



Agenda of Policy Committee Meeting

The Board of Trustees Belton Independent School District

A Policy Committee Meeting of the Board of Trustees of Belton Independent School District will be held June 7, 2021, beginning at 5:00 PM in the Big Red Room, 400 N. Wall Street, Belton, TX 76513. One or more trustees may participate via video conference.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- 1. Call to Order**
- 2. Public Comments**
- 3. Review and Discuss the Following Items:**
 - A. TASB Policy Review 2
 - B. Review Board Operating Procedures 3
 - C. CB(LOCAL): State and Federal Revenue Resources - 1st Reading 15
 - D. Student Handbook Overview 17
 - E. EIC(LOCAL): Academic Achievement - Class Ranking - Learning/Study 23
- 4. Issues/Concerns for Future Agenda or Administrative Reports**
- 5. Adjourn**

POLICY REVIEW SESSION

WHAT IS A POLICY REVIEW SESSION?

A policy review session (PRS) offers a comprehensive review of a district's policies to ensure that they are up-to-date and consistent with changing district practice.

HOW OFTEN DO WE NEED ONE?

Policy Service recommends a thorough policy review every **five to seven years**—sooner if your district's local practices or philosophies have shifted.

IT'S TIME FOR A POLICY REVIEW WHEN:

- ✓ A district discovers significant discrepancies between board policy and current administrative practice.
- ✓ It has been 5–7 years since the district's last PRS.
- ✓ There has been a change in district leadership.

CONTACT YOUR POLICY CONSULTANT TO BEGIN THE PRS PROCESS

THE POLICY REVIEW PROCESS





Board Operating Procedures

The Superintendent and the Board function as a team. A structured approach to developing a district vision and setting goals is enhanced by first developing a system of standard operating procedures. The Board of Trustees is the corporate policy making body for the District. The Superintendent and staff provide the leadership to accomplish the District's mission and annual goals, through policy implementation. The Belton ISD Board Operating Procedures have been established based on legal policies and policies adopted by the Board of Trustees.

The Belton ISD Board of Trustees annually reviews these Operating Procedures to effectively communicate with staff and patrons of the District.

Trustees

Jeff Norwood	President
Ty Taggart	Vice President
Manuel Alcozer	Secretary
Suzanne M. McDonald	Trustee
Janet Leigh	Trustee
Chris Flor	Trustee
Erin Bass	Trustee

Administration

Dr. Matt Smith	Superintendent
Dr. Malinda Golden	Deputy Superintendent
Dr. Deanna Lovesmith	Assistant Superintendent for Teaching & Learning
Todd Schiller	Assistant Superintendent for Human Resources
Michael Morgan	Assistant Superintendent for Operations
Jennifer Land	Chief Financial Officer
Elizabeth Cox	Executive Director of Communications & Community Engagement

Operating Procedure Review

These operating procedures will be reviewed annually by the Board through the Policy Committee.

Board Ethics

Board members shall promote the best interests of the District as a whole and shall adhere to the following ethical standards:

Respect

- Be fair, just, and impartial in all decisions and actions.

- Accord others respect.
- Share views while working toward consensus.
- Respect the majority decision as the decision of the Board.
- Encourage expressions of different opinions and listen with an open mind to other's ideas.

Accountability

- Be accountable to the public by accurately representing District policies, programs, priorities, and progress.
- Work to ensure prudent and accountable use of District resources.
- Diligently prepare for and attend Board meetings.

Communication

- Be responsive to the community by seeking its involvement in District affairs and by communicating District priorities and concerns.
- Avoid personal involvement in activities the Board has delegated to the Superintendent.

Integrity

- Make no personal promise or private action that may compromise the Board members' performance or responsibilities.
- Tell the truth.
- Do not disclose information that is confidential by law or that will needlessly harm the District if disclosed.
- Seek continuing education that will enhance the Board members' ability to fulfill their duties effectively.
- Be continuously guided by what is best for all students of the District.

Fairness

- Base decisions on fact rather than supposition, opinion, or public favor.
- Refuse to surrender judgment to any individual or group at the expense of the District as a whole.

Lawfulness

- Uphold all applicable laws, rules, policies, and governance procedures consistently.
- Focus attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.

