Agenda of Regular Meeting

The Board of Trustees
Bellville ISD

A Regular Meeting of the Board of Trustees of Bellville ISD will be held July 25, 2019, beginning at 6:30 PM in the Bellville ISD Administration Building Board Room
518 S Matthews St
Bellville, TX 77418.

1. Call to order
2. Invocation
3. Pledge of Allegiance
4. Open Forum/Communications
5. Presentations/Recognitions
   - A. Coach Susan Brewer, Inducted into the TGCA Hall of Fame
   - B. Mackenzie Morgan, Participant in th eTGCA All Star Volleyball Game
6. Reports
   - A. CAD Report (Greg Cook)
   - B. Delinquent Tax Report (Purdue Brandon) 3
   - C. Monthly Financial Report (Dennis Jurek) 13
   - D. Superintendent's Report 17
7. Consent Agenda Items
   - A. Approve minutes of Regular Board Meeting for June 20, 2019
   - B. Approve Budget Amendments
8. Action Items
   - A. Consider action to approve the 2019-2020 District Improvement Plan 18
   - B. Consider action to approve the 2019-2020 Campus Improvement Plans. 50
   - C. Consider action to approve courses exempt from No Pass No Play policy. 190
   - D. Consider approval of 2019-2020 Campus Handbooks 191
   - E. Consider action to approve the proposed tax rate to be published in the Notice of Public Meeting. 451
   - F. Consider action to approve the school meal price increase. 452
   - G. Consider action to approve the purchase of two 2020 Chevrolet Suburbans from Caldwell Country Chevrolet. 455
   - H. Consider action to approve 2019-2020 BISD office and school supply bid 458
   - I. Consider action to approve the 2019-2020 custodial supply list 459
   - J. Consider action to approve the district property casual insurance. 461
   - K. Consider action to approve Rice & Gardner's proposal for project management of rennovation of the high school auditorium. 466

L. Consider approval of the procurement method for renovation of the high school auditorium. 468
M. Consider action to approve Point Alliance Solution for construction of the OBI covered walkway addition. 469
N. Consider action to approve recommendation for BISD technology purchases. 473
O. Consider action to approve TASB Localized Update 113.
P. Consider approval of updates to DEC (Local) Compensation and Benefits, Leaves and Absences 478
Q. Consider action to approve Memorandum of Understanding between BISD, Bellville Police Department, and the Austin County Sheriff's Office for 2019-2020 with School Resource Officers. 485
R. Consider action to approve Board Resolution for provisions of optional 457 Annuity Plans as defined in Section 457 (e) (1)(A) of the Internal Revenue Code as amended, desires to adopt a deferred compensation plan under IRC Section 457(b). 493

9. Personnel
   A. Discuss and consider action on approval of any professional/contract personnel to be employed and/or status of current professional personnel (including campus/district administrators.(551.074))
   B. Discuss and consider action on approval of resignations received.(551.074)
   C. Discuss and consider action on approval of superintendent hiring authority for positions up to campus principal and district level administrators and related action.
      1. Update to policy DC (Local) Employment Practices. 494
10. Executive Session
   A. For the purpose of discussing the purchase, exchange, lease, or value of real property. (551.072)
   B. Discuss personnel and resignations. (551.074)
   C. For the purpose of a private consultation with the board's attorney on all subjects or matter authorized by law. (551.071)
      1. Potential Property litigation
11. Reconvene Open Session
   A. Consider approval of Superintendents recommendation of personnel. (551.074)
   B. The Board will take action on items from Closed Session as needed.
12. Adjourn

