duty to Report...”
36	Inserted heading” Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children” and ¶ on “Physical Abuse”
36	Omitted prior information on Sexual Abuse; Warning signs; Included Sexual Abuse warning signs and emotional abuse signs.
37	Included neglect signs and wording “Description and”
38	Removed Sexual, first ¶, sexual abuse, other, than physical abuse and neglect, more, Texas Department of Family and Protective Services; Included “any other”, “parent or”, and “Child”
39	Included “meets one of the following requirements” Updated “2024 and 2026”

44	Included “if the student meets...”
47	Removed “good faith; ¶ “A person who makes a false claim...; and ¶ “Examples of Retaliation”
51	Added ¶ on “Safe Use of Technology”
56	Remove ¶ on “Gender based harassment”
57	Included ¶ on grading consequences
62	Updated PE Coach information
64	Added “A parent who submits a plan must use...”
64	Added “and Nicotine Products” and ¶ on “With limited exceptions for...” Removed “and”, “and All Others on School Property”
65	Removed (LOCAL). Added “Local” and “at the central administration office and online at...”
68	Removed “a note provided by”, “Be submitted to”, and “no later than two hours...”; Added “submit a note”, “at least two hours before...”
70	Added “and prohibits sex discrimination”, “U.S. Department of Education’s Office for Civil Rights”, and ¶ on “The district’s nondiscrimination policy...” Removed “Assistant Secretary for Civil Rights of the Department of Education.”
75	Replaced “subsequent” with “next” and “by” with “through one of the following:”
76	Added “all of the following requirements are met” Replaced “in the event that” with “if”
80	Inserted ¶’s on library use
81	Added “and investigations” and ¶ “District officials may conduct investigations...”
87	Added “either of the following applies” Removed “or”
90	Included ¶ “Safe and supportive School Team”
92	Updated Freedom from Bullying Policy



Ballinger Elementary School

Student Handbook 2024 – 2025 School Year

800 Broad Avenue

Ballinger, TX 76821

325-365-3527

Superintendent.....Mrs. Caroline Toliver

Principal.....Mrs. Darcy Cauley

Assistant Principal.....Ms. Dawn Huckabee

Dean of Student SuccessMrs. Meagan Smith

If you have difficulty accessing the information in this document because of disability, please contact the district at darcy.cauley@ballingerisd.net or (325) 365-3527.

Elementary Student Handbook

Table of Contents

Preface Parents and Students:	5
Accessibility	6
Section One: Parental Rights	6
Consent, Opt-Out, and Refusal Rights	7
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	13
Right of Access to Student Records, Instructional Materials, and District Records/Policies	15
A Student with Exceptionalities or Special Circumstances	20
Section Two: Other Important Information for Parents and Students.....	28
Absences/Attendance	28
Accountability under State and Federal Law	32
Awards and Honors	32
Bullying	33
Celebrations.....	35
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children	35
College and University Admissions and Financial Aid (All Grade Levels).....	39
Communications	40
Complaints and Concerns	40
Conduct	41
Counseling	42
Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject	43
Dating Violence, Discrimination, Harassment, and Retaliation.....	44
Discrimination.....	48
Distance Learning	48
Distribution of Literature, Published Materials, or Other Documents	48
Dress and Grooming	49
Electronic Devices and Technology Resources	51
Emergent Bilingual Students	54
Extracurricular Activities, Clubs, and Organizations	54
Fees.....	55
Fundraising	56

Elementary Student Handbook

Gang-Free Zones	56
Grading Guidelines	56
Harassment.....	57
Hazing	57
Health — Physical and Mental.....	57
Health-Related Resources, Policies, and Procedures	64
Homework	66
Law Enforcement Agencies.....	66
Leaving Campus	67
Lost and Found	68
Makeup Work	69
Nondiscrimination Statement	69
Parent and Family Engagement.....	71
Pledges of Allegiance and a Minute of Silence	72
Prayer	72
Promotion and Retention	72
Release of Students from School.....	73
Remote Instruction.....	73
Report Cards/Progress Reports and Conferences	73
Retaliation	74
Required State Assessments.....	74
Safety.....	75
School Facilities	77
School-Sponsored Field Trips.....	81
Searches and Investigations	81
Sexual Harassment	82
Special Programs	83
Standardized Testing	83
Student Speakers.....	83
Summer School.....	84
Tardies	84
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials.....	84