Board Meetings

Agenda Preparation

- The Board President and the Superintendent jointly create the agenda with input from the rest of the Board.
- Two standing agenda items will be at the end of each meeting agenda:
 - "Board Requests for New Information and/or Reports."
 - "Calendar of Events."

Opening of Regularly Scheduled Meetings

- Board meetings are held in public to conduct the business of the district, as distinguished from public meetings. The Board shall not tolerate disruption of the Board meeting by members of the public.
- At the beginning of each regularly scheduled meeting, the Board President will open the meeting by stating, "Please rise for a moment of silent prayer or meditation and remain standing for the pledge of allegiance and honors to the Texas flag."
- After the Board President opens the meeting, the Board will allow Public Comments.

Board Member Response in Public Participation Section of the Board Meeting

- Public Comments will be posted on the Board's meeting notice as a separate agenda item. As permitted by BED(LOCAL)At Regular Meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting. At Special Meetings, public comment shall be limited to items on the agenda posted with notice of the meeting. An individual's comments shall not exceed five (5) minutes per meeting except as permitted by Board Policy. See BED(LOCAL).
- The Board President may limit time and adjust placement of Public Comments if there is a large number of speakers.
- The Board President will share specific expectations/guidance with the Board and the public prior to the public participation segment of the Board meeting. The Board President shall inform the audience that the Board cannot engage with the audience during Public Comments.
- Board members will be attentive to speakers who come before the Board in the public participation segment of the meeting.
- Board members will refrain from demonstrating negative non-verbal communications.
- The Board does not allow the use of video, slide, or other electronic presentations during Public Comments.
- If citizens bring a written statement or support materials, they should provide enough copies for the seven Board Members and the Superintendent.

Quorum

Generally, any time four or more members are gathered and discuss Board business, it is considered a meeting under the Texas Open Meetings Act. See BE(Legal).

A "walking quorum" occurs when members of a governmental body gather in numbers that do not physically constitute a quorum at any one time but who, through successive gatherings, secretly discuss a public matter with a quorum of the body with the objective of avoiding an open meeting. A governmental body may be subject to both civil and criminal liability for conducting business by a "walking quorum."

Consent Agenda

A consent agenda will be used for items of routine and/or recurring nature, generally requiring no discussion and grouped together under one heading. The Superintendent will automatically place the following items on the consent agenda.

1. Routine items;
2. Annual renewals (i.e. Region 12 and Texas Education Agency items);
3. Financial items to include, but not limited to, monthly financial reports, budget amendments, expenditures over \$50,000, gifts, grants and bequests, certification of annual tax roll, monthly, quarterly and annual investment reports, and other financial reports as needed;
4. Minutes of regular and special Board meetings;
5. Updates of Board policy;
6. Routine personnel items; and
7. Routine bid recommendations.

A Board member can request an item be removed from the consent agenda for individual consideration and voting through notice to the Superintendent and Board President as soon as practical prior to the meeting, or in sufficient time, as determined by the Superintendent, to enable staff to present information at the meeting necessary to address a Board member's question or concern.

Board Member Requests for Information

Questions from Board members concerning non-agenda information will be answered, when appropriate, in an administrative report by the Superintendent.

or

- May be placed on a future Board meeting agenda.
- Updates will be provided as needed by the Superintendent. Board members will notify the Superintendent when answers to their questions are not forthcoming from the contact person in the time promised.
- Board members, acting in their official capacity, have the right to seek information through the Superintendent's office. Written questions and corresponding responses will be distributed to all Board members in a timely manner.
- A Board member shall not have access to confidential student records unless there is a legitimate educational interest as defined by Board policy FL(LEGAL) in the records and the member is acting in his/her/their official capacity.
- Board members shall make formal information requests directly to the Superintendent. The Superintendent may direct other administrators to respond.
- Board members can e-mail or call the Superintendent or executive staff to ask questions or request information.

- If the request requires a material amount of time or resources, the Superintendent shall notify the Board President.
- Board members will keep the Superintendent informed.

Closed Sessions

Closed Meetings shall include only items allowed by law and policy.

