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 September 13, 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:**

4. **Issues/Concerns for Future Agenda or Administrative Reports**

5. **Adjourn**

BOARD MEETINGS
PUBLIC PARTICIPATION

BED
(LOCAL)

Limit on Participation

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment

Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

Public comment on items on the agenda shall occur at the beginning of the meeting. At the presiding officer's discretion, public comment at regular meetings on nonagenda topics may be deferred to the end of the meeting.

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed five three minutes per meeting.

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

The Board does not allow the use of video, slide, or other electronic presentations during public comment. Speakers must be recognized by the presiding officer before speaking and will address the Board from the speaker's podium. Posters and signs are not allowed at the speaker's podium. No speaker will approach the dais. If citizens bring a written statement or support materials, they should provide enough copies for the seven Board Members and the Superintendent. Copies must be provided to the Executive Assistant to the Superintendent at the time the individual signs up to speak.

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Board's Response
Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Complaints and Concerns
The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA

- Student or parent complaints: FNG

- Public complaints: GF

Disruption
The Board shall not tolerate disruption of the meeting by members of the audience. ~~Attendees shall not bring posters, banners, or other items that might disrupt the meeting.~~ If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting. Notwithstanding, a single outburst or incident may be so disruptive that the individual may be removed without an initial warning. All individuals attending meetings will be expected to comply with applicable guidelines from the District regarding emergency procedures and/or in accordance with executive orders issued by duly authorized local, state, and/or federal authorities.

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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.

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 & Maintaining Decorum

- 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. ~~Attendees shall not bring posters, banners, or other items that might disrupt the meeting.~~ If, after at least one warning, any person continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from the administration and/or law enforcement officials to have the person removed from the meeting. Notwithstanding, a single outburst or incident may be so disruptive that the individual may be removed without an initial warning. All individuals attending meetings will be expected to comply with applicable guidelines from the District regarding emergency procedures and/or in accordance with executive order issued by duly authorized local, state, and/or federal authorities.

- 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."

- Typically, a~~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)~~ three (3) minutes per meeting except as permitted by Board Policy. See BED(LEGAL) & (LOCAL).

- The Board President may limit time and adjust placement of Public Comments if there is a large number of speakers or topics on the agenda. It is within the discretion of the presiding offer to reduce the amount of time allotted to individual speakers. Below is a sample of a sliding scale that may be used by the Board President for effective meeting management:

Number of Speakers	Minutes
1-15	3
16-30	2
31-40	1.5
More than 40	1

  Individuals needing translation services may be allotted additional time in accordance with BED(LEGAL).

- 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, slides, or other electronic presentations during Public Comments. Posters are not allowed at the speaker's podium.

- Speakers must be recognized by the presiding officer and will address the Board from the speaker's podium. No speaker will approach the dais.

- If citizens bring a written statement or support materials, they should provide enough copies for the seven Board Members and the Superintendent. Copies must be provided to the Executive Assistant to the Superintendent at ~~then~~the time the individual signs up to speak in Public Comment.

- Citizens may also contact the Board at: ~~[insert link]~~ Board of Trustees / Board Members (bisd.net)

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/hertheir 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 make informal requests for 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 cClosed mMeeting that is not documented by a certified agenda or a tape recording.

- All information provided and opinions shared in cClosed 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 rRegular 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 cCommittee of theas a wWhole 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 ~~b~~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~~ the 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 Comment~~s~~ section held during each regular 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 District Orientation (within 120 days of taking the oath of office, at least 3 hours in length);
- 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);
- Local Orientation to the Texas Education Code (within 1 year before or 120 days after taking the oath of office at least 3 hours in length); and
- Evaluating and Improving Student Outcomes (formerly SB 1566), within 120 days of taking the oath of office.

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 annually);
- Continuing education in assessed needs (5 hours annually);
- Evaluating and Improving Student Outcomes (formerly SB 1566), 3 hours training every 2 years);
- Post-Legislative Update to the Texas Education Code, following a legislative session;
- Child Abuse Prevention (1 hour every 2 years); and
- Cybersecurity (1 hour annually).

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.

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).

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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 20th day of September, 2021.

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Jeff Norwood, President

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Manuel Alcozer, Secretary

Purpose

To summarize our EIC(Local) learning study, to seek input on upcoming Board Workshop, and discuss potential option for EIC(Local).

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?

December 7, 2020   Reviewed EIC(Local) policies from several districts and discussed our policy and what we want for students.

February 1, 2021   Discussed what we know and don't know about EIC(Local) and calculating grade point average and the article Class Rank Weighs Down True Learning.