PERDUE BRANDON
ATTORNEYS AT LAW

July 2019

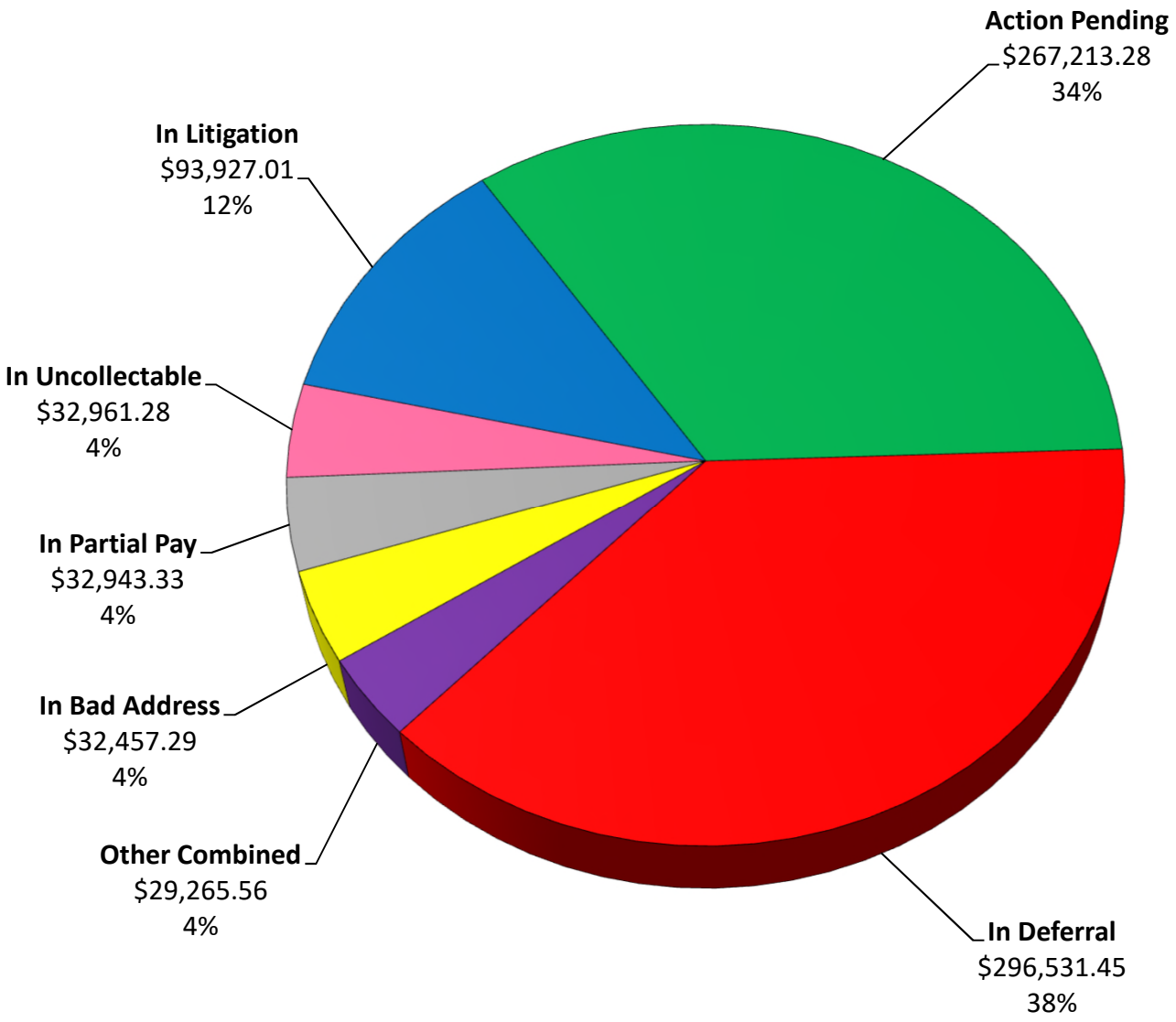
Collection Report To Bellville ISD



Submitted by: **Michael J. Darlow & Leslie Schkade**
Perdue Brandon Fielder Collins & Mott, LLP
www.pbfcm.com