Elementary Student Handbook

Transfers	85
Transportation	85
Vandalism	86
Video Cameras.....	86
Visitors to the School.....	86
Volunteers	87
Withdrawing from School.....	88
Glossary	89
Appendix: Freedom from Bullying Policy.....	92

Elementary 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 Elementary 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 Independent School District 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 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.

Elementary Student Handbook

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.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:

Darcy Cauley

Principal

800 Broad Ave., Ballinger, TX 76821

Darcy.cauley@ballingerisd.net

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 of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- 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** for more information.]

Accessibility

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

Darcy Cauley

Principal

800 Broad Ave., Ballinger, TX 76821

Darcy.cauley@ballingerisd.net

325-365-3527

Section One: Parental Rights

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

Elementary Student Handbook

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

For more information, see the district's human sexuality instruction website at www.ballingerisd.net.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns** on page 42 and FNG(LOCAL).]

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

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

Elementary Student Handbook

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 14.]

Consent Before Human Sexuality Instruction

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

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact the principal.

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

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

Annual Notification

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

For more information, see the district's abuse prevention instruction website at www.ballingerisd.net.

In accordance with state law, a parent may:

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

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

Elementary Student Handbook

Consent to Provide a Mental Health Care Service

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

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

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

The mental health liaison can be reached at:

Meagan Smith

Dean of Student Success

800 Broad Ave., Ballinger, TX 76821

Meagan.smith@ballingerisd.net

325-365-3527

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** page 59.]

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

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

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

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

Elementary Student Handbook

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

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

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

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

- School safety
- Classroom instruction or a co-curricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

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

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

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 their child must 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

Elementary Student Handbook

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.

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

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 their 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)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

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

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

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

Elementary Student Handbook

to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: yearbook, newspaper, news releases, athletic programs, and all other District publications and announcements — directory information shall include student name, address, photograph, honors and awards received, grade level, and participation in officially recognized activities and sports. If a parent does not object to the use of their child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name and grade level. If a parent does not object to the use of the student’s information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

Elementary Student Handbook

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

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

A parent may inspect:

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

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

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

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

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

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

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

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

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

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

Elementary Student Handbook

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

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

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

Elementary Student Handbook

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

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

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

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

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

[For information about parental access to any online library catalog and library materials, see **Library** .]

District Review of Instructional Materials

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

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

For more information about requesting an instructional material review, contact Darcy Cauley, Principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Elementary Student Handbook

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

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

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

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

Elementary Student Handbook

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

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

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

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

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

Legitimate educational interest may include:

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

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee

Elementary Student Handbook

- A parent or student assisting a school official perform their duties

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

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

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

The 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 custodian of records identifying the records they want to inspect.

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

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

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

Darcy Cauley

Principal

800 Broad Ave., Ballinger, TX 76821

Elementary Student Handbook

Darcy.cauley@ballingerisd.net

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

Caroline Toliver

Superintendent

802 Conda Ave., Ballinger, TX 76821

Caroline.toliver@ballingerisd.net

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** , **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 about the professional qualifications of their child's teachers, including whether the teacher:

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

Elementary Student Handbook

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) (<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) 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)
- Graduation requirements

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

Elementary Student Handbook

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

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

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

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child a safe public school in 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.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

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

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

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

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

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

Elementary Student Handbook

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

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

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

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

Leslie Griffis

Principal, Ballinger High School

2107 N. Broadway Street, Ballinger TX 76821

Leslie.griffis@ballingerisd.net

325-365-3547

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject**! Reference source not found.]