March 1, 2021   Reviewed EIC(Local) policy and discussed what data we would collect from students, colleges and reviews of transcripts

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April 5, 2021   Reviewed and discussed data from student surveys

May 3, 2021   Reviewed and discussed data from conversations with colleges

June 7, 2021   Reviewed and discussed data from transcript review

August 2, 2021   Reviewed and discussed EIC(Local), Course Catalog and a Sample 4 year schedule

September 13, 2021   Review summary of Learning Study, plan for Board Workshop and discuss proposed policy option

- EIC(Local) policies are personalized to the values of a district and not consistent from one district to another (December 7, 2020)

- As a district, we need to identify the barriers that potentially exist and prevent students from following their passions, dreams and future (February 1, 2021)

- Essential to identifying barriers of EIC(Local) and a possible revision is the needed to gather input from students, interview colleges and analyze current impacts through transcripts (March 1, 2021)

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- Surveys from students indicated 81% of students typically do not choose elective, primarily CTE courses, because they are not weighted in their GPA. Surveys indicated students take more AP courses than dual credit courses, with fewer AP exams taken than actual AP courses (April 5, 2021)

- College acceptance requirements are inconsistent among universities, and with colleges of student; however, colleges consistently prefer advanced coursework including AP and dual credit courses (May 3, 2021)

- Students take an average of 9 AP courses to be in the top 10% of the graduating class, with a range from 1 to 15.   Approximately 31% of students taking an AP course take an AP exam and score high enough to be eligible for college credit (June 7, 2021)

- A review of a sample 4 year plan for students indicates there is room in a student's schedule for advanced courses, involvement in fine arts and/or athletics and a 4 year course of study through a CTE pathway (August 2, 2021)

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Discussion of Board Workshop

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Discussion of Proposed Course Weighting

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Supporting Slides from Previous Meetings

December 7, 2020

[PDF file of EIC(Local) Policies](#)

Students should have a learning experience that allows them to pursue their hopes and dreams, and contributes to growing them to have life-long competences of perseverance, adaptability, collaboration, communication, critical thinking, and empathy.

February 1, 2021
Slides

What we know:

- Calculating the top 10% of students is required by the state.

- Slight differences in gpa exist between being in the top 10% and being in top 25% of students.

- The way courses are weighted impacts how students choose courses.

- Class rank allows colleges to label a student without looking at a student's academic achievement record. Many districts in the state have stopped ranking students past the top 10%.

- Colleges conduct a holistic review of a student's application when high schools do not provide rank information. A holistic review includes:
    - Information about the high school provided in a school profile
    - Performance on college entrance exams
    - The student's grade point average (GPA)
    - Type/rigor of courses taken
    - Grades received in intended areas of study
    - Essays and recommendation letters

What we don't know:

- The impact of our weighting of courses and class rank on the mental health of our students.

- The impact of our class ranking on student collaboration and learning culture.

- A detailed plan of the changes before entering into conversations with multiple stakeholders.
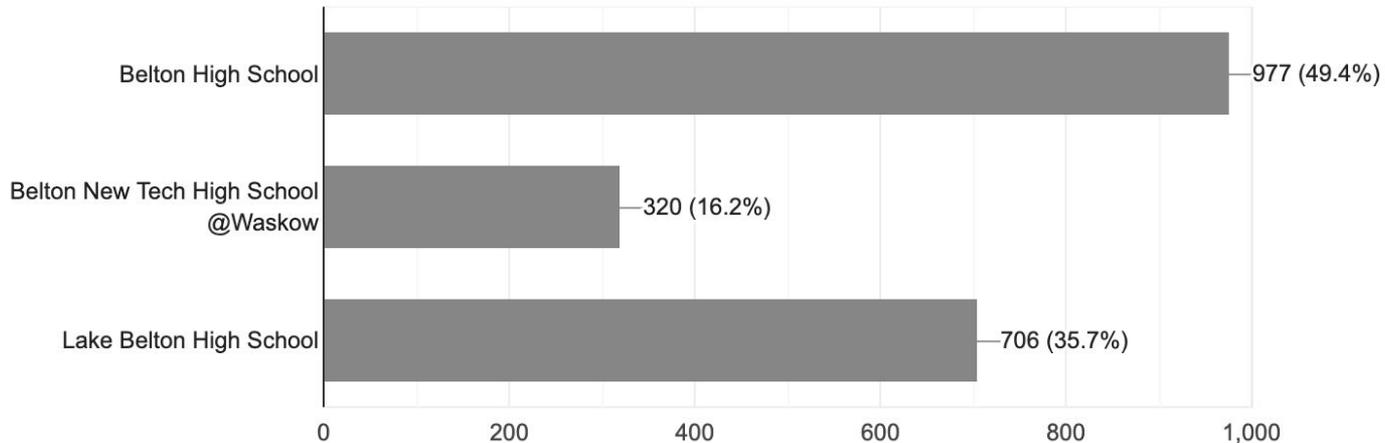
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April 5, 2021
Slides