- If a Closed Meeting is allowed, the Board shall not conduct the Closed Meeting unless a quorum of the Board first convenes in an Open Meeting for which proper notice has been given and in which the presiding officer has publicly announced the sections of the Open Meetings Act or other applicable law under which the Closed Meeting is held.
- A final action, decision, or vote on a matter deliberated in a Closed Meeting shall be made only in an Open Meeting for which proper notice has been given.
- The Board shall keep a certified agenda of the proceedings of each Closed Meeting.
- No Board member shall participate in a eClosed mMeeting that is not documented by a certified agenda or a tape recording.
- All information provided and opinions shared in eClosed mMeeting shall remain confidential unless otherwise agreed upon by the Board. Non-compliance may result in private and or public censure.

Parliamentary Procedures

The Board shall observe the parliamentary procedures as outlined in Robert's Rules of Order Newly Revised.

Board Elections or Appointments

Five Board positions are by place and two are at large. In the event of a vacancy prior to the completion of a three-year term, the Board may appoint a replacement to complete the term or may order a special election to fill the vacancy in accordance with Board Policy BBC(LEGAL).

Evaluation of the Board

- The Board shall conduct a self-evaluation annually.

- The evaluation shall consider such items as role recognition, relationship with others, performance at Board meetings, self-improvement activities and other issues consistent with the Framework for School Board Development.

Evaluation of the Superintendent

- The annual evaluation of the Superintendent and review of the Superintendent's contract will typically be done in January. ~~Contract renewal is in January.~~
- The Board President obtains input from all Board members, completes the appraisal document and reviews the document and comments with the Superintendent prior to the next regularly scheduled board meeting.
- The Superintendent's evaluation is generally conducted in closed session but can be conducted in open session at the request of the Superintendent.

Selection of Board Officers

The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. Each officer should have completed their annual required continuing education hours on time and completed one year of board service.

Board officers shall serve for a one-year term or until a successor is elected. Officers may serve three (3) consecutive terms, except in extenuating circumstances as determined by the Board.

Meeting Minutes

- Board minutes from previous meetings will be placed in the Board packet for approval at the next regular given Board meeting.
- Approved Board minutes will be posted on the District website.

Board Committees

- The Board will for the most part, function as a eCommittee of the as a whole in a workshop meeting to review and discuss key issues.
- All workshops will be posted in accordance with the Open Meetings Act.
- For efficiency, the Board will divide into two standing committees, Policy and Facilities. Board members have the option each year of which committee they wish to serve. The Board

President is not formally on either committee but may choose to attend any or all committee meetings.

- The Board President may create additional committees to address special topics.

Communication

How serious does information need to be before it is communicated to the Board?

- It must be important to the District. It may be fact or rumor.
- The information could be one of District liability, staff, or student risk or safety.
- All information is to be shared equitably with all members of the team in an appropriate/ethical manner.
- The Superintendent will determine means of communication depending upon the severity of the situation.

Board Member Communication with the Media

- The team strives to maintain a positive relationship with the media.
- The Superintendent or his/her designee shall be the official spokesperson for the District to the media on issues of media attention.
- The Board President or his/her designee shall be the official spokesperson for the Board to the media on issues of media attention.
- In speaking as an individual, the Board member should:
 - Clarify that he/she is speaking as an individual and not for the Board, and
 - Remind the media representative(s) of the position or the action of the Board or the issue in question.

Board Dissention

- Board members shall honor action taken by the Board when making any individual statement related to school business.

- Board members shall not communicate with any other Board members for purposes of soliciting votes with respect to ~~the~~ Board business items.
- It is expected that ~~h~~Board members will attempt to informally work out any personal and professional conflicts with each other such that the members continue to work in a collaborative and effective manner.
- If disputes arise between Board members related to Board business or these Board Operating Procedures that cannot be resolved through communications between the members, the Board President will attempt to informally mediate the dispute and achieve resolution. In the event the dispute remains unresolved, the issue may be presented to the Board for resolution in a closed meeting if the item falls under accepted closed meeting topics. If the issue is not resolved during a closed meeting, the Board may take action as allowed by Board policy.

