Belton ISD
Parent and Student Handbook

2026-2027

www.bisd.net

If you have difficulty accessing the information in this document because of disability, please contact the district at communication@bisd.net or at (254)215-2000.

DESTINATION 2031

Inspiring dreams. Empowering Futures.

Empower **each and every** learner to pursue their dreams and enrich their communities.

BELTON ISD

WE BELIEVE

TRUST

is built through honesty, clear communication, and keeping our commitments.

EMPOWERMENT

is having ownership, being accountable, and leading with purpose.

ADAPTABILITY

is embracing change, being resilient, and celebrating achievements.

COMMUNITY

is cultivated through respect for others, meaningful engagement, and strong partnerships.

HIGH EXPECTATIONS

is the commitment to academic excellence, driven by innovation and a relentless focus on continuous improvement.

OUR PRIORITIES

1 STUDENTS

Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

- Accelerate academic achievement by increasing the percentage of students who meet or exceed individual growth targets.
- Increase the percentage of graduates who earn advanced credentials in college, career, or military readiness.
- Ensure safe and supportive learning environments to promote student well-being and academic success.
- Provide students with innovative, flexible learning options that balance digital integration with hands-on, real-world experiences.

2 STAFF

Attract, support, and retain exceptional educators and staff to ensure every student is guided and supported by an outstanding team.

- Strengthen recruitment and hiring pipelines to ensure a consistent pool of highly qualified candidates.
- Improve staff retention by fostering a supportive environment that prioritizes employee well-being and satisfaction.
- Provide relevant professional learning experiences to ensure continuous growth.

3 COMMUNITY

Grow meaningful engagement and partnerships with parents, staff, and community members in support of our shared vision for each and every learner.

- Partner with our local community to provide opportunities that benefit our students, staff, and entire district.
- Share clear and meaningful communication that builds trust and engagement.
- Foster a service-oriented environment to build satisfaction and trust.

4 FINANCIAL MANAGEMENT

Maximize student experiences through transparent, strategic, and sustainable fiscal management.

- Align capital and facility planning to address current and future needs.
- Prioritize allocation of fiscal resources to improvestudent outcomes.
- Position the district for long-term financial sustainability.

FOLLOW OUR PROGRESS: WWW.BISD.NET/DESTINATION2031

Student Academic Calendar

Approved: December 15, 2025

BISD High Schools

Belton High School
600 Lake Road
Belton, TX 76513
(254) 215-2200
Claudia Knox, Principal
claudia.knox@bisd.net

Lake Belton High School
9809 FM 2483
Temple, Texas 76502
(254) 316-6200
David Manley, Principal
david.manley@bisd.net

Belton New Tech High School
320 North Blair Street
Belton, TX 76513
(254) 215-2500
Neill Plemons, Principal
neill.plemons@bisd.net

Delta Program
731 E. 4th Avenue
Belton, TX 76513
(254) 215-2000
Tammie Baggerly, Principal
tammie.baggerly@bisd.net

BISD Middle Schools

Belton Middle School
1704 Sparta Road
Belton, Texas 76513
(254) 215-2800
Megan Crook, Principal
megan.crook@bisd.net

Lake Belton Middle School
8818 Tarver Drive
Temple, Texas 76502
(254) 215-2900
Rachel Ramirez, Principal
rachel.ramirez@bisd.net

North Belton Middle School
7907 Prairie View Road
Temple, TX 76502
(254) 316-5200
Dominic White, Principal
dominic.white@bisd.net

South Belton Middle School
805 Sagebrush
Belton, Texas 76513
(254) 215-3000
Akeiah Cipolla, Principal
akeiah.cipolla@bisd.net

BISD Elementary Schools

Lakewood Elementary
11200 W. Adams Avenue
Belton, Texas 76513
(254) 215-3100
Holly Griffith, Principal
holly.griffith@bisd.net

Leon Heights Elementary
1501 North Main Street
Belton, Texas 76513
(254) 215-3200
Lexie Newberry, Principal
lexie.newberry@bisd.net

Hubbard Branch Elementary
1651 OT Tyler Drive
Belton, Texas 76513
(254) 215-3300
Amber Ross, Principal
amber.ross@bisd.net

Pirtle Elementary
714 South Pea Ridge Road
Temple, Texas 76502
(254) 215-3400
Rebecca Vaughn, Principal
rebecca,vaughn@bisd.net

Southwest Elementary
610 Saunders Street
Belton, Texas 76513
(254) 215-3500
Felicia Gibson, Principal
felicia.gibson@bisd.net

Sparta Elementary
1800 Sparta Road
Belton, Texas 76513
(254) 215-3600
Debi Younger, Principal
debi.younger@bisd.net

Tarver Elementary
7949 Stonehollow Drive
Temple, Texas 76502
(254) 215-3800
Brooke Itz, Principal
brooke.itz@bisd.net

Belton Early Childhood
501 East 4th Avenue
Belton, Texas 76513
(254) 215-3700
Sheila Surovik, Principal
sheila.surovik@bisd.net

High Point Elementary
1635 Starlight Drive
Temple, Texas 76502
(254) 316-5000
Courtney Brewer, Principal
courtney.brewer@bisd.net

Chisholm Trail Elementary
1082 South Wheat Road
Belton, Texas 76513
(254) 316-5100
Sydnie Sewell, Principal
sydnie.sewell@bisd.net

Charter Oak Elementary
8402 Poison Oak Road
Temple, Texas 76502
(254) 215-4000
Ashlie Thomas, Principal
ashlie.thomas@bisd.net

Burrell Elementary
8104 Glade Drive
Temple, Texas 76502
(254) 316-5300
Cheyenne Babb, Principal
cheyenne.babb@bisd.net

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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 Belton ISD Parent and Student Handbook is designed to be a resource for some of the basic information that you may need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

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

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

The Parent and 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 Parent and 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 Parent and Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

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

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

Although the Parent and 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 Parent and Student Handbook are made available upon request at any campus.

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.bisd.net.

The policy manual includes:

Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.

Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact the campus principal.

The following acknowledgments will be completed online annually during enrollment and/or during returning student verification.

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

[See **Objecting to the Release of Directory Information** on page 21 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 22 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact communications@bisd.net.

Section One: Parental Rights

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

Consent, Opt-In, 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 course materials, and the school board adopts the materials and determines the specific content of the instruction.

Belton ISD currently uses the Living Well Aware Adolescent Health Program (previously known as Scott and White Worth-the-Wait), an abstinence-based sex education curriculum used in grades six through eight. The Living Well Aware Adolescent Health Program curriculum provides factual, age-appropriate information that helps students understand that abstinence is the expected standard for teens. As students advance from grade to grade, they receive more detailed information and learn lessons that build upon knowledge acquired in previous years. These lessons focus on developing skills for life and healthy relationships.

4th/5th Grade:

Campus school nurses host and present Hygiene and Puberty discussions for both 4th and 5th-grade students. The discussions are provided to boys and girls separately. Following the The P&G *Always Changing & Growing Up* program, these sessions help both boys and girls:

- Understand the physical and emotional changes they experience during puberty, recognizing them as a normal part of growth and development.
- Learn body physiology and the correct terminology for parts of the reproductive system.
- Comprehend that maintaining personal hygiene is everyone's responsibility.

Please note that the material presented will NOT include sex education.
Girls video link
Boys video link

6th Grade

Provides an introduction to puberty, teen pregnancy and STDs. Students also learn proactive life skills and goal setting.

7th Grade

Curriculum is more detailed, specifically regarding STDs and legal matters. Students learn refusal skills through role-playing.

8th Grade

Detailed information is given on STDs, teen pregnancy, and the laws concerning teens and sex. Role-playing is used to help students learn about peer pressure, goal setting, and establishing limits.

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

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

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

Consent Before Human Sexuality Instruction (all grade levels)

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

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

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

Annual Notification

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

During the final weeks of school our middle school science teachers will be teaching the Adolescent Wellness unit which is aligned with the Health TEKS for grades 6, 7, and 8. The

lessons included in this unit address general wellness topics such as personal hygiene, mental health, social wellness, screen-based activities, effective communication, and keys to success. In addition, there are age appropriate lessons focused on abstinence-based sex education. These lessons for each grade level will be: Becoming Me (puberty), Unique Me (human reproduction) and Sexual Activity/Sexual Abuse (6th grade), and Pregnancy, Parental Responsibilities, STIs & the Law (7th and 8th grades).

A preview of the parent/caregiver information videos for each grade level using the following links to Living Well Aware: My Choices, My Life: 6th Grade, 7th Grade, and 8th Grade. Parents will also be given the opportunity to preview the entire curriculum prior to instruction on April 14, 2027.

6th Grade link -https://www.livingwellaware.com/parentcaregiver-video-component-1/6

7th Grade link - https://www.livingwellaware.com/parentcaregiver-video-component-1/7

8th Grade link -

https://www.livingwellaware.com/parentcaregiver-video-component-1/7-day-morning-flow-challenge

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 52 and FNG (LOCAL) for information on the grievance and appeals process.

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 district's mental health liaison is the campus counselor.

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on

and off campus, and accessing available student accommodations provided on campus. [For further information, see **Mental Health Support** on page 95.]

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

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

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

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

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

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

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

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

Opting Out of Advanced Mathematics in Grades 6-8

It is recommended a student in grade 6 enroll in an advanced mathematics course if the student performed in the 60th percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

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

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

Limiting Electronic Communications between Students and District Employees

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

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

Learning management systems (Schoology, Google, Canvas, StudentSquare) are used to communicate items such as daily learning objectives, assignments and homework.

Text messages should only be used as a last resort. 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 prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below. Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 10:00 p.m. and 6:00 a.m. without supervisor approval. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages OR The employee is required to send a copy of the text message to the employee's district email address.

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

Objecting to the Release of Directory Information

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

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

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

Directory information will be released to anyone who follows procedures for requesting it. [See FL(LOCAL).]

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year by filling out the form, and returning to the campus principal or by calling the Belton ISD Office of Public Information (254-215-2067) [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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

The district has identified the following as directory information: student name, address, telephone listing, photograph, date of birth, major field of study, degrees, honors and awards received, dates of attendance, grade level, most recent school previously attended, participation in officially recognized activities and sports, weight and height if a member of an athletic team, and enrollment status as found in FL(LOCAL).

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

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

Note: Review **Authorized Inspection and Use of Student Records** on page 27.

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

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

- Name,
- Address, and
- Telephone listing.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

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

A parent may inspect:

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

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

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

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

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

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

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL) for more information.]

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

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

State law, however, requires that all students participate in one minute of silence following recitation of the pledges. [See **Pledges of Allegiance and a Minute of Silence** on page 107 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

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 the 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.

For Schoology, the district will provide login credentials to each student's parent to facilitate parent access and review. For Seesaw, please look for a handout from your child's teacher. For Google Classroom, parents will receive an email to sign up for daily or weekly guardian summaries.

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. Classroom instructional plans will be emailed to parents by teachers including a link to the Belton ISD Curriculum and Instruction website that includes the Year-At-A-Glance for each grade level and core content area. Additional copies of the plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see **Library (All Grade Levels)** page 118.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in core content classes in which the parent's students are 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 the campus Principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review 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, and
- Teaching materials and tests used in the child's classroom.

District Commitment to Data Privacy Belton ISD is committed to protecting the privacy and security of student data. In accordance with Texas Senate Bill 12 (the Parental Bill of Rights), the District ensures that parents and guardians have full transparency regarding the collection, use, and storage of their child's personal information.

Legal Authority for Data Collection The District collects, uses, and stores student data solely for legitimate educational purposes, school operations, and compliance with state and federal laws. Belton ISD's legal authority to engage in this data collection is established under:

- **The Texas Education Code (TEC):** Chapters 26 (Parental Rights and Responsibilities) and 32 (Computers and Computer-Related Equipment).
- **Federal Privacy Laws:** The Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and the Children's Internet Protection Act (CIPA).
- **State and Federal Reporting Mandates:** Requirements set forth by the Texas Education Agency (TEA) and the U.S. Department of Education.