A Student Who Is Homeless

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

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

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules

Elementary Student Handbook

- Assessment of the student’s available records to determine transfer of credit for subjects and courses taken before the student’s enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

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

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

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

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

Leslie Griffis

Principal, Ballinger High School

2107 N. Broadway Street, Ballinger TX 76821

Leslie.griffis@ballingerisd.net

325-365-3547

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

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

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

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

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student

Elementary Student Handbook

needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

Kari Calcote

Special Education Director

Elementary Student Handbook

802 Conda Avenue, Ballinger, TX 76821

Kari.calcote@ballingerisd.net

325-365-2548

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

Kari Calcote

Special Education Director

802 Conda Avenue, Ballinger, TX 76821

Kari.calcote@ballingerisd.net

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
- 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:

Dawn Huckabee

Assistant Principal

800 Broad Ave., Ballinger, TX 76821

Dawn.huckabee@ballingerisd.net

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](https://fw.escapps.net/Display_Portal?destination=/)
(https://fw.escapps.net/Display_Portal?destination=/)

Elementary Student Handbook

- [Partner Resource Network \(http://prntexas.org/\)](http://prntexas.org/)
- [SPEDTEX: Special Education Information Center \(https://www.spedtex.org/\)](https://www.spedtex.org/)
- [Texas First Project \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)
- [TEA Special Education Parent and Family Resources \(https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources\)](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

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

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

Texas Driving with Disability Program

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or

Elementary Student Handbook

modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** 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.]

Elementary Student Handbook

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

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 an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Elementary Student Handbook

Compulsory Attendance — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student’s attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunications and Other Electronic Devices** .

Compulsory Attendance — Failure to Comply

All Grade Levels

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

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

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student’s ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a

Elementary Student Handbook

reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

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

The notice will:

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

The truancy prevention facilitator for the district is:

Terry Bean

Dean of Students

800 Broad Ave., Ballinger, TX 76821

Terry.bean@ballingerisd.net

325-365-3527

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 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will 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.

Elementary Student Handbook

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete 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.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal or attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time

The district will take 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

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.

Elementary Student Handbook

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

Within 3 days of returning to school, a student who is 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.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Accountability under State and Federal Law

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

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

Accountability information can be found on the district's website 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 \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Awards and Honors

- A-Honor Roll
- A/B-Honor Roll
- Character Trait awards
- Perfect Attendance

Elementary Student Handbook

- Teacher-issued awards
- School Spirit Awards

Bullying

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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

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

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money

Elementary Student Handbook

- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

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

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

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by using a link that is placed on the school home web pages and the district home page, 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 meet the definition of bullying.

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

Elementary Student Handbook

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

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

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

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

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation , 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. Discuss any classroom allergies with the teacher before bringing food to share.

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

[See **Food Allergies**]

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at www.ballingerisd.net Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Elementary Student Handbook

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

Physical abuse

Possible warning signs of physical abuse include:

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

Sexual Abuse

Possible warning signs of sexual abuse include:

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

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

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Elementary Student Handbook

- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

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

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss

Elementary Student Handbook

- Not being in control of their own money
- Living with an employer or having an employer listed as a student’s caregiver
- A desire to quit a job but not being allowed to do so

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

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. 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](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp) (<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>).

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

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

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

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor’s Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America’s Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

Elementary Student Handbook

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Error! Reference source not found.**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

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

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

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

[See **Error! Reference source not found.** for information specifically related to how the district calculates a student's rank in class, and requirements for **Error! Reference source not found.** for information associated with the foundation graduation program.]

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

Elementary Student Handbook

Communications

Parent Contact Information

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

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

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

A parent may update contact information by emailing the school registrar at jami.halfmann@ballingerisd.net or updating information through the Gradebook Parent Portal at www.ballingerisd.net.

Automated Emergency Communications

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

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

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

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

Complaints and Concerns

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed 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.

Elementary Student Handbook

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

If the concern is not resolved, a parent or student may request a conference with the superintendent.

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

Conduct

Applicability of School Rules

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

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

Campus Behavior Coordinator

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

Darcy Cauley

Principal

800 Broad Ave., Ballinger, TX 76821

Darcy.cauley@ballingerisd.net

325-365-3527

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.