Citizen Request/Complaint to Individual Board Members

Parents and community members wishing to contact the School Board regarding a specific school, teacher, or child, are encouraged to begin at the level closest to the concern. The Board requests students and parents discuss their concerns and complaints through informal conferences with the appropriate teacher, principal or other campus administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

1. Step One: Contact the teacher, coach, guidance counselor, etc.
2. Step Two: Contact the principal. (If a parent or community member has a school-wide concern, this becomes Step One.)
3. Step Three: Contact the District office responsible for the area of concern.
4. Step Four: Email the Superintendent of Schools, who will may begin an investigation or refer the matter to an appropriate administrator.
5. Step Five: Email all of the Trustees on the Board. The Board President or Executive Director of Communications and Community Engagement will acknowledge receipt of your email and copy the Superintendent of Schools.

If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent, the student or parent may initiate the formal process described in the following policies:

- FNG(LOCAL)
- FNG(LEGAL)

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns, and they may withdraw a formal complaint at any time if a resolution has been reached.

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

Other Issues

- Citizens wishing to express themselves regarding school district policy, boundaries, finances or other responsibilities of the Board which have not been placed on a regular agenda, are encouraged to use one or more of these alternatives.
- Contact the appropriate school department.
- Speak at the Public Comments section held during each Board meeting.
- Board members discourage citizens from providing anonymous information and, in general, will not act upon it (except for fraud, unlawful or other questionable Belton ISD activities which can be reported in confidence).
- Writing or speaking to the Board in a disrespectful tone is considered unprofessional and is counterproductive.

Building Trust between Administration and Board

- As much as possible, staff should be made aware of Board member questions in advance of the Board meeting.
- Care enough to privately address a fellow Board member if he/she is inappropriate.
- Provide the same information to all of the Board and the staff in an appropriate and timely manner.
- Board members will read their packet in advance.
- Staff will provide supportive data for Board decision-making.
- The agenda item cover memo will be used by staff to guide their work in supplying adequate and clear information on agenda items.
- The Board may table an item that does not have supportive data.
- The Board, and Superintendent, and staff will be open and respectful of each other.

Guidelines for Skillful Team Discussion

- Allow equal voice.
- Listen to understand.
- Allow one speaker at a time.
- Be brief and to the point.
- Take responsibility for yourself.
- Strive for consensus.

Board Member Visits to Campuses

- Board members may be invited to attend public events, receptions, groundbreakings, dedications, ribbon cuttings, and other campus events. In such cases, notifying the Superintendent is not necessary.
- Board members who wish to visit a campus to view a program or activity in their official capacity shall notify the Superintendent, and coordinate the visit with the principal.
- Board members visiting a campus in an unofficial capacity should adhere to campus rules.
- Board members are encouraged to interact with staff members but are never to give staff and other employees any directives.
- The Superintendent may schedule group Board visits on topics of interest. There must be less than a quorum present.

Board Attendance at District Events

- The Board will be provided weekly updates of calendar events and sent calendar invitations when available.
- Board members will show support of key events through their attendance at those events as representatives of the Board.

Board Training

Candidate workshops: The Board may conduct a training for interested school board candidates each year.

In the first year of service, a Board member shall receive at least 10 hours of continuing education in fulfillment of assessed needs. Up to 5 of the required 10 hours may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. Newly elected Board member training shall include, but not be limited to:

- Local Orientation tier one training (within 60 days of taking the oath of office);
- Open Meetings Act (not less than 1 and not more than 2 hours within 90 days of taking the oath of office);
- Public Information Act (not less than 1 and not more than 2 hours within 90 days of taking the oath of office); and
- Local Orientation to the Education Code tier one training (within 1 year before or 120 days after taking the oath of office at least 3 hours in length).

After the first year of service, a Board member shall receive at least 5 hours of continuing education annually in fulfillment of assessed needs. A Board member may fulfill the 5 hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. Experienced Board members are required to complete training to include:

- Team building with Superintendent including goal setting and review of the State Board of Education’s governance framework distributed annually by the Board President to all Board members and the Superintendent (3 hours tier two annually);
- Continuing education in assessed needs (5 hours tier three annually);
- Evaluation of student academic performance (SB 1566) training (3 hours tier four training every 2 years);
- Update to Orientation to the Education Code, generally provided through ESC Region 12 (tier one training following a legislative session); and
- Training on sex trafficking (every 2 years).