Participants per Grade Level

Student Grade Level

1,978 responses

- 9th grade
- 10th grade
- 11th grade
- 12th grade

23.6%
11.3%
33.4%
31.7%
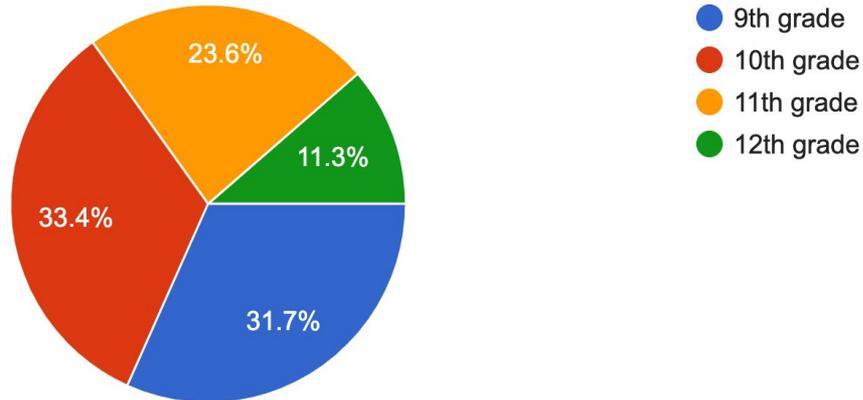
Advanced Courses Taken

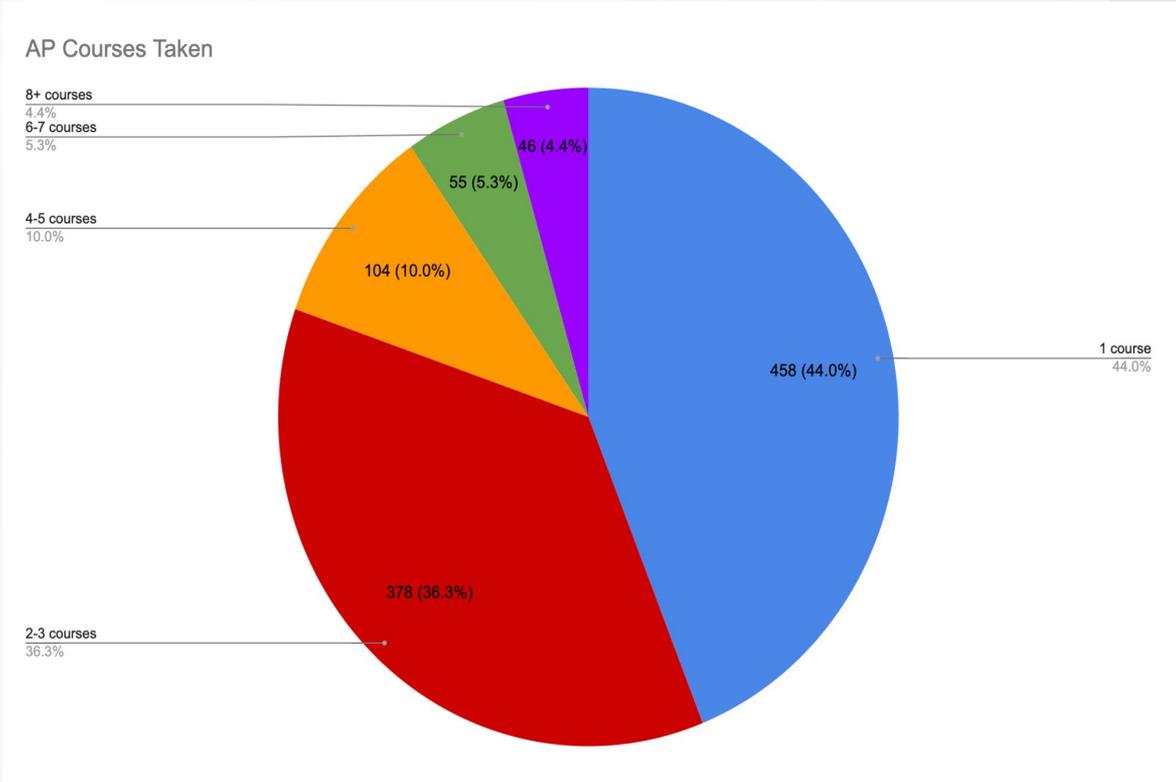What advanced courses, if any, have you taken?

1,978 responses
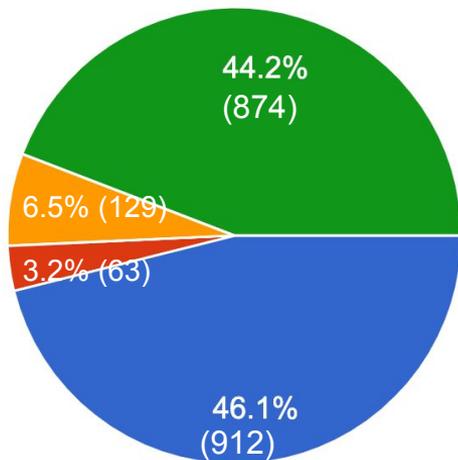
- AP courses
- Dual credit courses
- Both AP and dual credit courses
- Neither AP or dual credit courses

44.2% (874)

6.5% (129)

3.2% (63)

46.1% (912)

AP Courses

AP Courses Taken

- 8+ courses 4.4%
- 6-7 courses 5.3%
- 4-5 courses 10.0%
- 46 (4.4%)
- 55 (5.3%)
- 104 (10.0%)
- 458 (44.0%)
- 1 course 44.0%
- 378 (36.3%)
- 2-3 courses 36.3%