Elementary Student Handbook

Disruption of School Operations

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

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

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

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

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

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

Elementary Student Handbook

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

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 , Child Sexual Abuse, Neglect, 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.

Elementary Student Handbook

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

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

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

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

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, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.ballingerisd.net. [See the FFH series of policies for more information.]

Dating Violence

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

Elementary Student Handbook

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
- Encouraging others to engage in these behaviors

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

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

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

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

Discrimination

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

Elementary Student Handbook

Harassment

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

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

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

Sexual Harassment and 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
- 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
- Other kinds of aggressive conduct such as theft or damage to property

Elementary Student Handbook

Retaliation

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

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

Elementary Student Handbook

Discrimination

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

Distance Learning

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal before 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.

[See **Remote Instruction**]

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, and the like.

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 more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

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

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

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

Elementary Student Handbook

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 front office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- The district does not allow pictures, emblems, or writings on clothes that are lewd, offensive, vulgar or obscene.
- 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.
- Garments should be appropriately sized and fitted for the individual. The crotch area will not be allowed to sag.

Elementary Student Handbook

- Students are required to wear shoes or sandals.
- 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 lookalike gauges are allowed. Other piercing is not allowed. Boys are not allowed to wear earrings. Student Handbook Page 37 of 76 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.
- Pajamas are not allowed.
- Shorts must be at least fingertip length when a student’s arms are relaxed at his/her side.
- (Grades 3-5) Leggings, “jeggings”, or spandex tights are not allowed unless covered by a garment that meets dress code requirements.
- See-through or unusually tight blouses, shirts, or sweaters may not be worn.
- 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 regular school hours.
- Sweat-type headbands, armbands, chain-type billfolds, or bandanas will not be worn.

Any clothing or accessories with writings or emblems 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 saying that portrays a negative image) are prohibited. 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.

- Tattoos (permanent or temporary) will not be visible. The only exception will be temporary tattoos depicting school spirit approved by the principal.
- Trench coats or oversized coats will not be allowed.
- Holes in pants will be allowed as long as no bare skin or undergarments are exposed about 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 no 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 a collar on an Oxford-style shirt while the student is standing

Elementary Student Handbook

in a normal position. Entire earlobes must be visible.

- No ponytails, “tails”, or mohawks 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 and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

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

Electronic Devices and Technology Resources

Safe Use of Technology

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

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

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students’ internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)

Elementary Student Handbook

- Require direct and informed parental consent for a student’s use of software, other than software excluded from the consent requirement by law [See **Required State Assessments and Standardized Testing.**]
- Require direct and informed parental consent for a student’s use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation.**]

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

[See

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 a student is tardy, they face the challenge of trying to settle in and catch up with what other students are doing. They are behind and may struggle to understand material the teacher has already explained. Being late is detrimental to the student’s 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 great 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 .]

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. [See

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 a student is tardy, they face the challenge of trying to settle in and catch up with what other students are doing. They are behind and may struggle to understand material the teacher has already explained. Being late is detrimental to the student’s learning, especially if it occurs on a consistent basis.

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

Elementary Student Handbook

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials for graphing calculator applications on computing devices.]

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

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 student or parent may pick up the confiscated telecommunications device from the principal's office for a fee.

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 Investigations** 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.

Elementary Student Handbook

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

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

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

Emergent Bilingual Students

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-

Elementary Student Handbook

course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations

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 \(https://www.uilTEXAS.org/athletics/manuals\)](https://www.uilTEXAS.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

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

[See [UIL Texas \(https://www.uilTEXAS.org/\)](https://www.uilTEXAS.org/) 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), 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

Elementary Student Handbook

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 their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

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

Elementary Student Handbook

- 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

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.