Types of Information Collected To provide a comprehensive educational experience and ensure student safety, the District may collect data including, but not limited to: academic and attendance records, state-mandated health or disciplinary records, directory information, and digital usage data generated through District-issued devices and software applications.

The District does not collect or store biometric data or conduct psychological screenings without distinct, explicit, and separate prior written consent.

Annual Parental Acknowledgement Prior to the first instructional day of each school year, parents/guardians are required to formally acknowledge their receipt of this information and verify their preferences regarding the collection, use, and storage of their child's data. This annual acknowledgement is completed electronically through Skyward Family Access.

Parents retain the right to review the district's data policies, request access to their child's digital footprint, or update their consent preferences at any time during the school year by contacting their campus registrar or logging into the parent portal.

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 21, are the right to:

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student 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; or
- Investigating or evaluating programs.

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official 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. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 21.]

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

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

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

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

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

Director of Title IX and Investigations at 400 N. Wall St., Belton, Texas 76513

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

Director of Title IX and Investigations at 400 N. Wall St., Belton, Texas 76513

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

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

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

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** on page 109, **Complaints and Concerns** on page 52, 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 www.bisd.net.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (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); and
- Graduation requirements.

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

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

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the principal for more information. [See **Bullying** on page 43, and policies FDB and FFI for more information.]

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

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with FDE policy, 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 respond to requests 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 prior to the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

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

Noemi Berumen - BISD Foster Care Liaison

noemi.berumen@bisd.net

A Student Who Is Homeless

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

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

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

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

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

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

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

Christina A. Wilson- McKinney-Vento Liaison/Homeless Liaison

christina.wilson@bisd.net

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

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

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

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

Special Education Referrals

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

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

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written

consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the Executive Director of Special Programs at (254) 215-2112.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's Executive Director of Special Programs at (254) 215-2112.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the Coordinator of 504 at (254) 215-2106.

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

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments. [See **Emergent Bilingual Students** on page 73, and **Special Programs** on page 120.]

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 support under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law. [See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 33 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten and 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 his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused

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

Compulsory Attendance—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 U.S. naturalization oath ceremony;
- Serving as an election clerk;
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state;
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 30.]

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 **Electronic Devices and Technology Resources (All Grade Levels)** on page 64.

Secondary Grade Levels

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

[See **Driver License Attendance Verification** on page 40.]

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

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

- The student follows campus procedures to verify the visit and makes up for any work missed.

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

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

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is the Director of Student Services and may be reached at (254) 215-2029.

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

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

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

Any student who has been filed on or referred to court for non-attendance, or who has an unacceptable attendance record, may not be allowed to attend school-sponsored activities such as field trips, dances, prom, and other activities for the remainder of the school year. [See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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 attendance committee will use the following guidelines:

- 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.
- 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).

Students, who enter school late because of moving from another school district or for other reasons, will be allowed absences based on the number of days remaining in the term. State law stipulates that a student must be in attendance 90% of the days

per term. Students already enrolled will have the absences accumulated in the class from which they transferred carried forward into the class they enter. Absences accumulated at the school from which they transferred will transfer to high schools in BISD and will count toward the 90% attendance law.

Official Attendance-Taking Time (All Grade Levels)

Each campus in the district will designate an official attendance time.

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

Students leaving the campus during the day must be signed out by a parent/guardian or by the student (depending on grade level) in the main office and will be counted absent.

At elementary level, students arriving at school any time after 7:40 a.m. must sign in at the main office before going to class. Because it interferes with transition, and for safety reasons, students will not be dismissed from the front office after 2:50 p.m.

At the secondary level, if a student is late to class within the first ten minutes of the class, the student is marked tardy. Students arriving after the first ten minutes of a period will be counted absent for that period. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

The parent may submit a note or email to the campus providing an explanation for the absence. The campus may accept a phone call from the parent but reserves the right to require a written note or email.

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

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

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

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

Within *3* days of returning to school, a student who is absent for more than 5 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.

Note: Appointments with health care professionals, dentists, orthodontists, and other health care professionals must be verified in writing by the health care professional's office. In order to code an absence as a health care professional's appointment, the student must bring a statement from a healthcare professional or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be

considered to be 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 health care professional or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

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.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus office at least 10 days before it is needed. The campus will issue a VOE only if the student meets class credit or attendance requirements. Students may not use detention or tutorials to make up attendance for the TEA verification of enrollment and attendance form. The VOE form is available at: https://www.tdlr.texas.gov/driver/forms/VOE.pdf. Further information may be found on the Texas Department of Public Safety website: https://www.dps.texas.gov/section/driver-license.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.bisd.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).

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

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact the campus principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Academic Awards Recognition

High School

Belton High School, Lake Belton High School, and Belton New Tech High School @ Waskow will recognize the high academic achievement for students based on performance at the end of the previous school year. 10th, 11th, and 12th grade students will be recognized for high academic achievement during the fall semester of the current year.

Middle School

At the end of each nine weeks grading period a student must:

Earn A's in all subjects (All A Honor Roll)

Earn a combination of A's and B's (A-B Honor Roll) in all academic subjects

At the end of the school year, awards are presented to those students who make A's and B's all year. In order to receive an award a student must:

Earn all A's (academics) for three (3) grading periods (All A Honor Roll)

Earn A's and B's for three (3) grading periods (A-B Honor Roll)

Grades for the last grading period will not be used to determine eligibility for Honor Awards. Grades from a previous school will be counted in determining eligibility for the award.

*Additional academic and/or class awards may be presented to students at the discretion of each campus.

Perfect Attendance Award

This award is presented to students who have attended every class period during the year. They must have entered the first day of school for yearly recognition.

National Junior Honor Society

Selection Process: The National Junior Honor Society chapters at each of the Belton ISD middle school campuses are duly chartered and affiliated chapters of this prestigious national organization. Membership is open to those students who meet the required standards in five areas of evaluation: scholarship, leadership, service, character and citizenship. Standards for selection are established by the national office of NJHS and have been revised to meet our local chapter needs. Students are selected for membership by a five-member faculty council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty each spring. Students in grades 6, 7 and 8 are eligible for membership. They must have been a student in BISD for one semester.

Bullying (All Grade Levels)

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

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

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

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

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

Bullying is prohibited by the district and could include:

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

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding 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 he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. 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 accessing the Anonymous Alerts website at www.anonymousalerts.com/beltonisd.

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

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

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

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

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, 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** on page 31.]

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

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

[See **Safety Transfers/Assignments** on page 31 , **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57, **Hazing** on page 89, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The vision of the BISD CTE program is to foster a spirit of curiosity and career exploration, ignite aspirations, and empower each and every student to envision and shape their futures.

BISD offers courses in the following CTE Career Clusters:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Marketing & Finance
- Education & Training
- Engineering
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law & Public Service
- Transportation, Distribution & Logistics

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

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

Belton Independent School District will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

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

[See **Nondiscrimination Statement** on page 104 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

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

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

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

Students in prekindergarten through grade 5 participate in the Play It Safe!® program, an evidence-based curriculum focused on personal safety and human sexuality. These age-appropriate lessons are designed to equip children with the knowledge and skills to identify safe versus unsafe situations, recognize internal warning signs, and establish healthy personal boundaries. Through the use of stories and guided discussions, students learn assertiveness techniques, the importance of respecting others, and how to report concerns to a trusted adult. This instruction is delivered during the spring semester.

Duty to Report

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

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

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury

- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

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

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** page 57 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** page 17.]

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Neglect

Possible warning signs of neglect include:

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

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** page 17.]

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.

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

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

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

Child Welfare Information Gateway Factsheet

KidsHealth, For Parents, Child Abuse

Office of the Texas Governor's Child Sex Trafficking Team

Human Trafficking of School-aged Children (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://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide)

National Center of Safe Supportive Learning Environments: Child Labor Trafficking

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

The following provision shall apply to students beginning with the graduating class of 2026.

Class rank and weighted grade point average (GPA) shall be based on semester grades earned in English, mathematics beyond Algebra I, science, social studies, economics, languages other than English beyond Level 1, and all dual credit courses and dual enrollment On-Ramps courses in these areas. The weighted grade average shall also include grades earned in all Advanced Placement (AP) and all advanced CTE courses. Courses receiving more than one credit for a single class period shall be calculated as one credit.

The calculation of a student's GPA, both unweighted and weighted, for class rank shall exclude grades earned in middle school; a course for which a pass/fail grade is assigned; local credit courses; summer school courses taken for remediation or acceleration; dual credit courses not reflected on the student's class schedule during the fall or spring semesters or during the summer; distance learning in the form of traditional correspondence courses or credit recovery or for remediation; or through credit by examination, with or without prior instruction; or non-advanced CTE courses for which a student earns a math or science credit.

The District shall categorize and weight courses in accordance with provisions of this policy and EIC(EXHIBIT).

Eligible AP and On-Ramps courses shall be categorized and weighted as Bonus Point courses. Up to a total of six courses completed in the sophomore and junior years and up to two courses completed in the senior year may be calculated at this level. Eligible Advanced CTE, Advanced Placement, Dual Credit, On-Ramps, Advanced, and Pre-AP courses shall be categorized and weighted as Level 3 courses. Eligible On-Level courses shall be categorized and weighted as Level 2 courses. Skills-Based courses shall be categorized and weighted as Level 1 courses.

The District shall convert the semester grade to grade points in accordance with the weighted grade points chart published in EIC(EXHIBIT) to determine a weighted GPA.

Closed Campus

All district campuses will be closed from the time the student comes on campus until the final dismissal. No student may leave campus for lunch. Leaving campus during the day without proper authorization is prohibited. The following exceptions will be made: 1) students involved in work programs or classes on another campus; 2) school-related matters; and 3) students checked out by parents.

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

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent, and in some cases, the top 25%, of his or her 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 Recommended or Advanced/Distinguished level of achievement under the foundation graduation program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

If a college or university 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 his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 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 concerning the following:

- Automatic college admission,
- Curriculum requirements for financial aid,
- Benefits of completing the requirements for automatic admission and financial aid
- 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.

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or dual enrollment;

- Enrollment in AP or dual credit courses through the virtual or hybrid offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with the University of Mary-Hardin Baylor (254-295-8642), Temple College (254-298-8282), UT Austin OnRamps (512-232-6988), and UT Permian Basin (432-552-2020) which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities;

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

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

A student may also earn college credit for certain Career and Technical Education (CTE) courses.

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

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

College Visits

Seniors and juniors planning a college visit should consult with the appropriate administrator several weeks before the proposed date of the college visit and receive the proper form. Seniors and juniors must have the form approved by their assistant principal at least one (1) week prior to the college visit date. Special absences to visit colleges and to attend special events must be authorized by an assistant principal at least one (1) week in advance for makeup work to be allowed. Students must be passing all classes to be eligible. Students with excessive absences are not eligible. Seniors and juniors must return with verification of the college visit to their assistant principal in order for these absences to be excused. BISD allows a maximum of two excused college days per year for juniors and seniors. College visits must occur prior to May 1st.

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by submitting changes in Skyward or contacting the school registrar.

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** on page 113 for information regarding contact with parents during an emergency situation.]

Automated Non Emergency 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** on page 113 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.bisd.net.

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, the district provides a process for parents and students to appeal to the next level.

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. Contact your student's campus for more information about his/her campus behavior coordinator. The contact information for each campus behavior coordinator can be found here.

Conduct Before and After School (All Grade Levels)

As required by law, the Board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and consequences for violation of the standards. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction. To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the district is involved, on or off school grounds, in conjunction with classes and school-sponsored activities.

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. However, parents/guardians may only bring food for their student and may not bring or share food with other students during meal times. No outside food delivery services (Uber Eats, Grub Hub, Door Dash, Favor, etc.) will be allowed to deliver food to students.

Display of Affection

Anything other than holding hands will be considered an inappropriate display of affection, and disciplinary action may result.

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, orBelton#20 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 (TEC 37.124) includes:

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

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

Social Events

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

A student who leaves before the end of the event will not be readmitted.