AP Exams

AP Exams

- 8+ exams 1.6%
- 6-7 exams 3.0%
- 4-5 exams 6.2%
- 2-3 exams 22.6%

235 (22.6%)

65 (6.2%)

693 (66.6%)

1 exam 66.6%
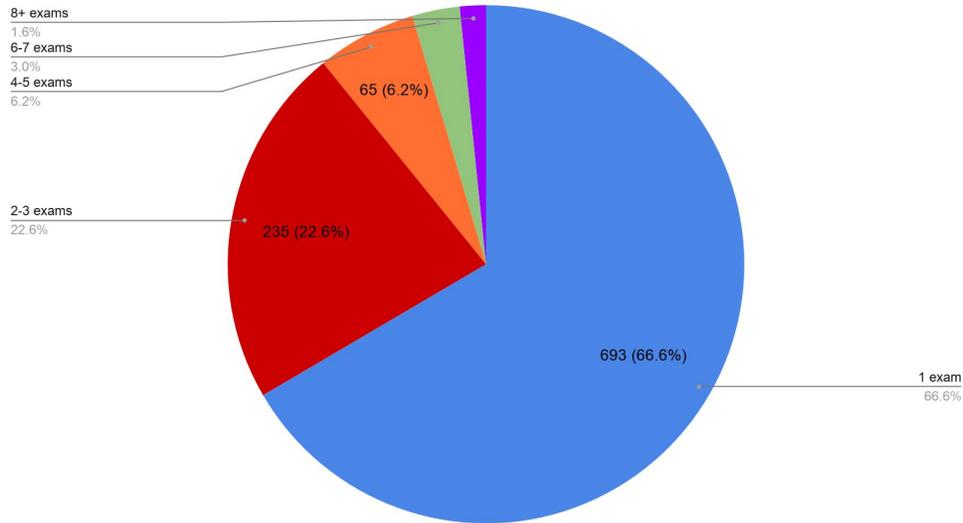
Reasons for not taking exams:
- Expensive
- Not necessary for my college
- Feel unprepared
- Too much stress
- Not enough time to prepare
- Just wanted GPA points for the course

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Dual Credit Courses Taken

Dual Credit Courses

- 8+ courses — 8.3% — 16 (8.3%)
- 6-7 courses — 4.7%
- 4-5 courses — 13.5% — 26 (13.5%)
- 2-3 courses — 39.1% — 75 (39.1%)
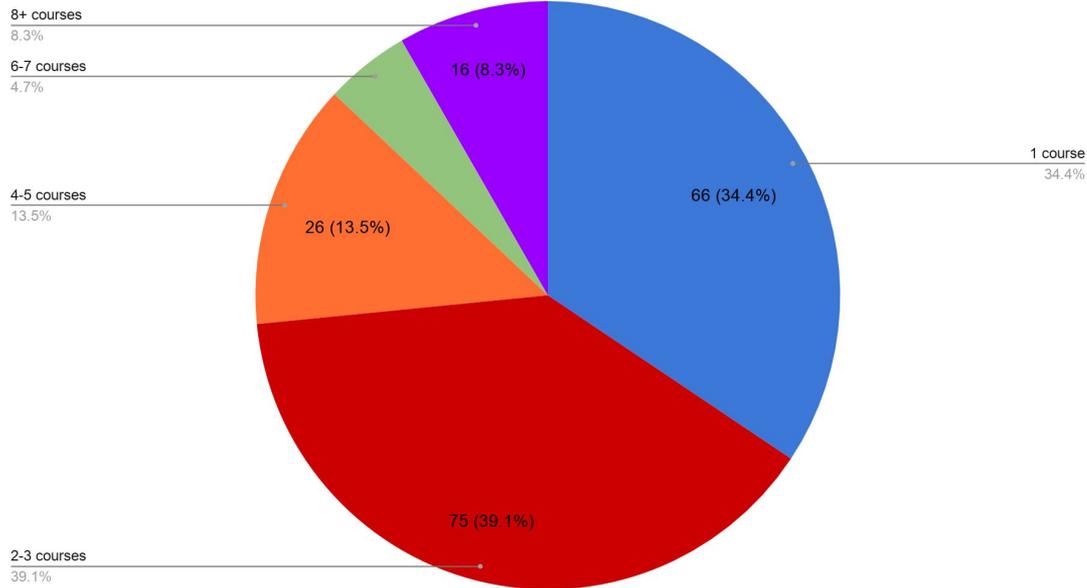- 1 course — 34.4% — 66 (34.4%)