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 (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **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

Elementary Student Handbook

into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

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

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

Health — Physical and Mental

Illness

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

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

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

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

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

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

Elementary Student Handbook

Immunization

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

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

Texas Department of State Health Services

Immunization Section, Mail Code 1946

P.O. Box 149347

Austin, Texas 78714-9347

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

The immunizations required are:

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

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

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

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

[See the DSHS's [School and Childcare Vaccine Requirements \(https://www.dshs.texas.gov/immunizations/school\)](https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Elementary Student Handbook

Lice

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

The district does not require or recommend that students be removed from school because of lice or nits.

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

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

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School

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

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

In accordance with policy FFAC, authorized employees may administer:

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

Elementary Student Handbook

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

[See also **Food Allergies** .]

Unassigned Opioid Antagonists - Secondary Grades Only

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

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

Mental Health Support

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

Elementary Student Handbook

- Positive youth development
- 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 and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources** for campus and community mental and physical health resources
- **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.

Elementary Student Handbook

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 obtain the results of their child's physical fitness assessment conducted during the school year by contacting:

Lauri Trice

PE Coach

Lauri.trice@ballingerisd.net

Physical Health Screenings/Examinations

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

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

Bacterial Meningitis

Please see the district's website at www.ballingerisd.net for information regarding meningitis.

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

[See **Immunization** .]

Diabetes

Elementary Student Handbook

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

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed from the school nurse, Kristy Worthington.

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

Seizures

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

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

Tobacco, E-Cigarettes, and Nicotine Products Prohibited

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school

Elementary Student Handbook

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

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

- The district nurse:

Kristy Worthington

District Nurse

802 Conda Avenue, Ballinger, TX 76821

Kristy.worthington@ballingerisd.net

325-365-7500

- The campus Dean of Student Success:

Meagan Smith

Dean of Student Success

800 Broad Ave., Ballinger, TX 76821

Meagan.smith@ballingerisd.net

325-365-3527

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at 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

Elementary Student Handbook

- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

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

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

For more information about these procedures and access to the District Improvement Plan, please contact:

Caroline Toliver

Superintendent

802 Conda Avenue, Ballinger, TX 76821

Caroline.toliver@ballingerisd.net

325-365-3588

School Health Advisory Council (SHAC)

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.ballingerisd.net.

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan

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

Caroline Toliver

Superintendent

802 Conda Avenue, Ballinger, TX 76821

Caroline.toliver@ballingerisd.net

Elementary Student Handbook

325-365-3588

Homework

Please contact the campus office.

Law Enforcement Agencies

Questioning of Students

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

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

Students Taken into Custody

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

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

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

Elementary Student Handbook

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus

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

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

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

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

Elementary Student Handbook

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

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

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

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. 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

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

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

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade .**]

A student Involved In an extracurricular activity must notify teachers ahead of time about any absences.

Elementary Student Handbook

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) and Out-of-School Suspension (OSS) Makeup Work

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement

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

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

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

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.ballingerisd.net.

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

Superintendent

802 Conda Avenue, Ballinger, TX 76821

Elementary Student Handbook

Caroline.toliver@ballingerisd.net

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 in the FFH series of policies.

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

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

Caroline Toliver

Superintendent

802 Conda Avenue, Ballinger, TX 76821

Caroline.toliver@ballingerisd.net

325-365-3588

- For all other concerns regarding discrimination, see:

Caroline Toliver

Superintendent

802 Conda Avenue, Ballinger, TX 76821

Caroline.toliver@ballingerisd.net

325-365-3588

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

Parent and Family Engagement

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

Elementary Student Handbook

- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. 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 their coParentnference period or before or after school. [See **Report Cards/Progress Reports and Conferences .**]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Organization (PTO).
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact: Darcy Cauley, Principal.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held once per month at 5:30 p.m. at the Administration Building at 802 Conda Avenue. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Administration Building and online at **www.ballingerisd.net**. [See policies BE and BED for more information.]

Pledges of Allegiance and a Minute of Silence

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.

Elementary Student Handbook

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

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 the following:

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

Elementary and Middle/Junior High Grade Levels

In grades 1-8, 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. In making promotion decisions, the district will consider the following:

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

Repeating Prekindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten or kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See **Leaving Campus** .]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

Elementary Student Handbook

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 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 English language arts, mathematics, science, or social studies is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the 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** .]