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

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;

- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and

- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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

Academic Counseling

Elementary and Middle School Grade Levels

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

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

High School Grade Levels

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

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

If your child has experienced trauma, contact the school counselor for more information. [See **Mental Health Support** on page 95, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 46 and **Dating Violence** on page 57.]

Course Credit (Secondary Grade Levels Only)

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

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

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

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

If the student is granted approval to take an examination for this purpose, the student (or parent) must register with the principal/designee no later than 30 days prior to the scheduled testing date. The following guidelines apply: 1) students who have excessive absences in the course may not use CBE to receive credit for the particular course or to be eligible to participate in extracurricular activities; and 2) students must have approval of a parent, a teacher, and a counselor at least 30 days prior to the test date. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

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

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

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

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

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

- July 27 - July 31, 2026 (Cutoff date of July 13, 2026)
- October 26 - October 30, 2026 (Cutoff date of October 13, 2026)
- January 25 - January 29, 2027 (Cutoff date of January 11, 2027)
- May 10 - May 14, 2027 (Cutoff date of April 26, 2027)
- May 31 - June 4, 2027 (Cutoff date of May 17, 2027)

- July 26 - July 30, 2027 (Cutoff date of July 12, 2027)

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. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 60 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

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

Students in Grades 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; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6–12

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

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

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

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

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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

In accordance with the 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)*
- *The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html).*

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the campus counselor for pregnancy-related accommodations.

Retaliation

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by 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** on page 43.]

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).

Distance Learning (All Grade Levels)

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

Virtual and Hybrid Instruction

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

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 73.] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

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

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

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

School Materials

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

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

Non-School Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 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 Chief Communications Officer shall designate times, locations, and means for distribution of nonschool literature by students at district facilities other than school campuses. [See policy FNAA for more information.]

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

From Others

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the executive director of communication and community engagement for prior review.

The Executive Director of Communication and Community Engagement will approve or reject the materials within three 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.]

Prior review will not be required for:

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

Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non curriculum-related student group meeting held in accordance with policy FNAB(LOCAL).

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

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

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach 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 this dress code.

The district prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. This prohibition includes clothing, accessories, or body art that is lewd, offensive, racist, vulgar, or obscene or advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF(LEGAL).

Student Dress Standards

- Hair color or style may not cause a disruption to the learning environment.
- Shorts, dresses, and skirts must be at least mid-thigh in length.
- Holes or slits in garments must be located below mid-thigh.
- Pants, jeans, and shorts must be worn at the waist, i.e. no sagging.
- Tank top straps should be at least the width of a student ID.

Students may not wear

- Sleepwear such as pajamas and/or slippers.
- Sunglasses in the building.
- Bandeaus, spaghetti straps, halter tops, sleeveless undershirts
- Tops which expose the midriff or are excessively low cut.
- Clothing or accessories which indicate gang affiliation, or could be construed to be gang related.
- Oversized or bulky coats or jackets, or full-length coats or jackets like trench coats or dusters.
- Sheer or see-through clothing.
- Any clothing and accessories that could be considered costume wear are strictly prohibited unless the clothing is part of a teacher-approved or campus-approved activity (Tails, leashes, collars, animal-like ears).

The principal will be the final authority concerning dress code violations. Students who are considered to be in violation of the dress code will be given an opportunity to correct the problem at school and return to the classroom. While waiting to correct a dress code violation, the student may wait in the office, return to class (if not a severe violation), or report to ISS as instructed by a campus administrator.

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

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

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

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

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments** on page 110 and **Standardized Testing** on page 121.]
- 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** on page 16.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact Frank Murray, Chief Technology Officer (frank.murray@bisd.net).

Personal Electronic Communications Guidelines

To promote the best possible learning and social environment in Belton ISD's classrooms and schools, students will adhere to the guidelines listed below during the school day on school property. These guidelines prohibit the use of personal electronic communication devices to avoid distractions from learning and the loss of instructional time.

Multiple studies have documented the harmful effects of cell phone and social media use on student well-being and academic progress. As a result, Texas law requires public schools to prohibit the use of personal communication devices during the school day on school property. This policy is adopted to implement this requirement and improve the quality of the learning environment in our schools.

A personal communication device is defined in Texas Education Code Section 37.082(d). It also includes any wearable technology that is capable of digital communication or telecommunication, like glasses. Under the Personal Electronic Communications Guidelines, all Cell Phones, Smart Watches, AirPods, Headphones, and other personal devices used to communicate electronically are considered personal electronic communications devices.

Guidelines

Grades PK-12: Students are required to store their personal electronic communication devices, turned off and put away during the school day while on school property. *The **school day** begins when the students arrive at the campus and ends when they are dismissed at the end of the day.* Students who violate these guidelines will be subject to disciplinary action.

When the school day begins, each student shall power off all personal communication devices and ensure their personal communication device(s) remains unused by securing the device(s) in the student's backpack for the entirety of the school day; students should not hold/have a device in their hands at any time during the school day; students found physically accessing the device, either in the open or by attempting to access within a backpack, are in violation of the policy.

At the conclusion of the school day, subject to any other limitations contained in this policy, each student may begin using their personal communication devices.

PK – 12 Area of Directed Use	Appropriate Use
Arrival / Dismissal	No
In Classroom	No
During Transition	No
In the Cafeteria	No
In Restrooms	No
At Recess	No
Buses	Yes

Statement of Expectations

- The expectations will be clearly posted in common areas and the syllabus. Students will be taught and reminded of the expectations.
- Verbal and visual reminders will be given.
- Students will have all personal electronic communication devices put away as stated in the use guidelines.
- Campus administrators, teachers, and staff will consistently communicate and strictly enforce the policy of a cell phone-free environment throughout the academic year.
- Campus administrators will also monitor violations and assign appropriate consequences as applicable. Referrals will be addressed within a reasonable timeframe.
- Students will **never** use their phones/devices in restrooms or locker rooms at any time.
- Two-Factor Authentication should be done through the email option, not the cellphone.

Definitions

- **School property:** means anywhere on a school's campus or in a district facility where instruction is provided, including but not limited to: classrooms, hallways, gyms, cafeterias, band halls and all other extracurricular spaces; outdoor fields, tracks, and other athletic areas; all breezeways, courtyards, and playgrounds. Excludes off-site education locations where the facility is subject to rules outside the control of the school district. This includes off-site dual credit college course attendance. While at an off-site educational location, students must follow any communication device requirements in place at that location.
- **School day:** *The **school day** begins when the students arrive at the campus and ends when they are dismissed at the end of the day*. Before- or after-school activity for a school-sponsored extracurricular activity is not part of the school day.
- **Put away**: Personal electronic communication devices should not be visible to the student or others. This typically means inside a backpack stored away from the student to limit illegal use.
- **Off**: The personal electronic communication devices should be turned off to prevent any disruptions from notifications, calls, or alarms.
- **Use**: is defined as a device in possession of a student that is turned on and capable of receiving or sending a communication signal.
- **Possession:** is defined as being on the person of the student, directly held, in pockets, in a backpack, in a pouch, or otherwise accessible and under the control of the student directly.

Student Safety and Emergencies

Campus principals are authorized to use discretion in permitting student use of personal communication devices during emergency situations. Any use permitted under this exception must be reported to the board during the next regularly scheduled school board meeting.
In case of a family emergency, parent(s) can call the front office for assistance.

Exceptions to Guidelines of Use for Personal Electronic Communication Devices

- A student who has a documented need to use a personal communication device in an individualized education program (IEP), Section 504 accommodation plan, individualized health plan, or other similar program or plan.

- A student has a documented need to use a personal communication device based on a directive from a qualified physician; a directive must be submitted to the campus principal. A qualified physician for purposes of this policy shall mean a physician licensed to practice in Texas. The directive must state the conditions under which the student would need to access and use their personal communication device during the school day on school property. The parent may be asked to sign consent for school staff to contact the physician should the school need more information in order to comply with the directive. Use authorized under this provision should be conducted in a manner that

minimizes disruption to instruction and the school environment, and may be subject to reasonable limitations on time, place, and manner as determined by the principal or designee. Authorization under this provision can be revoked if the device is being used in a way that is found to disrupt the learning environment.

- If the superintendent determines that a legally required health or safety requirement would authorize or require the use of a personal communication device, the superintendent shall notify all appropriate staff of the circumstances by which this would be authorized or required. The school board must vote to approve any use under this exception.

Any student who is provided an exception in accordance with the above remains subject to disciplinary measures if the student uses a personal communication device outside the scope of the documented authorized use.

Consequences

Violations of the Personal Electronic Communications Device Guidelines

Elementary Students

Offense	Consequence
1st Offense	Teacher consequence. Parent Contact. The school shall issue a written warning to both the student and the parent or guardian about further consequences for failing to comply with this policy.
2nd Offense	Student referred to Admin. Lunch detention for 1 day. Parent contact.
3rd Offense	Student referred to Admin. Lunch Detention for 3 days. The student will surrender their phone to the Admin office/designated location for 3 days. Parent contact.
4th Offense	Student referred to Admin. The student will surrender their phone to the Admin office/designated location for 5 days. Parent contact.
5th Offense	Student will no longer be allowed to bring their personal electronic communication devices to school for the remainder of the school year.

Secondary Students

Offense	Consequence
1st Offense	Teacher consequence. Parent Contact. The school shall issue a written warning to both the student and the parent or guardian

	about further consequences for failing to comply with this policy.
2nd Offense	Student referred to Admin. Lunch detention for 1 day. Parent contact.
3rd Offense	Student referred to Admin. The student will surrender their phone to their Admin office/designated location for 3 days. 3 days lunch detention. Parent contact.
4th Offense	Student referred to Admin. The student will surrender their phone to their Admin office/designated location for 5 days. 1 day ISS. Parent contact.
5th Offense	Student referred to Admin. The student will surrender their phone to their Admin office/designated location for 10 days. 2 days ISS. Parent contact.
Subsequent Offenses	Student will no longer be allowed to bring their personal electronic communication devices to school for the remainder of the school year. Failure to adhere could result in a DAEP Placement.

***The progressive consequences for discipline start new each school year.

Additional Disciplinary Considerations for the Use of Personal Electronic Communication Devices

Students who refuse to put their personal electronic communication devices away or surrender them upon request will be held to consequences for **Disregard for Authority**, as defined by the Student Code of Conduct, for failure to comply with directives given by school personnel. (p.9)

Students will receive additional disciplinary consequences for violating the personal electronic communication guidelines for any offense categorized as disregard for authority.

Definition of Surrender of Phone to Assistant Principal

When required, students will report to the designated location before the beginning of school and surrender their phone to the AP or designee. The phone will be locked away and can be picked up at or after the dismissal bell rings at the conclusion of the school day. If the referral for the violation comes in at the end of the day, the surrender may not begin until the subsequent day that the AP has had an opportunity to notify parents and give instructions to the student.

If a personal communication device is in the possession of the school, the school will take appropriate efforts to keep the device appropriately stored and free from damage. However, parents should note that the school specifically disclaims any liability for devices that are damaged or lost while in the school's possession. Parents will not be compensated for devices that have been in the school's possession in the event those devices are lost or damaged while in possession of the school.

District Alternative Education Program

Students are not allowed access to personal electronic communication devices anytime during the school day while attending DAEP, including the bus ride to and from the campus. Personal electronic communication devices are turned in to campus staff upon arrival, and students are given their phones back at dismissal.

Belton ISD Student Acceptable Use Agreement

Introduction and Purpose of this Document

Belton ISD understands that leveraging technology, both in the classroom and at home, provides the opportunity for students to become progressively active learners, problem-solvers and creative thinkers. In order to accomplish the future-ready vision, Belton ISD embraces what it means to be a future-ready learner by engaging students in safe, ethical practices in a digital environment. The Responsible Use Policy is based on the premise that future-ready students need to learn how to be responsible users, make informed choices, and exercise accountability for their behavior. When using the System and technology devices, student behavior should reflect the same responsible, ethical behavior as outlined in the Student Code of Conduct. This document is intended to provide clarification on those expectations as they apply to technology usage and is consistent with District policy.