Class Avoidance due to EIC Policy
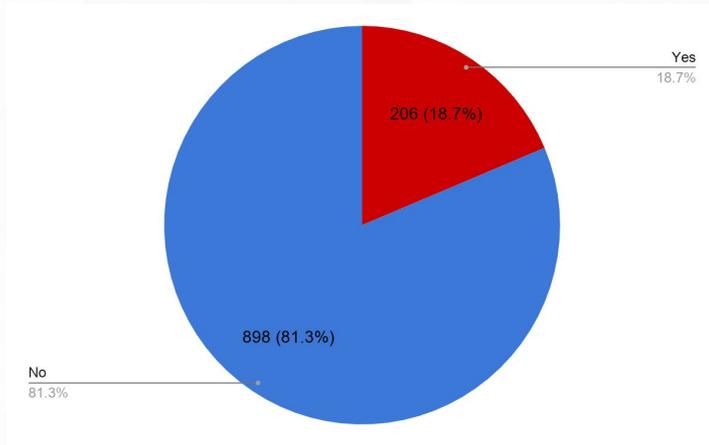
Classes avoided:
- On-level courses
- Floral Design
- Electives
- Pre-AP Calculus because On-Ramps weighted higher
- Debate
- Medical Microbiology
- Anatomy
- Medical Terminology
- Dual credit courses
- Physiology
- Culinary Arts
- Astronomy
- Accounting II
- Psychology
- Health Science
- Intro to Business
- Special Topics in History
- Art
- Photography

38
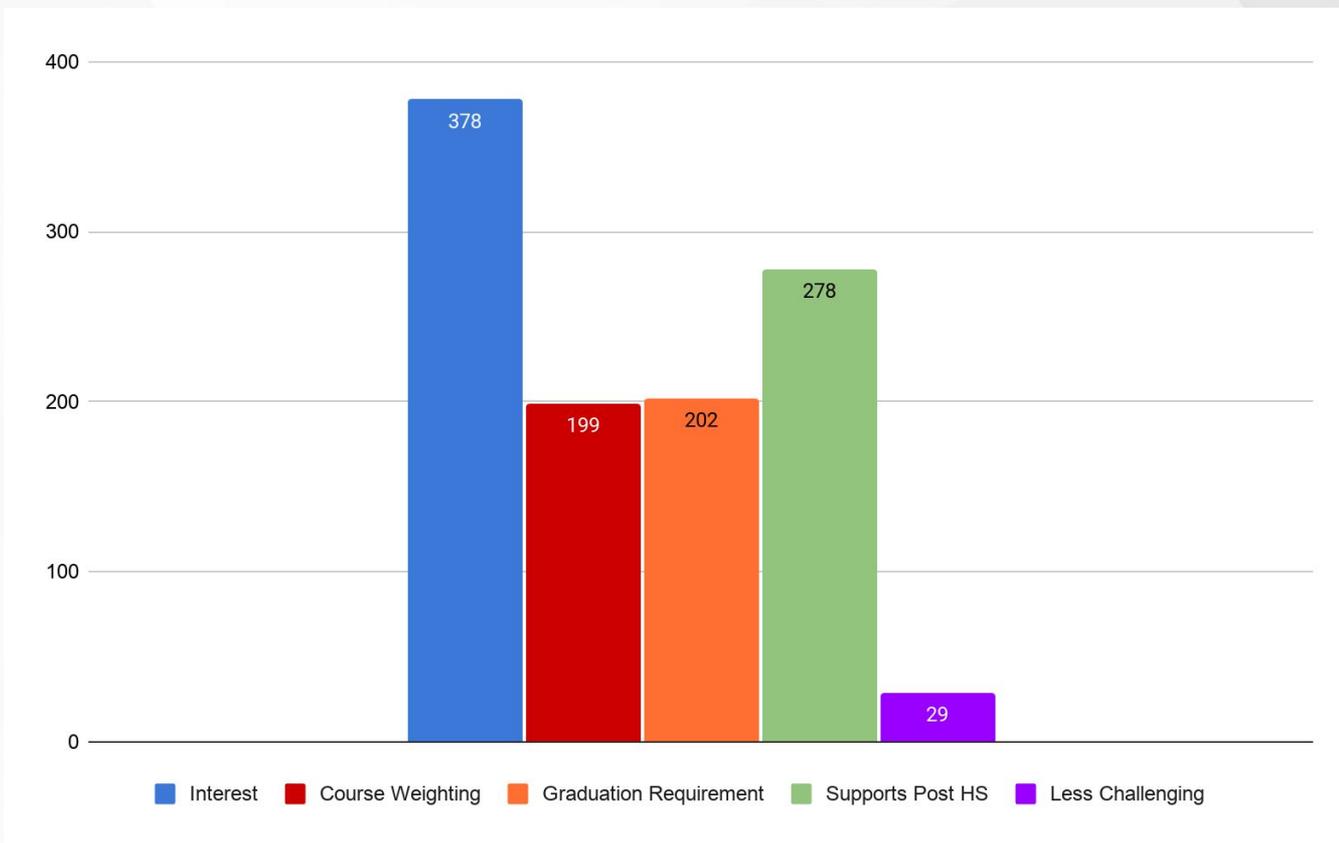
Extra-curricular Activities

How has your course load impacted your ability to be involved in extra-curricular activities (sports, fine arts, clubs, etc.)?