Required State Assessments

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

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

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

Elementary Student Handbook

- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

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

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

Requesting Administration of STAAR/EOC in Paper Format

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

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

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

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

Elementary Student Handbook

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

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

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

Safety

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

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

Elementary Student Handbook

Preparedness Training: CPR and Stop the Bleed

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

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

Emergency Medical Treatment and Information

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

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

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

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

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

Emergency School Closing Information

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

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

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

- www.ballingerisd.net
- www.runnelscountyregister.com
- KRUN Radio – Ballinger

Elementary Student Handbook

- KLST/KSAN Television – San Angelo
- KTAB/KRBC Television – Abilene
- KTXS Television – Sweetwater
- KCRN Radio – San Angelo
- KGKL Radio – San Angelo
- Ballinger ISD/Ballinger Elementary School Facebook pages

[See **Parent Contact Information** and **Automated Emergency Communications**.]

School Facilities

Asbestos Management Plan

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

Food and Nutrition Services

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.

To apply for free or reduced-price meal services, contact the campus registrar.

[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.

Elementary Student Handbook

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

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

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

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

Elementary Student Handbook

Vending Machines

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

Pest Management Plan

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

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

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Tony Harral

Maintenance Director

802 Conda Avenue, Ballinger, TX 76821

Tony.harral@ballingerisd.net

325-365-3588

Conduct Before and After School

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 must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library

The library is open for independent student use during designated times with a teacher permit.

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

Elementary Student Handbook

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

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus library paraprofessional. A district employee or parent may request the reconsideration of a library material by contacting the campus library paraprofessional or another administrator or by submitting a reconsideration of library material request on a form available on the District's website.

For more information, see EFB(LOCAL).

Use of Hallways during Class Time

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

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 Office

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

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.

Elementary Student Handbook

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

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

Searches and Investigations

Searches in General

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

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

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 suspicion less 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

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

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.

Elementary Student Handbook

Telecommunications and Other Electronic Devices

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

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, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

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

Standardized Testing

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

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

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a

Elementary Student Handbook

substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

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

Student Speakers

The district provides students the opportunity to introduce the following school events: captain's pep rally and high school graduation. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

Summer School

The campus site based committee will adopt requirements for promotion to the next grade level. Students who do not meet the criteria (maintain 90% attendance for all classes, earn a average of 70 or above in at least three core subject areas) 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 a student is tardy, they face the challenge of trying to settle in and catch up with what other students are doing. They are behind and may struggle to understand material the teacher has already explained. Being late is detrimental to the student's 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 great 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

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

Elementary Student Handbook

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

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

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

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

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

[For information on library books and other resources students may access voluntarily, see **Library** .]

Transfers

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

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

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

Transportation

School-Sponsored Trips

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

Buses and Other School Vehicles

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

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

Elementary Student Handbook

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

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

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

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

Vandalism

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

Elementary Student Handbook

education services. For more information or to request the installation and operation of this equipment, contact the principal or assistant principal that the district has designated to coordinate the implementation of and compliance with this law.

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

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

Visitors to the School

General Visitors

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

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

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

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

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

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

Unauthorized Persons

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

- The person poses a substantial risk of harm to any person

Elementary Student Handbook

- 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/background check release.

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

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.

Elementary Student Handbook

Glossary

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

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

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

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

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

CPS stands for Child Protective Services.

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

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

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

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

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

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

ESSA is the federal Every Student Succeeds Act.

Elementary Student Handbook

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

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

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

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

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

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

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

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

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

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

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

Elementary Student Handbook

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

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

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

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

TAC stands for the Texas Administrative Code.

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

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

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

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.

Elementary Student Handbook

Appendix: Freedom from Bullying Policy

Policy FFI(Local) adopted July 17, 2023

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 should 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 violate of District policy and is prohibited.

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade restrictions. 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.

Elementary 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.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Elementary Student Handbook

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 the bullying.

District Action

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.

Bullying

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 FBD for transfer provisions.