Annual Review

Students are required to review these guidelines at the beginning of each school year and agree to the terms in writing. The legal guardian of a student user is required to acknowledge receipt and understanding of the District's Student Acceptable Use Policy for Technology as part of their review of the Student/Parent Handbook and the Student Code of Conduct.

Digital Citizens of Belton ISD

Students using technology resources should practice appropriate digital citizenship. All information transmitted digitally is public and permanent. Appropriate digital citizenship includes:

- **Respecting Yourself.** Students will apply appropriate language/content in all online posts, as students continuously represent Belton ISD and themselves whenever and wherever they use online communications.
- **Protecting Yourself.** Students will not publish personally identifiable information or data for themselves or anyone else. Students are the steward of their accounts and are responsible for all activity initiated by and/or performed under their accounts. It is the responsibility of each user to appropriately secure account credentials (user IDs/passwords) and to maintain and backup all of their data. If a student is uncertain whether a specific computer activity is permitted or appropriate, he/she should ask a teacher/administrator before engaging in the activity.
- **Respecting Others.** Students will not use technology resources to bully, harass, or tease other people. Students will not make an audio or video recording of any student, teacher, or administrator without prior permission from the subject. No student will pose as someone

else, or pose as a user other than him or herself when online. Students will not access, download, or modify accounts, files, or data belonging to others. Users will adhere to current copyright law.

- **Protecting Others.** Students will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, online bullying or harassment, vulnerabilities, risks, and breaches involving campus or district technology.
- **Respecting and Protecting Intellectual Property.** Students will adequately cite any and all websites, books, media, artificial intelligence (AI), etc. used in creating schoolwork, homework, or other school projects in the interest of full academic transparency. In Belton ISD, AI-generated content is not considered the intellectual property of the student and must follow educational guidelines for using and citing digital resources. Students will respect all copyrights, requesting permission for the use of software, media, and the intellectual property of others.
- **Resources for Parents and Communities:** https://www.missingkids.org/netsmartz/resources

Monitoring of Computer and Internet Usage

Students should have no expectation of privacy regarding their use of District property and technology resources. In general, communications or transmissions made through technology resources should never be considered private or confidential. The District reserves the right to monitor the use of its network and all technology resources as it deems necessary to ensure the safety and integrity of its network, diagnose problems, investigate reports of illegal or impermissible activity, and ensure user compliance with state and federal laws and the District's policies. In addition, users should be aware that the District will comply with lawful orders of courts, such as subpoenas and search warrants. The District is also subject to the Texas Public Information Act, which may require disclosure of information transmitted through its technology resources, including email communications.

Age-Appropriate Technology Use

- **Mindful Screen Time:**
  - Belton ISD recommends aligning with the American Academy of Pediatrics and World Health Organization for ages 2-5, limiting screen time to one hour per day. For older students, we prioritize the quality of screen time over quantity, focusing on creation, collaboration, and critical thinking.
- **Balanced Learning:**
  - Technology is integrated with hands-on activities, face-to-face interaction, and time outdoors to provide a well-rounded learning experience. We partner with families to encourage healthy technology habits beyond the classroom.
- **Student Well-being:**
  - **Eye Health and Focus:** To minimize eye strain and promote focus, students are encouraged to look away from screens every 20 minutes and take physical breaks every 45 minutes.
  - **Ergonomics:** Proper posture is essential for student comfort and health. We guide students to maintain an upright posture, keep elbows close to their sides, and position screens at arm’s length with eyes aligned to the top of the screen.

Children's Online Privacy & Protection

For student safety and in accordance with the Children's Online Privacy Protection Act (COPPA), students under the age of 13 are required to have additional guardian permission for educational software tools. Many resources utilized by Belton ISD students are agency resources which are contracted by the district as specific learning resources. By agreeing to the Student Acceptable Use Policy, guardians provide Belton ISD permission to act as a proxy for consent. Belton ISD reviews privacy agreements and terms of use of digital resources before district approval. Any new agency resources are required to agree to a Data Privacy Agreement before student information is shared. Guardians wishing to deny access to these educational tools must do so in writing to the campus principal indicating their child should be denied access to these tools. Examples of these tools are Google Suite for Education, learning management systems, online presentation tools, and other digital resources. Software required by the state education agency is excluded from these considerations by law (see https://www.texasassessment.gov).

Use of District-Provided Internet Access

The District's goal is to increase student access to digital tools and facilitate immediate access to technology-based information including textbooks, teacher-built content, and other digital materials. District-provided Internet access is for educational purposes and instructional use. The District will utilize a filtered network as defined by the federal Children's Internet Protection Act (CIPA) through which all student devices will connect. Students will be allowed to use the Internet between classes and in the cafeteria setting at the discretion of campus leadership. Causing network congestion through mass consumption of system resources is prohibited. Examples of this include extensive video or game streaming and mass email forwards.

Student Access to District Devices

Computer/Network/Internet access is provided to all students unless guardians request in writing to the campus principal that access be denied. Students may also be allowed to use the local network and public Wi-Fi with campus permission.

Access for All Students

The District is committed to ensuring that all students can access the educational opportunities and benefits available through District devices and web content. If a device or opportunity is not equally accessible to a student, the student or guardian(s) should contact the campus principal so accommodations or modifications can be provided, as needed.

Appropriate Behavior

Access to the District's computer/network/Internet is a privilege, not a right. Campus and District Administrators are responsible for determining what is considered to be inappropriate use of the Belton ISD computer network. Administrators may request to disable a student's account or network access at any time. District technology staff may delete, transfer, or otherwise modify content deemed inappropriate from district resources. Student discipline will be referred to campus administration, while staff behavior will be referred to the employee's supervisor and Human Resources. All actions on district resources may be monitored at any time and provided to appropriate staff as part of disciplinary procedure. Both District-issued and personal technology devices are subject to examination in accordance with disciplinary guidelines if there

is reason to believe that the Responsible Use Guidelines have been violated.

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-y7y7ytext/), 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.

Physical Care of Property

- Keep devices secure and damage free.
- Keep track of assigned device, charger, and cord.
- Bring assigned device(s) fully charged to school each day.
- Make sure to store devices in a secure environment when not in use. Some examples of unsecure locations are: car seats, the floor, unlocked athletic locker, bleachers, etc.
- Devices are not water resistant. Take precautions when handling liquids and food and transport devices in a weather-resistant manner.
- Devices are not intended to have heavy weight placed on them. Do not stack things on top of the device.

Device Damage and Fees

- Students are responsible for the proper care of their assigned devices.
- Belton ISD may assess fees for damage to **or** loss of devices or accessories.
- Specific details regarding damage fees and a fine schedule can be found in the Belton ISD Student Handbook.
- In cases of repeated damage or neglect, consequences beyond the standard fee schedule may apply, as outlined in the Student Code of Conduct.

Security

The District strives to help students make informed choices and exercise accountability when using digital content. In the unlikely situation that a student accesses or is aware of other students accessing inappropriate or harmful material, the student is to discontinue use and report the incident to the supervising staff member. Any student identified as a security risk or as having violated the Acceptable Use Policy may be limited or denied access to District systems and devices. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the Board-approved Student Code of Conduct.

Circumvention of Security Systems

District students are forbidden from engaging in activities that bypass, disable, or otherwise circumvent Belton ISD security systems. This includes, but is not limited to: circumventing Belton ISD internet filters, using VPNs or proxies, attempting to gain unauthorized access to restricted systems or resources, installing unauthorized software, disabling anti-virus protections, hacking, phishing, or any other activity deemed malicious. Unauthorized access to any district computer, network, or system is strictly prohibited.

Commercial and Political Use

Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal, is prohibited. Marketing by non-Belton ISD organizations use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited. Students or guardians may not use student accounts for non-school related activities including but not limited to: financial gain, personal advertising, promotion, non-government related fundraising, or public relations, political advertising, or religious proselytizing.

Email

All students will be issued email accounts. As appropriate, students will use these email accounts for educational purposes. This includes sharing work and communicating digitally with classmates, teachers, and guardians. Students should keep personal and confidential information private. This means they should not share addresses, phone numbers, or any other personally identifiable information about themselves or others. If students should receive an inappropriate or questionable email, they are encouraged to immediately notify an adult and a campus administrator. The district uses multiple email security systems to scan both inbound and outbound emails for spam, viruses, appropriate content, attachments, and bulk marketing. This means the system blocks access to language and visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors. Guardians wishing to deny access to District email must request this in writing to the campus principal.

Disclaimer

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, with respect to any services provided by the

system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system. The District makes a concentrated effort to limit access to objectionable material to the best of its ability; however, controlling all such materials on the computer/network/Internet is impossible. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 121, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships. Academic performance, discipline and attendance may be considered when determining a student's ability to participate in school-related activities.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. Interested students can obtain

club information and parental consent forms directly from club sponsors. For your convenience, the parental consent forms are also available on the Student Services website. Belton ISD Clubs Parent Consent Forms

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 123.]

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

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

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

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Prior to the beginning of each school year each class is organized and assigned advisors. Each class elects a president, vice-president, secretary and treasurer. In order to hold an office, a student desiring to run for office must be carrying a full class load and meet all University Interscholastic League (UIL) regulations. In order to run for a senior class office, a student must have been enrolled at that respective BISD high school campus for one calendar year prior to the election. Sophomore and junior class officers must have been in attendance at least one semester at that respective BISD high school campus before running. Each person elected to office is allowed to hold only one office in any election. Each candidate's discipline, grades, and attendance record will be reviewed. Students must be academically eligible at the time of filing and of elections to run for office. Any serious breach of discipline or unacceptable attendance record may prevent a student from being a candidate. Any class officer guilty of major misconduct will be removed from office in accordance with the Extracurricular Code of Conduct.

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Insurance fees for school-related technology devices.
- Annual fees for usage and repair of technology devices.
- 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 the cost to replace student identification cards.
- Fees for lost or damaged library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Costs associated with dual credit courses
- 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** on page 123.]

- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.
- Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the student's principal. [See policy FP for more information.]

Food and Drinks

Students are encouraged to clean up all of their trash and dispose of it properly while on campus and at school-sponsored activities. Food and drinks outside of the cafeteria may be allowed at the discretion of campus administration. Food restrictions may occur in certain areas of the campus due to life-threatening food allergy accommodations.

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. An application for permission must be made to the principal. All fund-raising requests should be submitted at least two weeks in advance. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground. A student who is a member of, pledges to become a member of, joins, or solicits another person to become a gang member commits an offense and may be recommended for placement in the alternative center under TEC 37.121. Gang activity, apparel, signs, signals, and graffiti will result in disciplinary action.

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior) and must be in English III
18	Grade 12 (Senior) and must be in English IV

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades,

numerical averages, checklist of required skills, etc.). Grading guidelines also outline under what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

In PK through 2nd grades, a standards-based report card will be used to reflect mastery of student learning. The Standards-Based Grading (SBG) approach is designed to accurately measure student proficiency in the essential learning standards and provide meaningful feedback to support ongoing improvement and growth. Each subject area defines clear learning standards or objectives that students are expected to achieve. These standards are based on the Texas Essential Knowledge and Skills (TEKS) and are articulated in language that is understandable to students and parents.

The following performance descriptors are used to report progress towards mastery of the standards each nine weeks:

- **MS Mastery of Standard**
    - Student independently and accurately applies knowledge and skills within content
    - Student uses prior knowledge to support new content and consistently reflects on their own learning
- **AS Approaching Standard**
    - With minimal teacher support, student understands knowledge and skills within content
    - Student has prior knowledge to support new content and sometimes reflects on their own learning
- **DS Developing Standard**
    - With constant teacher support, student recognizes knowledge and skills within content
    - Student has limited prior knowledge to connect to new content and is beginning to reflect on their own learning with assistance

To ensure a comprehensive understanding of student progress, various forms of assessment are used, including performance tasks, quizzes, tests and classwork. These assessments provide evidence of student learning across different contexts and timeframes. Formative assessments are used to monitor student progress throughout the learning process and provide timely feedback. Summative assessments evaluate student learning at the end of a unit or grading period and contribute to the overall grade. Teachers provide specific, constructive feedback to students based on their performance on each standard. Progress reports and report cards communicate detailed information about which standards have been assessed, how students performed on each standard, and what steps students can take to improve.