	1	2	3	4	5	
No impact, I am able to participate at the highest level.	○	○	○	○	○	Significant impact, I have chosen to not participate in these activities.
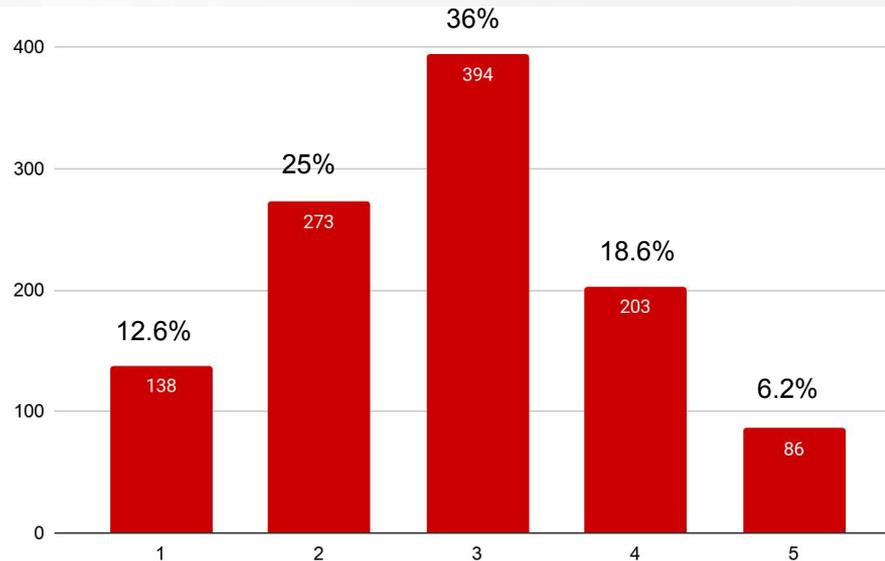
On average, how much time do you spend completing homework daily?
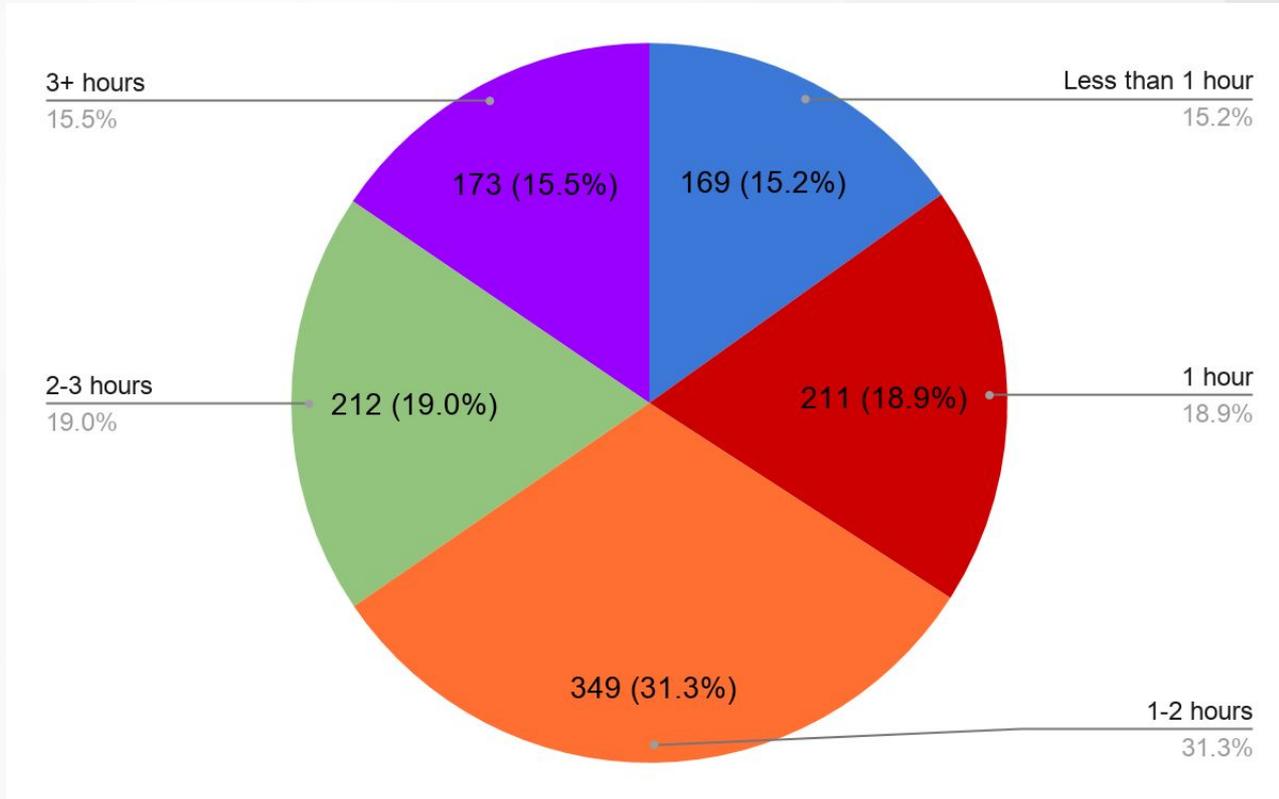
Sources of Stress

What are the greatest sources of your stress?