Counseling

Elementary Student Handbook

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.

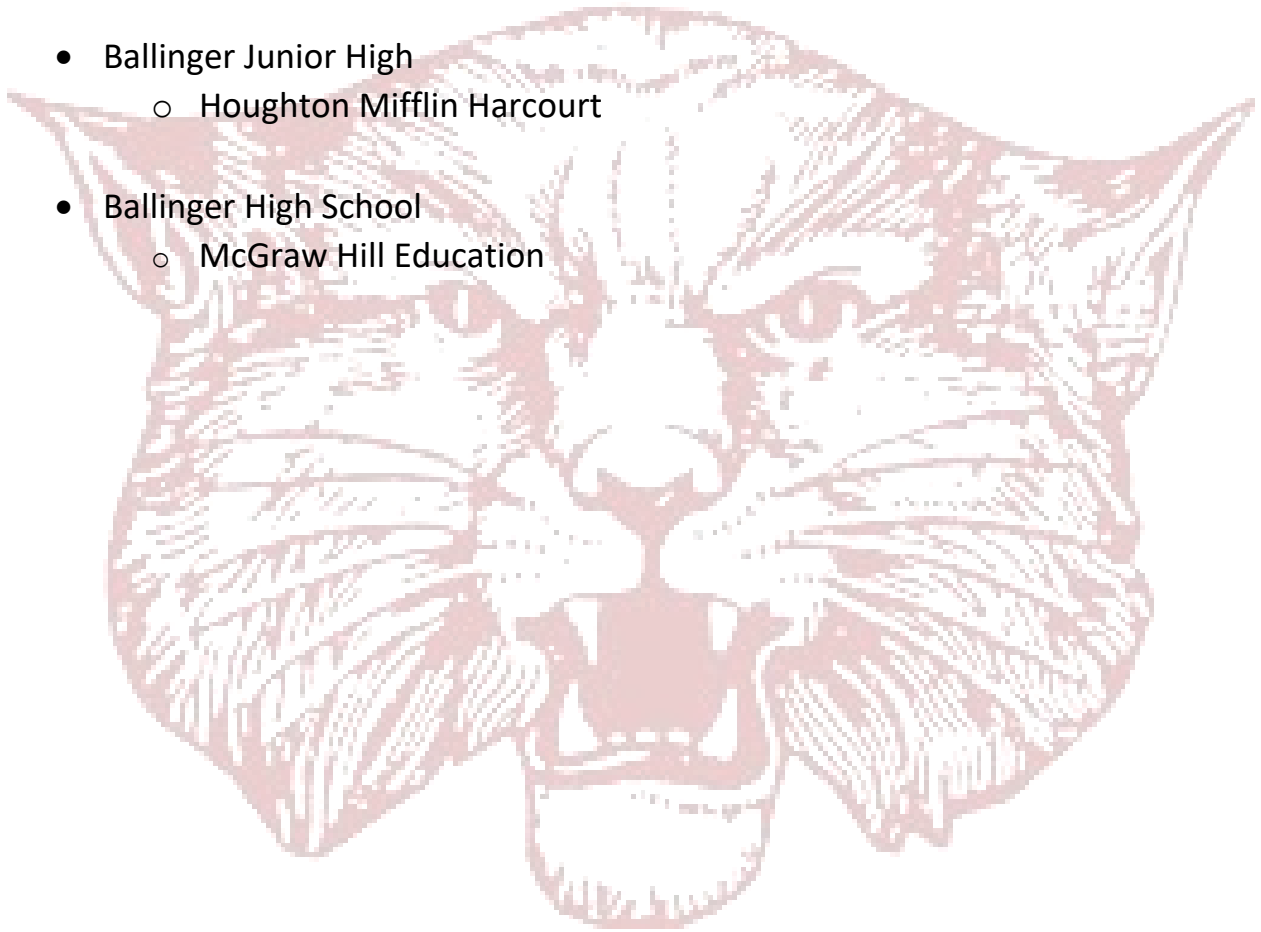
Science Textbook Adoptions

2024-25

- Ballinger Elementary
 - McGraw Hill Education

- Ballinger Junior High
 - Houghton Mifflin Harcourt

- Ballinger High School
 - McGraw Hill Education



BALLINGER ISD PAY SCALE
2024-2025 School Year
For Full-time Teachers, Counselors and Nurses

Years of Experience Credited	2024-2025 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+	54,540

Ballinger ISD pays \$1000 for staff members who have a Master's Degree.