In 3rd through 12th grades, a numerical report card will be used based on a scale of 70-100. Any grade above 70 is passing. Grades below 70 are considered failing. Grades assigned shall reflect student achievement of the curriculum and the student's mastery of the Texas Essential Skills and Knowledge (TEKS). Teachers may not assign a minimum grade for an assignment without regard to the student's quality of work and mastery of learning. A grade for the assignment shall be entered that reflects the student mastery on the assignment. The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable

opportunity to redo an assignment or retake a test for which the student received a failing grade. [For further information, see policy EIA.]

Calculating Grades

Elementary - Grade 5

At the elementary level, teachers will record a minimum of one grade per week in grades 3-5 for each content area to be evenly distributed throughout each reporting period. Grades will be posted numerically from 0-100 for the academic subjects of reading, language arts, social studies, math and science/health (combined). All grades will be recorded numerically on report cards and permanent records.

The grading system for elementary students in 3rd - 5th grade is as follows:

100-90	A
80-89	B
75-79	C
70-74	D
69-Below	F

Grades assigned shall reflect student achievement of the curriculum and the student's mastery of the Texas Essential Skills and Knowledge (TEKS). Students should not have points deducted from grades as disciplinary or punitive measures for misbehavior.

For elementary music and physical education, letter grades of E (Exceeds expectations), S (Satisfactory) and N (Needs Improvement) will be recorded.

Middle School

Late Work/Make-Up of Failing Grades

It is not acceptable for middle school students in Belton ISD to fail due to missing or late assignments. In addition, students who are unsuccessful at learning the first time will be given extra time and support to learn the curriculum. Therefore, teachers shall allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. Students who choose not to complete their assignments will first be held accountable by their teachers through conferencing with the student and/or his or her parents. Continued failure to turn in assignments will be considered a discipline issue. Specific guidelines for point penalties for late work will be established by grade level teams and communicated to students and parents through a syllabus at the beginning of the year. These guidelines must be approved by the principal prior to inclusion in the syllabus.

When computing final averages for the report card, teachers must do the following:

- Nine-Week Grade Averaging – In a nine-week grading period a minimum of nine formative (minor) and three summative (major) grades will be given. For all courses except those for high school credit, minor grades will count 40% of the nine-week grade and major grades will count 60%. For courses that earn high school credit, formative (minor) grades will

count 35% of the nine-week grade and summative (major) grades will count 65%. For all courses, no single assignment shall count for more than 20% of the marking period grade.

- Final Year Grade – For all courses the final yearly grade is an average of the two semester grades.

There are two categories of grades used in computing student averages. Grades that are primarily based on the student's practice of academic skills constitute the minor grade category. Grades that measure a student's academic achievement constitute major grades. Assignments that are typically considered minor grades may include homework, weekly notebook checks, pop quizzes, warm-ups, worksheets, vocabulary, short writing, short presentations, cooperative learning group work, mini-assessments, and benchmark assessments. Assignments that are typically considered major grades may include projects, major papers, tests, presentations, labs, unit projects, and notebooks.

High School

At the high school level, there are two categories of grades used in calculating student averages. Grades that are primarily based on the student's practice of academic skills constitute the formative (minor) grade category. Grades that measure a student's academic mastery constitute summative (major) grades.

Formative assessment is discovering what students know while they are still in the process of learning. Formative assessments could include: notebook checks, quizzes, warm-ups, or writing drafts. Summative assessment aims to evaluate mastery of instructional standards. Summative assessments could include: projects, essays, tests, presentations, or labs.

When calculating final averages for the report card, teachers must do the following:

● On-Level Courses: In a nine-week grading period a minimum of nine (9) formative and three (3) summative grades will be given. Formative grades will count 35% of the grade. Summative grades will count 65%. No single assignment shall count for more than 22% of the marking period grade.

● Pre-AP/AP Courses: In a nine-week grading period a minimum of nine (9) formative and three (3) summative grades will be given. Formative grades will count 30% of the grade. Summative grades will count 70%. No single assignment shall count for more than 25% of the marking period grade.

● Final Year Grade – For all courses the final yearly grade is an average of the two semester grades. A student must have a grade average of 70 for the year to pass and receive one full credit. One-half credit may be awarded on a semester basis.

Belton New Tech High School ONLY: When calculating the final averages for the report card, teachers must do the following:

● To calculate report card averages for BNT@W courses, student grades will be based on the following weighted learner outcomes:

- Knowledge 70%
- Written Communication 10%

- Verbal Communication 10%
- Student Agency 10%

These outcomes are assessed each nine-week grading period. No single assignment can count for more than 25% of a student's grade for that marking period.

● There should be a minimum of 10 grades recorded within a nine weeks grading period.

● Final Year Grade – For all courses the final yearly grade is an average of the two semester grades. A student must have a grade average of 70 for the year to pass and receive one full credit. One-half credit may be awarded on a semester basis.

Secondary report cards with each student's grades or performance are available in Skyward Family Access. Printed report cards will be provided upon request.

Progress reports will be issued at the end of the third and sixth week of each grading period.

Report cards are issued at the end of each 9-week grading period. *On-level courses* will give a minimum of 9 formative (minor) and 3 summative (major) grades in any 9-week grading period. *Pre-Advanced Placement and Advanced Placement* courses will give a minimum of 9 formative (minor) and 3 summative (major) grades in a 9-week grading period. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent should request to schedule a conference with the teacher of that class or subject.

All grades will be recorded numerically on report cards and on permanent records. The grade for an entire course is an average of the two semester grades. Failure of the first semester does not necessarily denote failure for the year. The grades of the second semester may be high enough to total a passing grade.

If a student withdraws or checks out of school the week of or prior to semester or final exam week, a zero may be given unless prior approval has been given by the principal.

Academic Dishonesty

Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, or observation, information from students. Students found to have engaged in academic dishonesty may be subject to disciplinary penalties as well as academic penalties.

Students electing to enroll in advanced academic courses are held accountable for additional standards and procedures as outlined in the Belton ISD Advanced Academic Honor Code (AAHC). For students participating in advanced academic courses, the AAHC will be reviewed in their classes along with the course syllabus on the first day of instruction.

Graduation

Requirements for a Diploma

Belton High School, Lake Belton High School, and Belton New Tech High School @ Waskow

will each have their own graduation ceremonies. Rules for graduation apply to all schools.

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

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

Testing Requirements for Graduation

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

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

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

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

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

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

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 85.

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

<table>
<tr><th colspan="2">The Foundation High School Program (FHSP) + Endorsement</th></tr>
<tr><td>FOUNDATION HIGH SCHOOL PROGRAM (FHSP)
The 22-credit Foundation is required for all endorsements.</td><td><u>ENDORSEMENTS</u></td></tr>
<tr><td>ENGLISH 4

Must consist of English I, II, III (ESOL I and ESOL II may be substituted for English I and II for students with limited English proficiency), and an additional/advanced English course

MATHEMATICS 3

Must include Algebra I, Geometry, and an additional/advanced math course beyond Algebra I</td><td>All students will begin on the Multidisciplinary Endorsement. Students will be permitted to change their endorsement with written notification. There are 5 endorsement options, which allow students flexibility based on individual interests and career goals. Each endorsement is designed to prepare students to successfully enter postsecondary education or the workforce upon graduation from high school.
• MULTIDISCIPLINARY STUDIES - Allows</td></tr>
</table>

The Foundation High School Program (FHSP) + Endorsement	
SCIENCE 3 Must include Biology, one credit selected from IPC, Chemistry, or Physics, and one additional/advanced, lab-based science course	a student to complete prescribed courses from each of the four foundation subject areas, advanced placement courses from four foundation subject areas or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence. • **ARTS & HUMANITIES** - Art; Dance; Music; Theatre; Social Studies; Languages other than English • **BUSINESS & INDUSTRY** - Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business, Management and Administration; Finance; Hospitality and Tourism (Culinary Arts); Information Technology, Manufacturing; Marketing, Sales and Service; Transportation and Logistics (Auto Technology); Advanced Broadcast Journalism, Newspaper or Public Speaking • **PUBLIC SERVICES** - Education and Training; Health Science, Law, Public Safety, Corrections and Security; Human Services; JROTC • **STEM** - Science, including computer science; Technology; Engineering and Mathematics (Algebra II, Chemistry and Physics are required for the STEM endorsement). Specific requirements for each endorsement were adopted by the State Board of Education on January 31, 2014.
SOCIAL STUDIES 3 Must include World Geography or World History, US History, one half credit Government, and one-half credit Economics	
LANGUAGES OTHER THAN ENGLISH 2 Must consist of 2 levels in the same language	
FINE ARTS 1 Choir, Band, Orchestra, Dance, Art, Theatre Arts, AP Music Theory or Principles & Elements of Floral Design	
PHYSICAL EDUCATION 1 May include Athletics or PE (up to 4 credits). Foundations of Personal Fitness, fall semesters of Marching Band or Color Guard or the first year of Cheerleading, JROTC or Dance.	
ELECTIVES 5	**RECOGNITIONS**
TOTAL FHSP CREDITS 22	Students have the opportunity to earn additional recognitions in the following areas: **DISTINGUISHED LEVEL OF ACHIEVEMENT** A student may earn a distinguished level of achievement by successfully completing all curriculum
ADDITIONAL REQUIREMENTS FOR ENDORSEMENT	
MATHEMATICS - ALGEBRA II or other advanced math credit dependent on endorsement 1	

The Foundation High School Program (FHSP) + Endorsement	
SCIENCE	**1**
ADDITIONAL ELECTIVES	**2**
Electives must be chosen from the five endorsement categories of STEM, Business & Industry, Arts & Humanities, Public Services, and/or Multidisciplinary Studies	
TOTAL CREDITS: FHSP + ENDORSEMENT	**26**
College Board Advanced Placement and Dual Credit courses may be substituted in appropriate areas for both Foundation and Endorsement credits.	
STATE ASSESSMENT PERFORMANCE In addition to the credit requirements as listed, students must meet passing standards on the following End-of-Course Exams: English I, English II, Algebra I, Biology and United States History.	

requirements for the Foundation High School Program, plus each of the following:

- A fourth credit in mathematics, which must include Algebra II;
- A fourth credit in science;
- The requirements of at least one endorsement

A student must graduate with a Distinguished Level of Achievement to be considered for the Top 10% and eligible for automatic admission to a Texas public college or university.

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or above;
- Outstanding performance on the PSAT, the SAT or the ACT; • Completion of at least 12 hours' college coursework with final grades of A or B (3.0 GPA or above);
- Bilingualism and biliteracy
- Earning a nationally or internationally recognized business or industry certification or license

Additional considerations apply in some course areas, including:

Mathematics. To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

Languages other than English. Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

Students entering grade 9 will automatically be placed on the multidisciplinary endorsement. Additional endorsements may be added as course selections are made throughout high school.

Financial Aid Application Requirement

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

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

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

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

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

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

career placement and advancement, and facilitates the transition from secondary to postsecondary education.

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

Please review TEA's Graduation Toolkit.

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

Available Course Options for All Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

The student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee. [See **Standardized Testing** on page 121 for additional information.]

A student will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL) for more information.] A student who has received a modified or alternate curriculum is eligible to participate in the graduation ceremony with his or her cohort class after completing the state and district requirements for graduation and prior to the completion of his or her IEP goals (SB 673). If participating in the graduation ceremony, the student will receive a certificate of attendance. If the student's ARD committee determines a need for transition

services, the student may continue to be enrolled, and will earn his or her high school diploma when he or she completes their IEP and meets additional criteria established by the state regarding employment/employability, self-help skills, and/or access to other agencies. The student will not participate in another graduation ceremony.

Graduation Activities

District and campus administrators coordinate graduation ceremonies. In order to receive a diploma, a student must successfully complete the required number of credits and pass all statewide exit-level exams. A student who receives a certificate of completion will be allowed to participate in the graduation ceremony.