Difficulty of Course
13.8%
692 (13.8%)

Amount of homework
27.2%
1363 (27.2%)

GPA
18.6%
933 (18.6%)

Personal expectations
20.6%
1030 (20.6%)

Parent expectations
19.7%
988 (19.7%)
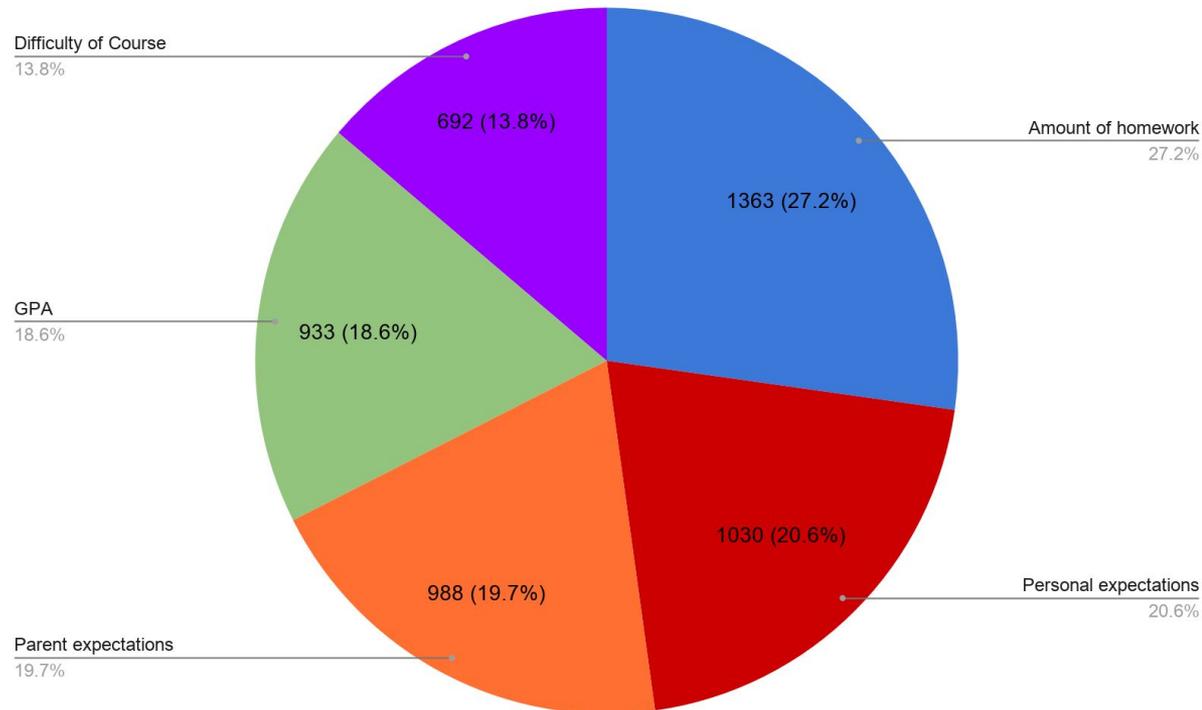
May 3, 2021
Slides

Could Belton ISD system changes impact university acceptance for our students?

Universities

- Ranking Admission
- Non-Ranking Admission
- Advanced Courses Admission
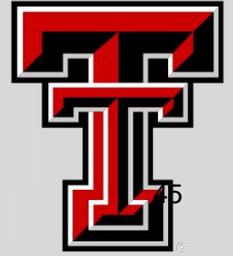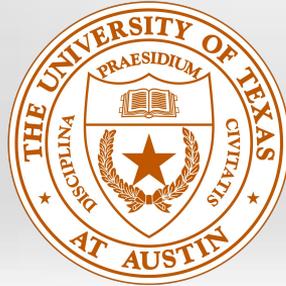
Higher Education Surveyed: A&M University, Baylor University, Texas State University, Texas Tech University, University of North Texas, University of Texas, University of Texas at San Antonio

Ranking for Admissions

When you are looking to admit a student coming from a ranking high school, what criteria do you use?

- Some universities look at class rank first (if available)
- Some universities have assured admissions
    - based on quartile rank
    - college admission exams
- Some universities conduct a holistic review of the application

Non-Ranking for Admissions

How would the admissions process change from a high school that does not rank?
If a Texas high school does not rank, where do you see the impact?

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- Some universities create their own ranking system
- Some universities then shift to a holistic review
- Nothing changes to the admission process since the university already reviews holistically

Advanced Placement vs. Dual Credit

As you review transcripts for admissions, how are AP and dual credit courses considered? Is one type of course valued more than the other?

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- Most universities prefer to see advanced courses
- Advanced courses treated as the same regardless of DC, AP, Honors
  - Why? Not all applicants have access to the same course options in high school

Colleges of Study

What about admissions to a specific college within the university (business, communications, etc.)? Is their admission criteria different? If so, what is it based on?