PERDUE BRANDON
ATTORNEYS AT LAW

Account Break Down Chart For
Bellville Independent School District

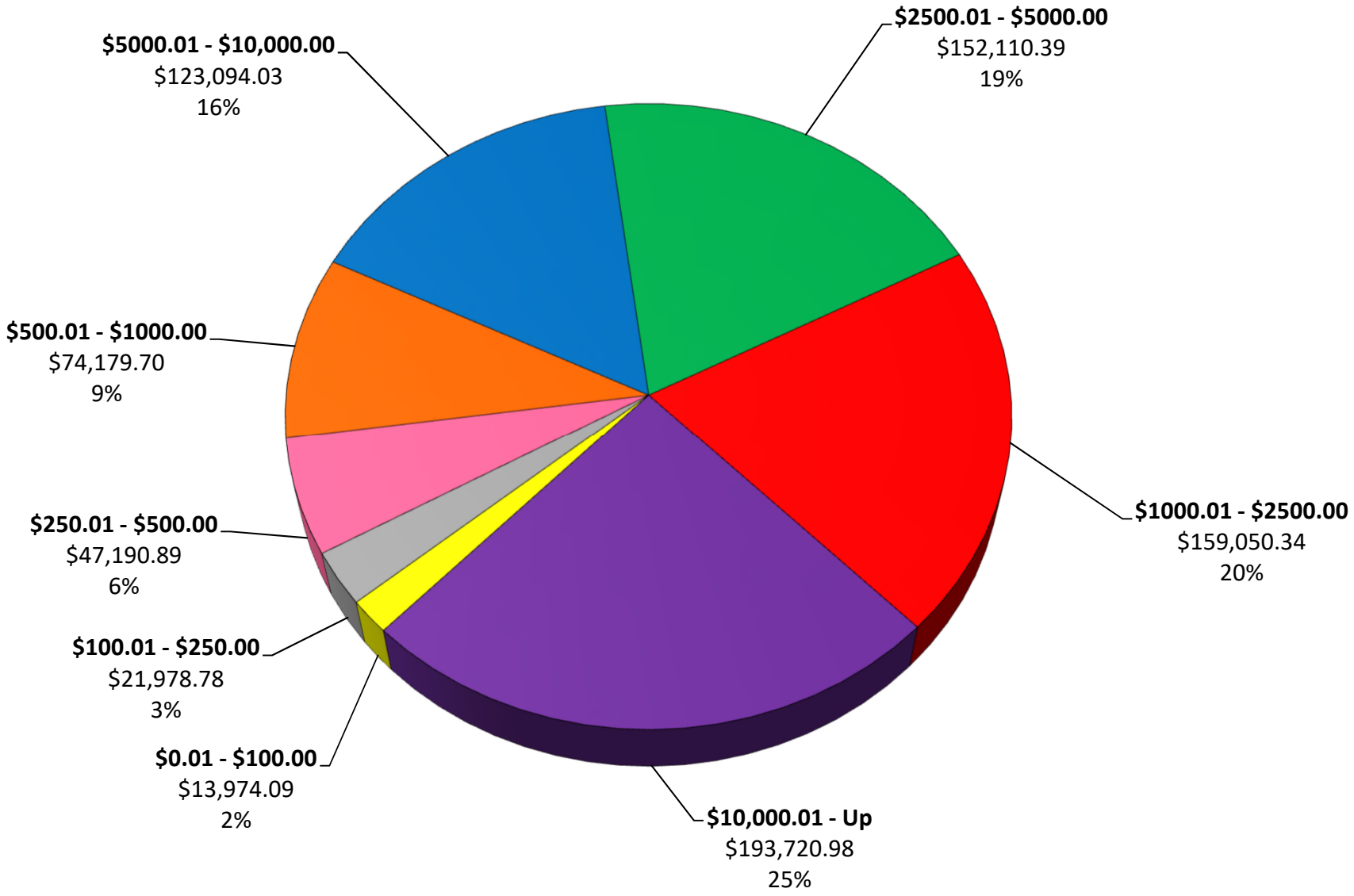


As Of 7/8/2019

Total Base Tax: $785,299.20

PERDUE BRANDON