The Board must meet minimum annual training requirements for the period January 1 through December 31.

The Board President shall also receive continuing education related to leadership duties of the Board President as some portion of the annual requirement.

The Texas Education Code requires the President of the Board to announce the status of earned training credits for each member of the Board of Trustees annually. The announcement is a progress report on the training Board members have received to date. This announcement occurs at the last regular Board meeting prior to an election of trustees (typically April).

Board members are encouraged to join the Texas Association of School Boards (TASB) and attend the TASB convention, as well as other relevant conventions, conferences, or clinics.

The Board is committed to attend required training and will strive to annually attend a conference together with the goal of 100% participation by the Board and Superintendent.

Review and Adoption

These Operating Procedures were approved at a meeting of the Board of Trustees on the _____ day of _____, 2021.

Jeff Norwood, President

Manuel Alcozer, Secretary

Grants and Awards

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, "partner" shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

STATE AND FEDERAL REVENUE SOURCES

CB
(LOCAL)

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

1. Any single item with a value at or above \$50; or
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

State and Federal
Revenue Sources

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

Approval of required grant and award plans shall be by the Superintendent or designee.



2021-2022 Student Handbook Update
Policy Committee Meeting
June 7, 2021

Process

- **Collected feedback on effect of changes made to previous year handbook**
 - Principals, Assistant Principals, Staff, Students
 - Hot Dot Activity and Google Surveys
- **Departments collected feedback and provided edits to their specific sections**
 - Teaching and Learning
 - Technology
 - Health Services
 - Student Services
 - Career and Technology
- **TASB sends initial Model Student Handbook**
- **Any Legislative changes are added**
- **All BISD changes are incorporated into the new Handbook**

Review of 2020-2021 Dress Code Discussion

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.
- ~~Tights, leggings, or spandex may only be worn with a shirt, skirt, dress, or shorts that are mid-thigh in length.~~
- ~~Facial piercing jewelry will be limited to one nose stud.~~
- Tank top straps should be at least the width of a student ID.

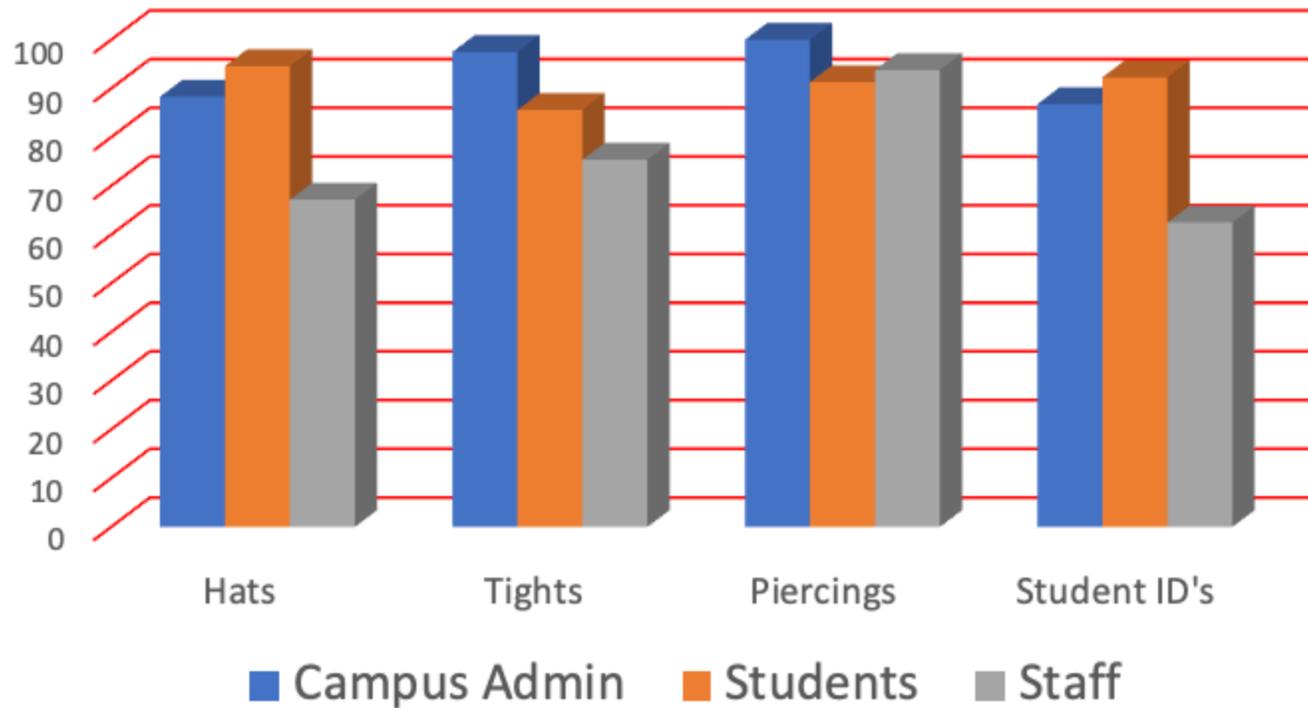
Students may not wear:

- Sleepwear such as pajamas and/or slippers.
- ~~Sunglasses, hats, or caps (in the building).~~ in the building.
- Bandeaux, spaghetti straps, halter tops, sleeveless undershirts, or sheer clothing.
- Tops which expose the midriff or are excessively low cut.
- Sheer or see-through clothing.
- 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.

Student ID Cards (Revised for 2020-2021)

Secondary students will be issued an ID to be carried at all times while students are at school. Students must present their ID when asked by any teacher or staff while on campus and at any school-sponsored activity on or off campus. Failure to present a student ID may result in disciplinary action. Students who lose their ID will be charged a replacement fee.

Stakeholder Feedback for 2020-2021 Dress Code Changes



Data reflects the percentage of survey respondents who felt the change had a positive impact on their campus.

Next Steps

- **Receive feedback from Superintendent's Student Advisory Council**
- **Finalize discussions with principals on hoodies**
- **Finalized grading modifications**
- **Receive final TASB recommendations based on Legislative Session or potential Special Session**
- **Final handbook adopted**

Update on EIC (LOCAL)

Data Review



23

June 7, 2021

Purpose

To continue to engage in discussion on EIC(LOCAL) and how this policy impacts a student's learning experience.

Driving Questions

- How does ranking Belton ISD students impact them during their college admissions process (for students outside of the top 10%)?
- What barriers exist that prevent students from following their pathway?
- How does class rank and course weighting impact Journey of a Graduate competencies?

Average GPA and Course Offerings in Top 10%

	Number of Graduates	Number in Top 10%	GPA		Number of Advanced Placement Courses		Number of Dual Credit Courses	
			Average	Range	Average	Range	Average	Range
Class of 2020 combined	796	81	108	103.13-116.17	9	0-15	1	0-10
Class of 2020 BHS Only	679	68	107.83	102.97-116.17	9	1-14	1.3	0-10
Class of 2020 NT Only	117	12	109.15	104.69-113.813	11	5-15	0	0-1
Class of 2019 combined	795	80	108.23	103.71-114.93	9	3-15	1	0-10
Class of 2019 BHS Only	661	56	108.4	103.71-114.93	9.4	3-15	1.5	0-10
Class of 2019 NT Only	134	24	107.89	104.16-112.62	8	5-12	0	0
Class of 2018 combined	785	79	107.66	103.31- 115.5	8	1-15	1.3	0-8 ²⁶
Class of 2018 BHS Only	662	63	107.83	103.39-115.5	9	3-15	1.4	0-8
Class of 2018 NT Only	123	16	106.98	103.31-112.07	4.8	1-7	1.1	0-4