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- No clear answer or consistent practice
- Varies by university when students apply
- Different requirements, and can change with new department chair, dean, or faculty recommendation

June 7, 2021

Slides

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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
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

- 8+ exams 1.6%
- 6-7 exams 3.0%
- 4-5 exams 6.2%
- 2-3 exams 22.6%

65 (6.2%)

235 (22.6%)

693 (66.6%)

1 exam 66.6%
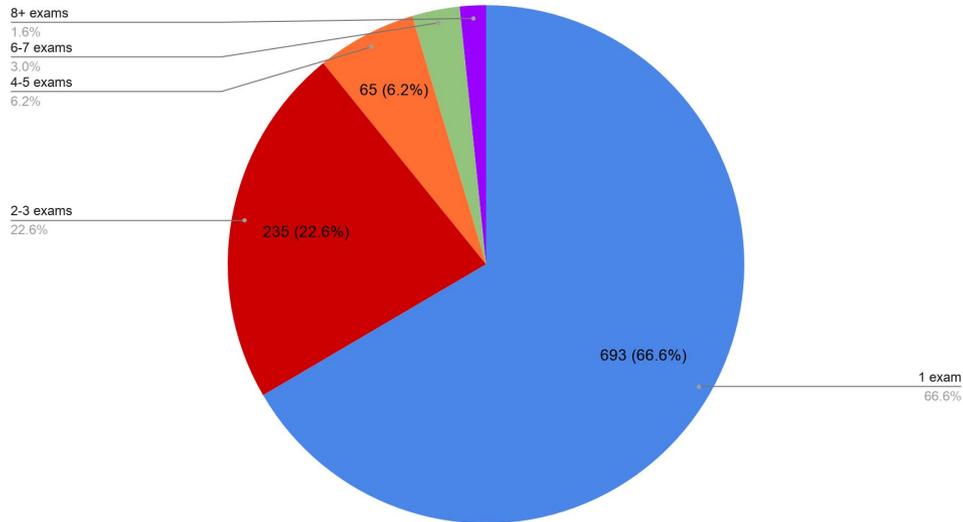
Reasons for not taking exams:
- Expensive (31)
- Not necessary for my college (34)
- Feel unprepared (107)
    - Difficulty in class (14)
    - Do not expect to earn college credit (4)
    - Belief of failing (42)
    - Unprepared (16)
    - Don't want to lose money (14)
- Too much stress (18)
- Not enough time to prepare
- Just wanted GPA points for the course (14)
- Covid (13)
- Dropped course (14)
- Not a good test taker (8)

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August 2, 2021

[Course Catalog PDF link](#)

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.

Belton ISD
014903

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

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.

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.

Point System for Rank

Students will be ranked for class standing on the following system:

Level 1 Skills-Based Courses		Level 2 Regular Courses		Level 3 Pre-Advanced Placement (Pre-AP), Dual Credit Courses, and OnRamps		Level 4 AP Courses	
Grade	Grade Points	Grade	Grade Points	Grade	Grade Points	Grade	Grade Points
100	4.0	100	5.0	100	6.0	100	7.0
99	3.9	99	4.9	99	5.9	99	6.9
98	3.8	98	4.8	98	5.8	98	6.8
97	3.7	97	4.7	97	5.7	97	6.7
96	3.6	96	4.6	96	5.6	96	6.6
95	3.5	95	4.5	95	5.5	95	6.5
94	3.4	94	4.4	94	5.4	94	6.4
93	3.3	93	4.3	93	5.3	93	6.3
92	3.2	92	4.2	92	5.2	92	6.2
91	3.1	91	4.1	91	5.1	91	6.1
90	3.0	90	4.0	90	5.0	90	6.0
89	2.9	89	3.9	89	4.9	89	5.9
88	2.8	88	3.8	88	4.8	88	5.8
87	2.7	87	3.7	87	4.7	87	5.7
86	2.6	86	3.6	86	4.6	86	5.6
85	2.5	85	3.5	85	4.5	85	5.5
84	2.4	84	3.4	84	4.4	84	5.4
83	2.3	83	3.3	83	4.3	83	5.3
82	2.2	82	3.2	82	4.2	82	5.2
81	2.1	81	3.1	81	4.1	81	5.1
80	2.0	80	3.0	80	4.0	80	5.0
79	1.9	79	2.9	79	3.9	79	4.9
78	1.8	78	2.8	78	3.8	78	4.8

Level 1 Skills-Based Courses		Level 2 Regular Courses		Level 3 Pre-Advanced Placement (Pre-AP), Dual Credit Courses, and OnRamps		Level 4 AP Courses	
77	1.7	77	2.7	77	3.7	77	4.7
76	1.6	76	2.6	76	3.6	76	4.6
75	1.5	75	2.5	75	3.5	75	4.5
74	1.4	74	2.4	74	3.4	74	4.4
73	1.3	73	2.3	73	3.3	73	4.3
72	1.2	72	2.2	72	3.2	72	4.2
71	1.1	71	2.1	71	3.1	71	4.1
70	1.0	70	2.0	70	3.0	70	4.0

No grade points will be given for a grade below 70.