Ballinger ISD pays \$2000 for those teachers who have secondary math or science certification and are teaching those subjects in grades 9-12.

Proposed 2024 - 2025 Raises

Percent Raises	2%	3%
Hourly 48 employees	\$ 23,467.46	\$ 35,201.19
Administrators 6 employees	\$ 8,325.66	\$ 12,488.49
Total Raises	\$ 31,793.12	\$ 47,689.68

This does not include any employee that has not been in their position for the full school year.

Teachers w/25+ yrs 54540 \$ 1,090.80 \$ 1,636.20



America's Leading MGU & TPA For
Accident & Special Risk
Insurance Products & Administrative Services

Health Special Risk, Inc.
Invoice # 390483 & 390484

Policy Effective Date: 08/01/2023

Date: 10/27/2023

Policyholder Billing Address:
 JEFF BUTTS
 BALLINGER ISD
 802 CONDA AVE
 BALLINGER, TX 76821

Please have check made payable to
Health Special Risk, Inc. and mail to:
HSR Premium Trust Account
PO Box 957765
St. Louis, MO 63195-7765

POLICYHOLDER	TYPE of COVERAGE	POLICY # CERT #	PREMIUM DUE
BALLINGER ISD	Catastrophic (C-1)	0009478089C	\$1,549.00
Comments1:			
Comments2:			
BALLINGER ISD	At School inc Athl and Activities	0009478088M	\$13,550.00
Comments1:			
Comments2:			
TOTAL PREMIUM DUE:			\$15,099.00

Underwriter: K-12 Department k12ins-dist@hsri.com 972-512-5660

TERMS:

- Premiums Are Payable In Full On Effective Date Of Coverage
- Your policy is effective 08/01/2023
- Payment must be received BEFORE 11/26/2023 OR your policy will be subject to policy cancellation

***Please send a copy of this invoice with payment of premium.**

BALLINGER ISD 2024 – 2025 Student Accident Insurance Proposal

MANDATORY COVERAGE		
\$25,000 Maximum per injury 1 Year Benefit Period \$0 Deductible Per Injury		
Plan Name	Coverage Level	Premium
Premier Plus	All School	<input type="checkbox"/> \$ 15,305.36
Premier Plus	Athletics & Activities	<input type="checkbox"/> \$ 12,832.95
Premier	All School	<input type="checkbox"/> \$ 12,244.28
Premier	Athletics & Activities	<input type="checkbox"/> \$ 10,266.36

CATASTROPHIC COVERAGE		
\$7.5 Million Accident Medical Max 10 Year Benefit Period \$25,000 Deductible Per Injury		
Coverage Class	Full Excess Medical Only Premium:	With Optional \$500,000 Catastrophic Cash:
All School	<input type="checkbox"/> \$ 2037.92	<input type="checkbox"/> \$ 3,281.36
Athletics & Activities	<input type="checkbox"/> \$ 1,612.00	<input type="checkbox"/> \$ 2,682.00

Effective Date: Quote valid through August 1, 2024

Mandatory Carrier: United States Fire Insurance Company (a Crum & Forster Company) (an Admitted Carrier)
Rating: A, XIV (Current rating may be found at AMBest.com)

Catastrophic Carrier: Federal Insurance Company (a Chubb Company) (an Admitted Carrier)
Rating: A++, XV (Current rating may be found at AMBest.com)

Payment of claims under any insurance policy issued shall only be made in full compliance with all United States economic or trade and sanction laws or regulations, including, but not limited to, sanctions, laws and regulations administered and enforced by the U.S. Treasury Department's Office of Foreign Assets Control ("OFAC").