Average GPA and Course Offerings in Top 20%

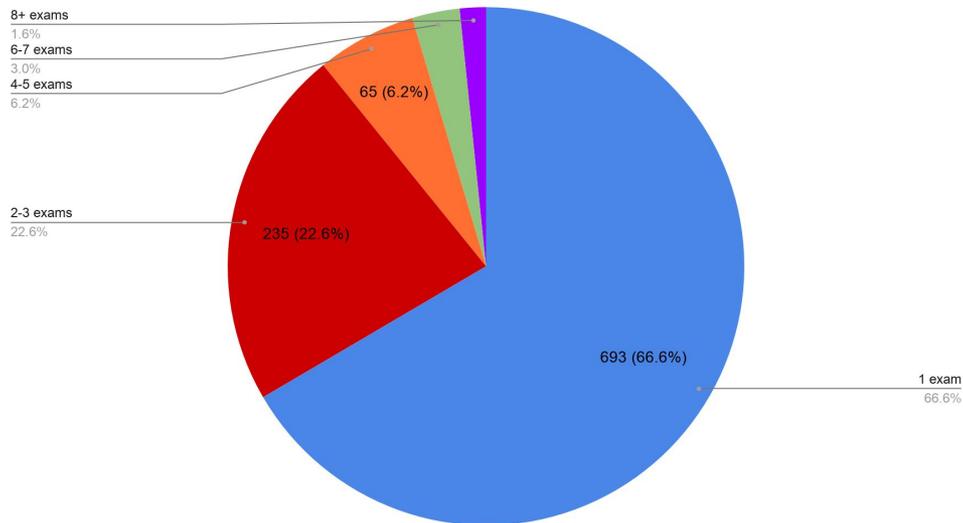
	Number of Graduates	Number in Top 20%	GPA		Number of Advanced Placement Courses		Number of Dual Credit Courses	
			Average	Range	Average	Range	Average	Range
Class of 2020 combined	796	159	104.02	95.93-116.17	7	0-15	1.2	0-10
Class of 2020 BHS Only	679	136	103.49	95.93-116.17	7	0-15	1.3	0-10
Class of 2020 NT Only	117	23	106.21	102.25-113.81	8	0-15	0.4	0-5
Class of 2019 combined	795	160	103.57	95.4- 114.93	7	0-15	1.4	0-10
Class of 2019 BHS Only	661	134	102.81	95.4-114.93	6.8	0-15	1.7	0-10
Class of 2019 NT Only	134	26	107.52	102.94-112.62	8	3-12	0	0
Class of 2018 combined	785	157	103.55	96.4- 115.5	6.3	0-15	1.5	0-10
Class of 2019 BHS Only	662	131	103.29	96.41-115.5	6.8	0-15	1.7	0-10
Class of 2018 NT Only	123	26	104.89	99.63-112.07	4	0-7	1	0-4

College Credit Earned by Advanced Placement

	Number of Students Enrolled in AP	Number (%) of Students Taking AP Exam	Number (%) Potentially Earning College Credit out of entire enrollment
English Language and Composition class of 2019	208	115 (55%)	81 (39%)
English Language and Composition class of 2018	161	87 (54%)	48 (30%)
English Literature and Composition class of 2019	165	60 (36%)	38 (23%)
English Literature and Composition class of 2018	126	54 (43%)	28 (22%)
US History class of 2019	123	95 (77%)	73 (59%)
US History class of 2018	103	71 (69%)	57 (55%)
Biology class of 2019	153	69 (45%)	38 (25%)
Biology class of 2018	104	60 (58%)	40 (38%)

AP Exams

AP Exams



Reasons for not taking exams:

- Expensive (31)
- Not necessary for my college (34)
- Feel unprepared (107)
 - Difficulty in class (14)
 - Do not expect to earn college credit (4)
 - Belief of failing (42)
 - Unprepared (16)
 - Don't want to lose money (14)
- Too much stress (18)
- Not enough time to prepare
- Just wanted GPA points for the course (14)
- Covid (13)
- Dropped course (14)
- Not a good test taker (8)

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Disruption of Normal Grading Practices

If the District experiences a significant disruption in the ability to collect grades for calculating weighted grade point average (GPA) and class rank, the Board may consider a Board resolution to modify provisions in this policy.

Note: The following provisions shall apply to students beginning with the graduating class of 2022.

Calculation

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 OnRamps courses in these areas. The weighted grade average shall also include grades earned in all Advanced Placement (AP) dual credit courses in EMT, engineering, and computer science. Courses receiving more than one credit for a single class period shall be calculated as one credit.

Exclusion

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.

Weighted Grade System

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

Categories

Level 4

Eligible AP courses shall be categorized and weighted as Level 4 courses.

Level 3

Eligible dual credit, OnRamps, and Pre-AP courses shall be categorized and weighted as Level 3 courses.