The commencement ceremony is a school-sponsored, school-related activity, and is intended to celebrate the academic achievements of each participant. Academic regalia, as issued or approved by the campus will be worn by all graduating students and faculty in the commencement ceremony. No adornments may be added to the regalia beyond the collars, sashes, medals, and cords which represent district academic standards.

Students must meet eligibility requirements in order to receive tickets for graduation if it is a ticketed event. The campus principal has the right to refuse student participation in the commencement ceremony based upon serious or persistent violations of the student code of conduct. Additionally, any student misbehavior that requires an administrative response may result in exclusion from commencement exercises/award ceremonies.

Students who are assigned to Alternative Educational Placement/AEP at the time of graduation may or may not be permitted to participate in graduation exercises.

Seniors who are failing a course required for graduation, or who have unpaid fines will not be eligible to attend senior activities.

Students must follow school rules and regulations. Participation in graduation is considered a privilege, not a right.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

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

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.] [For student speakers at other school events, see **Student Speakers** on page 121.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 76.]

Scholarships and Grants

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

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

Early Graduation

Early graduation applications must be obtained in the counselor's office**.** There will not be an early graduation ceremony held in December. Early graduates may participate in the graduation ceremony in May but will not be eligible for Valedictorian or Salutatorian honors. Early graduates' class ranks and GPAs will be determined at time of graduation. Completed applications must be returned to the principal's office by the deadline established by the campus.

Academic Achievement Record

The registrar will issue transcripts and send them to the address specified by the student or parent. Also, transcripts may be picked up personally or requested through Parchment. Requests for transcripts must be made two days in advance to allow processing time.

Honor Graduates

For all high schools, students whose class rank is within the top 15 percent of the graduating class shall be designated honor graduates. District honor graduates shall include:

Summa Cum Laude (highest distinction)	top two percent (gold medal & blue ribbon)
Magna Cum Laude (great distinction)	next three percent (silver medal & red ribbon)
Cum Laude (distinction)	next five percent (bronze medal & white ribbon)
Honors	next five percent
National Honor Society	(gold cords and collars)
Texas Bioscience Institute(associate degree)	(silver cords)

Other cords are distributed by specific programs

Valedictorian and Salutatorian

No high school senior shall be eligible for valedictorian or salutatorian honors who have not taken as many as four (4) academic courses each year of high school. A student must have been a registered full-time student at the Belton ISD high school they are graduating from during the last four (4) semesters to be eligible. To be considered registered for a full semester;

a student must enroll no later than the close of school on the tenth (10th) day of the beginning of the first semester. (Students are not reclassified after the first semester).

Final ranks, valedictorian, and salutatorian will be determined by the final class rank. The final class rank will be determined at the end of the 3rd grading period. The final class rank becomes a permanent record of the Academic Achievement Record (AAR); no re-ranking will occur after graduation for transcript purposes.

Each high school will have its own valedictorian and salutatorian. The student at each high school with the highest accumulated GPA is named the valedictorian, and the student with the second highest GPA is named the salutatorian. Students graduating earlier than they would normally graduate will not be eligible for valedictory or salutatory status.

Hall Passes

Loitering or standing in the halls or restroom during class is not permitted. During class time, a student must have a hall pass/card from a teacher or staff member to be outside the classroom for any purpose. Failure to obtain a pass or display a professional card will result in disciplinary action in accordance with the Student Code of Conduct.

Hazing (All Grade Levels)

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

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

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official. [See **Bullying** on page 43 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. Texas Senate Bill 12 requires families to give consent for school health and counseling services. A parent may withhold consent for or decline a health-related service.

A Notice of Consent for School Health and Counseling Services is included in each school year's school registration process. The form provides notice and allows you to give consent for the health and counseling services your child may receive at school.

Please note:

- This consent is valid for the current school year unless you revoke it earlier in writing.
- This form must be completed and will become a part of the student record.
- Parents/guardians have the right to withhold or decline school health or counseling services.
- General caretaking is not considered Health-Related or Health-Care Services and will be provided for all students. Examples of general caretaking include noninvasive support actions such as applying a bandage, wiping a bloody nose, offering a change of clothing if necessary or addressing a student who complains of not feeling well.

Routine health-related services are typically short-term, noninvasive supports designed to promote student safety, wellness, and readiness to learn and may be provided by qualified school staff, including nurses and athletic trainers. These routine health- related services are designed to promote student safety, wellness, and readiness to learn.

- First aid and injury evaluation
- Monitoring of chronic health conditions like asthma or diabetes
- Vision, hearing, and scoliosis screenings
- Heat illness prevention and injury support for student athletes
- Support during illness or physical symptoms at school

This consent form does not replace an individualized health plan, 504 plan, or other legally required documents.

Health-Care Services, as defined by the Texas Education Agency (TEA) are services that would meet the definition of either psychological or psychiatric examination or test or psychological or psychiatric treatment, as well as services that involve medical treatment, medical procedures or dispensing medication. Parent and physician signatures are required before all health-care services.

You may NOT opt out of certain services, such as:

- School district emergency responses
- Behavioral threat assessments required by law
- Law enforcement or Department of Family and Protective Services activities

Illness (All Grade Levels)

When your child is ill, please contact the school nurse to let us know he or she will not be attending that day. Please go to the Online Absence Form to submit an absence notification for your student.

The Texas Department of State Health Services (DSHS) Communicable Disease Chart and Notes for Schools and Childcare Centers states the major criterion for exclusion from attendance is the probability of spread from person to person. Please reference: School Communicable Disease Chart or ask the campus nurse for a list of illnesses that may exclude students from school for certain periods of time. For example, diarrhea free for 24 hours without the use of diarrhea suppressing medications. Diarrhea is 3 or more episodes of loose stools in a 24 hour period. Another example is the student must be fever free for 24 hours without the use of fever suppressing medications. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher.

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.

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

Immunization (All Grade Levels)

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

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

The immunizations required are:

Immunization Requirements 2025-2026

EE/Pre-K (2-4 year olds)

• **DPT**-4 doses.

• **Polio**-3 doses

• **Hepatitis B**-3 doses

• **Measles/Mumps/Rubella (MMR**) -1 dose on or after the 1st birthday

• **HIB**- 3 doses with 1 of which is on or after 12 months of age or 2 doses if a child receives 1 dose on or after 12 months of age, a second dose would be required or a single dose if given on or after 15 months-59 months of age.

• **Varicella**-1 dose on or after 1st birthday or history of chickenpox

• **Hepatitis A**-2 doses at least 6 months apart with 1st dose received on or after 1st birthday. Cannot be excluded until 18 months has elapsed after 1st dose for EE/PREK only.

• **Pneumococcal**-4 doses of a completed series with one being on or after 12 months of age or 3 doses if 1 dose is on or after 12 months of age or 2 doses if both doses are on or after 12 months of age or 1 dose on or after 24 months of age.

• **HIB and Pneumococcal** are not required after the child turns 5 years old.

Kindergarten-Grade 6

• DPT-5 doses of any combination of tetanus, diphtheria & pertussis containing vaccine 1 dose of which must be received on or after 4th birthday. If the 4th dose was administered on or after 4th birthday, only 4 doses are required.

• Polio-4 doses, 1 dose of which must be received on or after 4th birthday. If the 3rd dose was administered on or after 4th birthday, only 3 doses are required.

• **Measles/Mumps/Rubella (MMR)** -2 doses both on or after the 1st birthday

• **Hepatitis B**-3 doses

• **Varicella**-2 doses both on or after 1st birthday or history of chickenpox

• **Hepatitis A**-2 doses with 1st dose received on or after 1st birthday.

Grade 7

• **DPT/TD/Tdap**-3 doses of any combination of tetanus & diphtheria containing vaccine 1 dose of which is received on or after 4th birthday **& 1 dose of Tdap required** if at least 5 years has elapsed since last dose of tetanus- containing vaccine. If not, it will become due when the 5 year interval has passed. It is customary to receive both Tdap and MCV on or after the 11th birthday and/or prior going into the 7th grade.

• P**olio**-4 doses, 1 dose of which must be received on or after 4th birthday. If 3rd dose was administered on or after 4th birthday, only 3 doses are required

• **Measles/Mumps/Rubella (MMR)** - 2 doses with the first dose on or after the 1st birthday

• **Hepatitis A**- 2 doses are required-1st dose received on or after the 1st birthday

• **Hepatitis B**-3 doses are required.

• **Varicella**-2 doses are required with 1st dose on or after 1st birthday or history of chickenpox

• **Meningococcal**-1 dose on or after the 11th birthday

Grade 8-12

• DPT/TD/Tdap-3 doses of any combination of tetanus & diphtheria containing vaccine 1 of which is received on or after 4th birthday & must have 1 dose of Tdap when 10 years has elapsed since the last dose of tetanus-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.

• Polio-4 doses, 1 dose of which must be received on or after 4th birthday. If 3rd dose was administered on or after 4th birthday, only 3 doses are required

• Measles/Mumps/Rubella (MMR) - 2 doses of a measles-containing vaccine with the first dose on or after the 1st birthday AND 1 dose of rubella & mumps containing vaccine received on or after 1st birthday.

• **Hepatitis B**-3 doses are required.

• **Hepatitis A**- 2 doses are required-1st dose received on or after the 1st birthday

• **Varicella**-2 doses are required with 1st dose on or after 1st birthday or history of chickenpox

• **Meningococcal**-1 dose on or after the 11th birthday

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.

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

Emergency Information

If a student becomes ill or injured at school and needs to leave school, the parent will be contacted. All students are required to have emergency contact information online in Skyward Family Access. In case a parent cannot be reached, the office will notify other emergency contacts that parents have listed, to assume temporary care of the student. Parents must notify the school to update any new phone numbers, change of address, or emergency contact names. In case of serious accident or illness and no one designated in the student's emergency contacts can be reached, the school will arrange for all necessary medical services on the parent's behalf and parents will be responsible for all medical costs incurred.
If student must be sent home from school or has not been picked up after school within one hour after school dismissal the following procedures may be followed:

- Police or CPS may be notified

Lice (All Grade Levels)

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

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Students with head lice will not ride the buses home since it would be difficult to avoid close head-to-head contact. 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.

Texas public elementary schools are required by state law (Senate Bill 1566) to send out notices regarding head lice.The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

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

Medication Administration (All Grade Levels)

Medication may be administered by designated Belton ISD personnel in compliance with the procedures outlined below. All medication dispensed in the clinic must have a signed physician/health care provider order, including over-the-counter medication. The Nursing Practice Act (NPA) dictates which licensed medical professionals a licensed nurse may carry out medication orders from. Nurses must have an order for administration of a medication or treatment as ordered from a physician, podiatrist, or dentist [NPA 301.002(2)(C) and Texas State Board of Nursing Rule 217.11(1)(C)(iii)] At this time, licensed chiropractors are not included, therefore, their orders will not be accepted.

A Registered or Licensed Vocational nurse cannot accept a medical or prescription order written by a parent for their own child—even if the parent is a licensed healthcare provider. The Texas Board of Nursing mandates that nurses only accept orders from an independent, authorized practitioner (such as an external physician, dentist, or podiatrist) to avoid clear conflicts of interest and boundary violations.

If a student must take medication including over the counter or prescription medication, during school hours, the student's parent must provide the medication, complete a medication parent authorization form giving parental consent, and provide a physician's order. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication for asthma or anaphylaxis to self-administer the prescription asthma or anaphylaxis medicine while on school property or at a school-related event or activity if a doctor's order states that the student may self-carry and administer the prescribed medication.

The District shall purchase certain nonprescription medications to administer to students only on an emergency basis such as opioid antagonists and epinephrine delivery systems to be administered by trained staff members.

In accordance with policy FFAC, authorized employees may administer:

- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

Asthma and Severe Allergic Reactions

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

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal. [See also **Food Allergies** on page 99.]

Unassigned Epinephrine Delivery Systems

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

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

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

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

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

Unassigned Opioid Antagonists (All Grades)

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

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

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

To address behavioral concerns, the district has adopted *Emergent Tree*. This program provides support for social and emotional needs as well as strategies to address behavioral concerns. To better assist students in times of transition. Emergent Tree provides interventions for campus administrators, counselors, and teachers to be implemented to ensure student success.