ATTORNEYS AT LAW

Dollar Range Chart For Bellville Independent School District

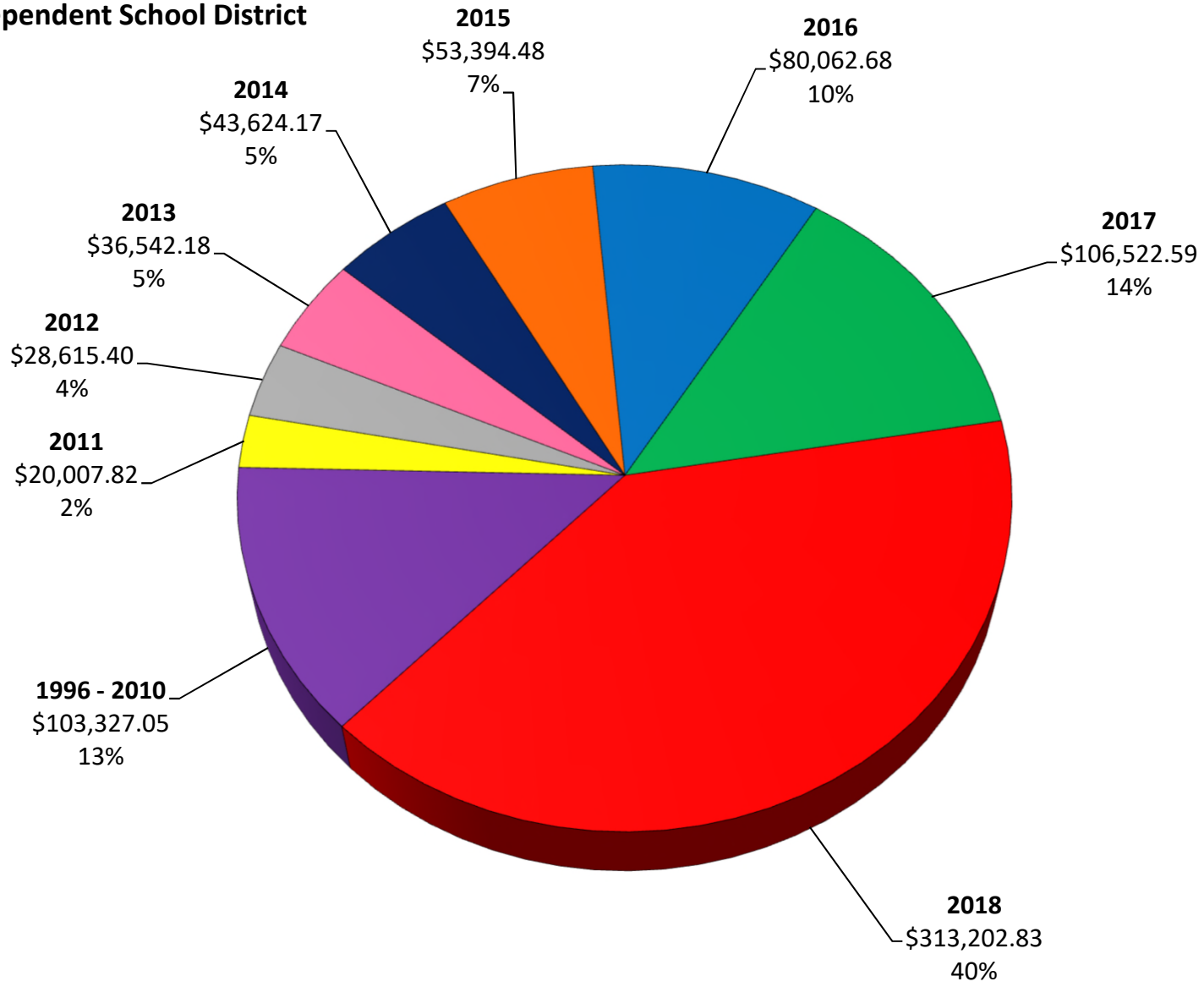


As Of 7/8/2019

Total Base Tax: $785,299.20

PERDUE BRANDON
ATTORNEYS AT LAW

Tax Year Chart For