Level 2

All Regular courses shall be categorized and weighted as Level 2 courses.

Level 1

Skills-Based courses shall be categorized and weighted as Level 1 courses.

Weighted Grade
Point Average

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.

Note: The following provisions shall apply to students in the graduating class of 2021.

Calculation

Graduation requirements and plans specified for each grade level shall have no bearing on the GPAs that determine class rank and honor graduates; honor graduate status shall be determined by weighted grade average only. Class rank at the end of the junior year shall be used for college application purposes.

The District shall include in the calculation of class rank semester grades earned in all high school credit courses taken in grades 9–12, unless excluded below. Grades earned in courses taken prior to grade 9 shall not be included in the calculation of class rank. Courses receiving more than one credit for a single class period shall be calculated as one credit.

Beginning with the graduating class of 2021, the graduating class of Belton High School shall include Belton High School students and Belton New Tech High School @ Waskow students.

Class rank and weighted grade averages 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 in these areas. The weighted grade average shall also include grades earned in all AP courses, dual enrollment OnRamps courses, and dual credit courses in the areas of engineering, computer programming, computer science, technology, and web design.

A grade below a 70 shall not be weighted.

Exclusions

The calculation of 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.

Weighted Grade
System

Pre-AP and honors courses shall receive 10 additional points per semester grade, and AP courses shall receive 20 additional points per semester grade.

The District shall record unweighted numerical grades on student transcripts.

Eligible dual credit and OnRamps courses shall receive 15 additional points per semester grade.

Note: The following provisions shall apply to all students, regardless of their graduating class.

Transferred Grades

When a student transfers semester grades for courses that would be eligible under at least the Level 1 category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses from an accredited school that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. The third nine-week grading period grade shall be used as the semester grade for the purpose of GPA calculation for all courses with the exception of dual credit.

Dual credit courses included in the third nine-week grading period shall include the final grade for the course if a grade is received by May 15. Courses for which grades are not received shall not be included in the rank at the third nine-week period for senior rank.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank based on the weighted GPA or weighted grade average, respectively.

A valedictorian and salutatorian shall be named at Belton High School, Belton New Tech High School @ Waskow, and Lake Belton High School.

To be eligible for such recognition, a student must have:

1. Been a registered, full-time student at the campus of graduation during the last four semesters prior to graduation. To be considered registered for a full semester, a student must enroll no later than the close of school on the tenth day of the beginning of the first semester.
2. Been enrolled in at least four academic courses each year of high school.

Early graduates (three-year graduates) may participate in the graduation ceremony but shall not be eligible for valedictorian or salutatorian honors.

The final class rank shall become a permanent record on the academic achievement record (AAR); no re-ranking shall occur after graduation for transcript purposes.

Breaking Ties

In case of a tie in weighted GPAs or weighted grade averages after calculation to the fourth decimal place among the top ranked students, the District shall calculate the numerical grade averages of all Pre-AP and AP courses taken in grades 9–12 to determine recognition as valedictorian or salutatorian.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Honor Graduates

A student ranked within the top 15 percent of his or her graduating class shall be designated as an honor graduate. District honor graduates shall include the following:

1. Students whose class rank is within the top two percent of the graduating class shall be designated summa cum laude graduates.
2. Students whose class rank is within the top three to five percent of the graduating class shall be designated magna cum laude graduates.
3. Students whose class rank is within the top six to ten percent of the graduating class shall be designated cum laude graduates.
4. Students whose class rank is within the top 11 to 15 percent of the graduating class shall be designated as graduating with honors.

When calculating the number of students in a specific percentile of a graduating class, the number shall be rounded to a whole number.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Highest-Ranking
Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

*Belton High
School and
Belton New Tech
High School @
Waskow*

Beginning with the graduating class of 2021, between the student named valedictorian for Belton High School and the student named valedictorian for Belton New Tech High School @ Waskow, the highest-ranking student among the named valedictorians shall be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Early Graduation

A student wishing to graduate early must obtain an early graduation application from the principal's office. Completed applications for three-year graduates should be returned by May 1 of the sophomore year. A student who has declared his or her intent to graduate in three school years and has completed a minimum of 16 credits shall be included in the senior year rank.