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 campus counselor for further information.

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

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

For related information, see:

- Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources

Physical Activity Requirements

Elementary School

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

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

Middle School

The district will ensure that students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Excuse from Physical Education

If a student is not to participate in physical education class for any reason, a note from the parent is required stating the reason and for how many days the student is not to participate. Student non-participation must not exceed three (3) days without a health care provider's written statement. The health care provider's note must include a release date for participation.

Written academic work shall be required from students who are unable to participate in physical activities for more than five (5) consecutive days. Academic work may be required as makeup work for non-participating students. The student will attend the physical education class and observe even when they are excused from participation.

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required to be submitted annually to the district.

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

See the UIL's explanation of sudden cardiac arrest for more information.

Spinal Screenings

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.

As required by state law, all girls at age 10 (fifth grade) and at age 12 (seventh grade) and all boys at age 13 or 14 (eighth grade) will receive a spinal screening. Catching a spinal problem can make the treatment easier. Not treating spinal problems can lead to serious health problems. To decline or opt out of a spinal screening, parents shall provide the school with one of the following before the end of the 1st semester:

- A signed and dated document from a licensed professional stating the student is under active ongoing medical care for a specific spinal problem
- An affidavit stating that the spinal screening will be conducted by an individual other than the school screener
- An affidavit stating the screening conflicts with their religious beliefs or practices

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).

Vision and Hearing

As required by state law, all pre-kindergarten, kindergarten, first, third, fifth and seventh graders as well as any new students to the District will have a vision and hearing screening by the school health services staff. Problems with vision and hearing can affect their educational advancement. To decline or opt out of a vision and/or hearing screening, parents must provide the school with one of the following before the end of the 1st semester:

- A signed and dated document by a licensed health care provider stating the student has been screened during the current school year.
- An affidavit stating that the vision and hearing screening will be conducted by an individual other than the school screener as soon as is feasible
- An affidavit stating the screening conflicts with their religious beliefs or practices

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at *www.bisd.net/Page/350* for information regarding meningitis.

For 7th — 12th grade, 1 dose of quadrivalent meningococcal conjugate vaccine is required on or after the student's 11th birthday or show valid proof of exemption. A booster may be recommended prior to college.

Note: Entering college all students must show, with limited exception, evidence of a current bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization** on page 90.]

Chronic Health Conditions

Each year the school asks parents to provide information about your student's health in order to ensure collaboration between the school, the parents, and the student's healthcare provider when developing a student's school healthcare plan. Parents should annually submit a completed online health information form to the school nurse. Chronic conditions like asthma, severe allergies, diabetes, seizures or conditions requiring medications or treatments at school may require additional parental and physician authorizations and instructions. These written authorizations must be provided at the beginning of each school year before school staff administer medications or provide specialized nursing care. Refer to the Belton ISD Health Services Web site, https://www.bisd.net/Page/345 for forms that facilitate this process

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the school 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. Parents should meet with the student's school nurse to participate in the development of a food allergy management plan to assist the student in safely accessing the school environment. Each campus may develop procedures on what foods may be brought into the school depending on the severity of a student's food allergy.

When the district receives information of a student with 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. In order for any diet modification to be made in school meals, parents must submit the "Diet Modifications Request Form" found on the district Health Services website www.bisd.net/Page/345 .

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 35 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact their assigned campus for community resources. Each campus in Belton ISD has a full time Registered Nurse (RN) and a full time counselor. Please refer to the below contacts for additional support and resources:

▪ The Belton ISD Director of Health Services at (254) 215-2043

▪ The Belton ISD Director of Academic Advising and Counseling at (254) 215-2040

▪ Bell County Public Health District at (254) 773-4457

▪ Central Texas Center for MHMR Services (254) 526-4146

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at https://pol.tasb.org/Home/Index/164.

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the above policies and plans.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available on the district's Student Services website www.bisd.net/Page/1660.

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.bisd.net/Page/1660. [See policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact the Assistant Superintendent of Operations, (254) 215-2000, with questions about the content or implementation of the district's wellness policy and plan.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

To aid in maintaining a safe and secure campus environment, school personnel have the authority and responsibility to question students and request a written statement regarding their conduct and conduct of others with or without parent permission or the presence of the parent(s). This is per District policies FNF(LOCAL) and GRA(LOCAL). If a student is questioned by law enforcement and/or asked to provide a written statement to law enforcement, a reasonable attempt shall be made to notify the student's parents or guardians promptly. In addition, an administrator will be present at the time of questioning when permitted.

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

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

Students Taken into Custody

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

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.

- All appropriate district personnel regarding a student who is required to register as a sex offender. [See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

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

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

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow 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, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school

may ultimately require a note for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information.The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

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

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

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

During Lunch

All district campuses will be closed from the time the student comes on campus until the final dismissal. No student may leave campus for lunch. Leaving campus during the day without proper authorization is prohibited. The following exceptions will be made: 1) students involved in work programs or classes on another campus; 2) school-related matters; and 3) students checked out by parents.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. The student will be given full credit for the 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** on page 39.]

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 39.]

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

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

Students who are unable to complete their assignments will conference with their teacher. Late work policies will be established by subject areas/grade level teams with campus leadership approval. Policies will be communicated to students and parents through a syllabus at the beginning of the year.

DAEP Makeup Work

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

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension. Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs,

including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

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

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

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at FFH(LOCAL).

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 sex-based harassment:

- For Staff/Students: Director of Title IX and Investigations: Sandra Garrett (254)215-2616 or sandra.garrett@bisd.net

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Executive Director of Special Programs, Sara Windham, (254) 215-2112 or Sara.Windham@bisd.net. [See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Parent Rights and Options

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

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: www.bisd.net/parentsaspartners

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 55.]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parents of a child enrolled in the district with the child's teachers.To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels)** on page 109.]
- Becoming a school volunteer. [See **Volunteers** on page 126 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include PTA, PTO, and PTSO.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [See policies BQA and BQB for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, 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)** on page 100 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. [See policies BE and BED for more information.]

District Parent and Family Engagement Plan

The District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees involve parents and family members of District students in the development of such plans and in the process for campus

review and improvement of student academic achievement and campus performance. [See BQ(LOCAL), EHBD(LEGAL)]

Parking and Parking Permits (Secondary Grade Levels Only)

Vehicles parked on school property are under the jurisdiction of the school (TEC 37.102). The school reserves the right to search any vehicle if reasonable cause exists to do so. Students have full responsibility for the security of their vehicles and will make certain they are locked and that their keys are not given to other students. Students will be held responsible for any prohibited objects or substances, such as alcohol, illegal drugs, drug paraphernalia, tobacco products, guns or other weapons, ammunition that are found in their cars and will be subject to disciplinary action.

Students must pay a fee to obtain a parking sticker. Students must present a valid driver's license, proof of insurance and parent signature are required to apply for a permit. A parking sticker must be obtained in the office after completing an application. By signing the application, students are agreeing to all of the rules and stipulations for parking a vehicle on campus. Tickets will be issued for improper parking or operation of a vehicle.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. Discipline consequences place the student in jeopardy of losing parking privileges. A serious traffic or parking-related incident may result in immediate suspension of parking privileges.

Parties

Parties and celebrations are important to the development of the whole child. Students are expected to observe the rules of good conduct during parties allowed by the district. Notices will be sent and parents are encouraged to help. There will be no food or drink brought to school to be used in classrooms without prior approval by the principal. According to Food of Minimal Nutritional Value guidelines, only three days during the school year will be designated for parties.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 24.]

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

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

Prayer (All Grade Levels)

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

Prom Guidelines

Attendance at Prom is a privilege. Administration has the right to remove or refuse entry to any individual who is not in compliance with dress code, or whose behavior has violated the Student Code of Conduct. Students must meet eligibility requirements in order to purchase prom tickets. Detailed prom guidelines will be provided by each high school campus.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

Elementary

In grades K-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in reading and mathematics and two of the following areas: English, science and social studies.

If a student at any grade level is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will take the state mandated assessment most aligned to the content being taught.

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their student will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

Middle School

The promotion/retention policy for Belton ISD's middle schools is stated in this section so that there will be no confusion at the end of the year regarding requirements for advancement to the next grade.

Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

In order to be promoted from one grade level to the next, a student shall attain an overall average of 70. In addition, students shall attain an average of 70 or above in the following subjects: English Language Arts, Mathematics, Social Studies, and Science. Belton ISD recommends a student not be required to repeat any course in which an average of 70 or above was maintained for the year. Campus assignment shall be at the discretion of the district in the event the student neither passes nor fails all courses in the eighth (8th) grade.

Repeating Kindergarten—Grade 8

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate. If the parent is not in attendance then the committee has the right to deny the request.

High School

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

Repeating a High-School Credit Course

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

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

Remote Instruction

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

Report Cards/Progress Reports and Conferences (All Grade Levels)

Grade reports with each student's grades or performance and absences in each class or subject are made available to parents at least once every reporting period.

At the end of the first three weeks of a grading period, parents will have access to unsatisfactory progress report if their child's performance in any core content course (in English language arts, mathematics, science, or social studies) is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject.

Any student who receives an unsatisfactory progress report or report card may be required to attend tutorials. For information, contact the campus administration regarding specific tutorial times and procedures. [Texas Education Code §29.084]

Teachers follow grading guidelines that have been approved by Belton ISD pursuant to the Board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. 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 policy EIA(LOCAL).]

Questions about grade calculation should first be discussed with the teacher; if the question is

not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

All grades will be recorded numerically on report cards and on permanent records. The grade for an entire course is an average of the two semester grades. Failure of the first semester does not necessarily denote failure for the year. The grades of the second semester may be high enough to total a passing grade.

If a student withdraws or checks out of school the week of or prior to semester or final exam week, a zero may be given unless prior approval has been given by the principal.

Secondary report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks. Parents having questions should contact the school. Final report cards for the academic year will be available in the parent portal.

Progress reports will be issued at the end of the third and sixth week of each grading period.

Report cards are issued at the end of each 9-week grading period. *On-level, Pre-Advanced, and Advanced Placement courses* will give a minimum of 9 (minor) and 3 summative (major) grades in any 9-week grading period. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent should request to schedule a conference with the teacher of that class or subject.

All grades will be recorded numerically on report cards and on permanent records. The grade for an entire course is an average of the two semester grades. Failure of the first semester does not necessarily denote failure for the year. The grades of the second semester may be high enough to total a passing grade.

If a student withdraws or checks out of school the week of or prior to semester or final exam week, a zero may be given unless prior approval has been given by the principal.

Required State Assessments

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

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

Mathematics, annually in grades 3–8

Reading, annually in grades 3–8

Science in grades 5 and 8

Social Studies in grade 8

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Standardized Testing for a Student Enrolled Above Grade Level

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

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

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

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

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

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

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

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 81.]

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

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

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

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 81.]

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 STAAR

If a student in grades 3–12 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

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

The parent of a student who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. [See **Complaints and Concerns (All Grade Levels)** on page 52 and FNG(LOCAL).]

Personal Graduation Plans - Middle School Students

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

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

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

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

Safety (All Grade Levels)

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

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

Safe Storage of Firearms

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

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

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

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in 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 and how to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form online, 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, etc.).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

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

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:

In the event of inclement weather, parents will be notified of delays or cancellations through Parent Square via text, email and/or phone using the contact information currently provided in Skyward Family Access. The announcement will also be posted on the district website, www.bisd.net, and social media platforms (Facebook, Instagram, X (Twitter)). Local television stations will also announce this information but please verify through one of the district's communication platforms.

Identification Cards

Secondary students will be issued an ID card and lanyard. **Students will be required to wear their district-issued student ID badges visibly on a lanyard around their necks at all times during the school day.** Students must present their ID when asked by any staff at any school-sponsored activity on or off campus. Failure to present a student ID at these school-sponsored events may result in disciplinary action. Students who lose their ID will be charged a replacement fee.

Crime and Safety Information Reporting

Belton ISD is utilizing a communications tool called **Anonymous Alerts**. The Anonymous Alerts anti-bullying and safety app reporting system helps combat bullying and other negative activity in schools by empowering students to speak up. The system allows for 1-way or 2-way anonymous encrypted communications between submitters (students, parents or community members) and district administration and/or school staff. Users of the system have the option to remain anonymous or reveal their identity when submitting a report.
To send reports from the Web/Internet go to: www.anonymousalerts.com/beltonisd.

To send a report from your phone download the **Anonymous Alerts®** app for free from the Apple Store, Google Play store, or the Chrome store. Start the App and enter activation code: beltonisd

Anonymous Alerts will allow students, parents and community members to send important reports to school officials. Screenshots, photos and/or videos related to the incident may also be included.schedule [See **Communications-Automated, Emergency** on page 51.]

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at (254) 215-2103.

Entering Campus or District Facilities

Parents, guardians, guests and the general public are expected to use the public entrances to all BISD buildings and facilities. The public entrance is defined as that door or other point designated as the main entry for the building or facility, for example, the front entrance of campus buildings or the main ticket gate at the athletic stadiums or gyms. Access to district buildings or facilities may not be granted at any point other than the main or public entrance.

Food and Nutrition Services (All Grade Levels)

The district participates in the National 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.

Free and reduced-price meals are available to students from families who meet established federal income guidelines. A new meal application must be completed each school year. Families may apply for meal benefits using an online application accessed through the Belton ISD Web site or by going directly to www.schoolcafe.com/beltonisd. Paper applications are also available in the cafeteria and the Nutrition Services office. Information about a student's participation is confidential. For more information on the free and reduced-price meal program, please see the Nutrition Services web page on the Belton ISD Web site or contact the Nutrition Services office at (254) 215-2186 or at nutrition@bisd.net.

The Nutrition Services Department uses a computer system to track student meal accounts. Cash or check prepayments are accepted in the cafeteria. Parents may also place money in their student's account by using an online payment system. It may be accessed through the

Belton ISD Web site or by going directly to www.schoolcafe.com/beltonisd. Meal balances and student purchases may also be viewed through this Web site. If a paper printout of transactions is needed, please contact the school cafeteria office.

Elementary & Secondary students are allowed to charge reimbursable meals as needed. Students are not allowed to charge a la carte purchases when they have a negative balance. Negative balance notifications go out three times a week utilizing phone, email or text through an automated message system. Efforts are made to collect all negative balances before the end of the school year. If a positive balance remains in any account, it is carried forward to the next school year. Requests for refund of a positive balance may be made by a parent or guardian.

Meal Prices

- Elementary Student Breakfast is $1.25
- Elementary Student Lunch is $2.65
- Middle School Student Breakfast is $1.50
- Middle School Student Lunch is $2.85
- High School Student Breakfast is $1.50
- High School Student Lunch is $2.85

Students are to clean up their area after eating. Violations will be reported to the office and appropriate action will be taken. There will be no loud talking, yelling or running in the cafeteria at any time. Students not following cafeteria rules will have to leave the cafeteria immediately and will be in danger of losing the right to eat in the cafeteria.

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, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English. To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter 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

USDA is an equal opportunity provider, employer, and lender."

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

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 104 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

See policy COB for more information.

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

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

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

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator at (254) 215-2103.

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

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

After dismissal from school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Library (All Grade Levels)
The library is available for both scheduled class visits and independent student use.

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.

The board has established a local School Library Advisory Council (SLAC) composed of parents, librarians, community representatives, classroom teachers, district administrators nominated by the board, who work with the district to ensure library materials reflect community values and meet state library standards. The council reviews and makes recommendations on adding or removing books, ensures materials are age-appropriate, advises on library policies, and may suggest partnerships with local libraries and organizations. Meeting at least twice each year, the council provides a strong parent and community voice in guiding school library decisions.

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 Innovation Specialists and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus Innovation Specialist.

Parents may access the Destiny Library Catalog at any time to view their child's library account, including checked-out library materials, titles, authors, genres, checkout dates, due dates, return dates, checkout history, and other available library information. Through Destiny, parents may also restrict their child from checking out specific library titles.

A parent may have access to the school's library or any available online catalog by visiting the BISD Library Services website.

The district welcomes student and parent feedback on library materials and services. Parents may contact ***campus Innovation Specialists*** with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Meetings of Non Curriculum-Related Groups (Secondary Grade Levels Only)

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

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)** on page 73].

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

School rules apply to field trips and extracurricular activities/events. Field trips are classified as co-curricular or extra-curricular. Field trips will be determined by grade level and with the approval of the principal.The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

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

Social Events

All school-sponsored activities and social functions are under the direct supervision of teacher-sponsors and principals. They shall give final approval of all social activities, authorize money to be spent and determine the place and time of the event. High School activities will be confined to grades 9, 10, 11 and 12 unless otherwise specified by the administration. No school-sponsored activities may be planned without first receiving permission from the sponsor and principal and placing the date for the event on the school calendar. Regular school rules apply to student activities and social functions.

Searches and Investigations

Searches in General (All Grade Levels)

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

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)** on page 101.]

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

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

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

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and remain under the control and jurisdiction of the school even when assigned to an individual student. 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. The parent will be notified if any prohibited items are found in the student's desk or locker.

Metal Detectors

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

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 64 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Random Drug Testing (Secondary Grade Levels Only)

The district requires random drug testing of any student in grades 9-12 who chooses to participate in school-sponsored extracurricular activities. [For further information, see policy FNF(LOCAL). Also, see **Steroids (Secondary Grade Levels Only)** on page 95]

Vehicles on Campus (Secondary Grade Levels Only)

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Special Programs (All Grade Levels)

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

Dual Language	Noe Gutierrez
English Language	Yolanda Sarinana
Parent Involvement	Dawn Schiller
Dyslexia	Amy Jourden

Section 504	Amy Jourden
Gifted and Talented	Deanna Lovesmith
Special Education	Sara Windham, Kathleen Corsi

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

Standardized Testing

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

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

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

TSI (Texas Success Initiative) Assessment

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

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce selected student assemblies and banquets. Students are eligible to introduce these events if they are in the highest two grade levels of the school, volunteer and are not in a disciplinary placement at the time of the speaking event. If a student meets the eligibility criteria the student should submit his or her name in accordance with policy FNA(LOCAL).

Summer School (All Grade Levels)

Elementary students are selected to attend summer programs upon review of their academic record, state assessment scores, and teacher recommendations. Students with excessive absences may be required to participate in attendance make-up activities or attend after-school sessions.

Middle school students are selected to attend summer programs upon review of their academic record, state assessment scores, and teacher recommendations. Students with excessive absences may be required to participate in attendance make-up activities or attend after-school sessions.

High School will offer recovery/EOC remediation summer programs for all high schools for students to satisfy the requirements of courses and EOC tests not successfully completed during the preceding school year. The district with campus support offers EOC reviews and testing.

Courses typically offered in the recovery summer program are required courses in English, math, science, social studies, and others as determined by the district and campus administrative team. EOC remediation areas are English, math, science, and social studies. PE acceleration is offered as well.

Students with excessive absences may be required to participate in attendance make-up activities or attend after-school sessions.

Tardies (All Grade Levels)

Tardiness means not being in the classroom when the tardy bell rings. Tardiness disrupts instruction for both the tardy student and others in the classroom. Teachers will not excuse any student from the classroom during the first 10 minutes of class and during the last 10 minutes of class. Students are given sufficient time to change class and a warning bell sounds one minute before students are to be in class. Tardies are cumulative, and disciplinary consequences will result from repeated tardiness.

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

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

- It is the duty of students to protect their books or electronic equipment, keep them clean, and keep them in good condition at all times.
- Books or electronic equipment found in lockers, other than owners' books or electronic equipment, should be brought to the office. Books or electronic equipment left lying around the campus or buildings will be brought to the office.
- Lost or damaged books or electronic equipment must be paid for in accordance with the nature of damage. Until lost or damaged books or electronic equipment are paid for, the student's grades, report card and other records may be withheld.
- Failure to pay for lost or damaged textbooks or electronic equipment may forfeit the student's privilege of having textbooks or electronic equipment issued for home use. Textbooks or electronic equipment would then be available for use in the classroom only.
- Lost textbooks or electronic equipment will be paid for in the principal's office. A receipt will be given to the student, and the teacher will issue a book.

All textbooks/electronic equipment will be accounted for electronically. Students must report to the bookroom with their schedule and BISD student ID in order to check out their books. Books/electronic equipment will be scanned out to individual students. Temporary ID's will not

be acceptable to check out books. At the end of the semester, or year, students will return their books/electronic equipment to the bookroom. Any necessary fines will be assessed at that time. Dictionaries will be scanned out to teachers upon request. Student aides will be present in the bookroom each period for assistance with checking out any books requested by teachers or students. At all BISD campuses, until lost or damaged books/electronic equipment are paid for, the students' grades, report cards, class schedules and other records may be withheld under TEC 31.104 (d).

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another. Additionally, principals will review the academic performance, discipline and attendance of transfer students periodically throughout the year. Transfer privileges for students with academic performance, discipline or attendance issues, including tardies or period absences, or who fail to pay out of district tuition may be revoked. [For further information, see policy FDA(LOCAL) and FDB(LOCAL).

Transportation (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

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

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

A parent may designate a grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops contact Transportation at (254) 215-2150.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook, the Student Code of Conduct, and the Belton ISD Bus Rider Safety Handbook at www.bisd.net/domain/208. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.

- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

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

Transportation Seat Belt Policy

TEC, Chapter 34: Sec. 34.013. A school district shall require a student riding a bus operated by or contracted for operation by the district to wear a seat belt if the bus is equipped with seat belts for all passengers on the bus. A school district may implement a disciplinary policy to enforce the use of seat belts by students.

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

Smart Tag ID Safe Rider System

This system of student ID cards and scanners on each bus is a means to ensure correct students are riding correct buses and exiting at the correct stops in a dynamic bus environment. Each student riding a route bus will place their Smart Tag ID card over the scanner as they enter and exit the bus. Participation is required for the safety and overall organization of handling 4,000 bus riders daily including yours. A student's lack of participation in using the Smart Tag system may result in student disciplinary action in certain cases.
[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Assigned Bus Seating

To help us stay organized overall and to be able to immediately identify our bus riders and their seat location should we have any reported cases within the bus environment, assigned seating on buses will be a requirement.

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may

make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Executive Director of Special Programs, who the district has designated to coordinate the implementation of and compliance with this law. [See policy EHBAF(LOCAL) for more information.]

Visitors to the School (All Grade Levels)

General Visitors

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

- 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.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher as long as their duration or frequency does not interfere with the delivery of 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.

[For video and other recordings by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 18.]

Unauthorized Persons

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

The person poses a substantial risk of harm to any person; or

The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

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

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.

Registered Sex Offenders on District Premises

The Belton Independent School District strictly forbids registered sex offenders (RSO) from entry on property, vehicles, equipment, or facilities owned, leased or operated by or on behalf of the Belton ISD except for school Board meetings, voting in elections or attending a scheduled parent-teacher or administrator meeting regarding their student (which they are the parent, guardian, or person having lawful custody).

When entering the campus at which the student is enrolled, an RSO must proceed directly without pause or delay to the administrative offices of the campus and must be supervised by the appropriate district personnel at all times. It is the intention of the Belton ISD to prosecute violations of this prohibition to the fullest extent of the law. For information regarding student RSOs, please refer to the Student Code of Conduct.

Volunteers (All Grade Levels)

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

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

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

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. A student age 18 or older may not withdraw themselves to homeschool.

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

Glossary

Glossary

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

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

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

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

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

CPS stands for Child Protective Services.

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

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

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

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

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

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

ESSA is the federal Every Student Succeeds Act.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TAC stands for the Texas Administrative Code.

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

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

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

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

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit https://pol.tasb.org/Policy/Code/164?filter=FFI. Below is the text of *Belton ISD*'s policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Belton ISD
014903

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	
Student Report	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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