Bellville Independent School District

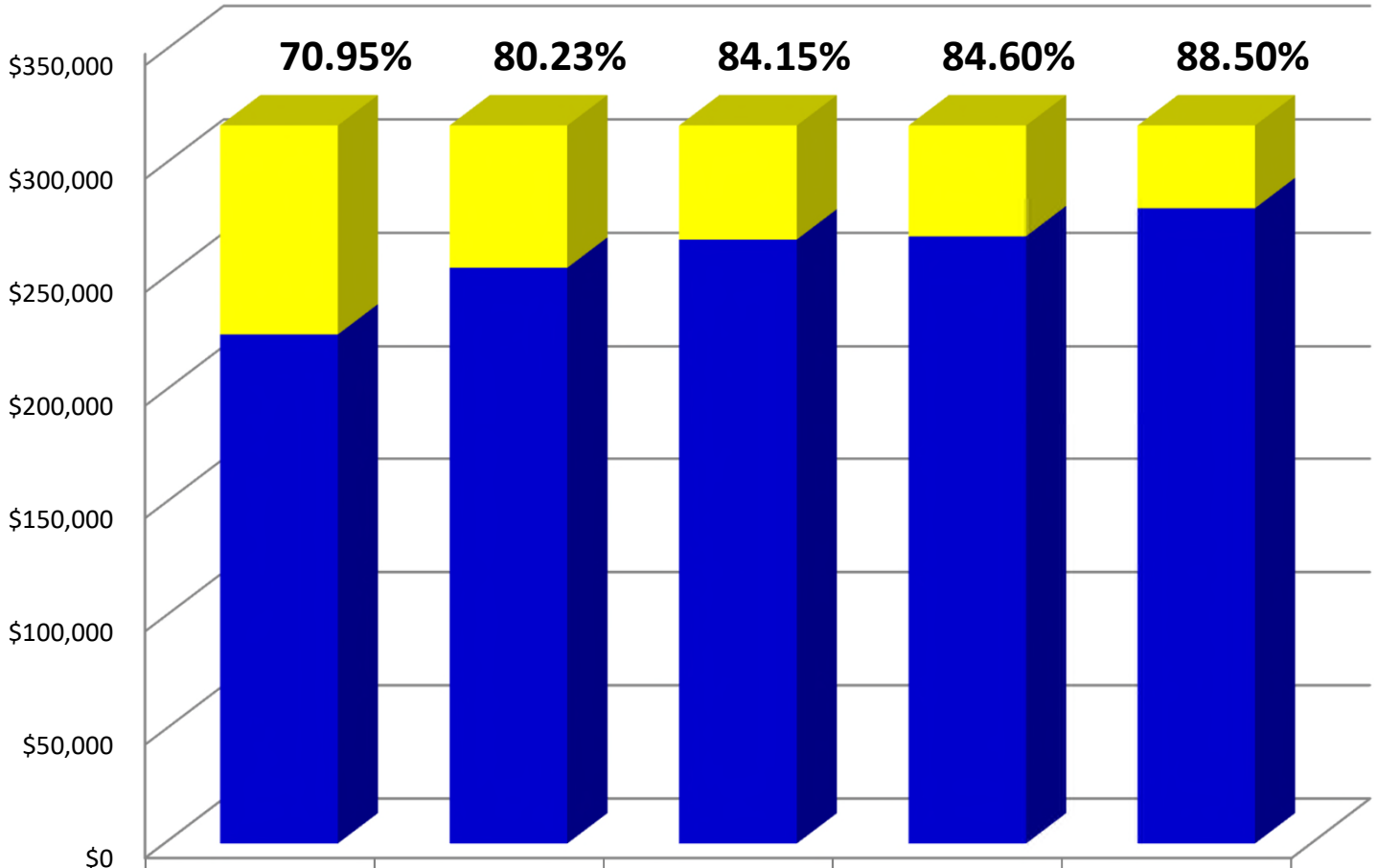


As Of 7/8/2019

Total Base Tax: $785,299.20

PERDUE BRANDON
ATTORNEYS AT LAW

Bellville ISD
2013 Percentage of Collection

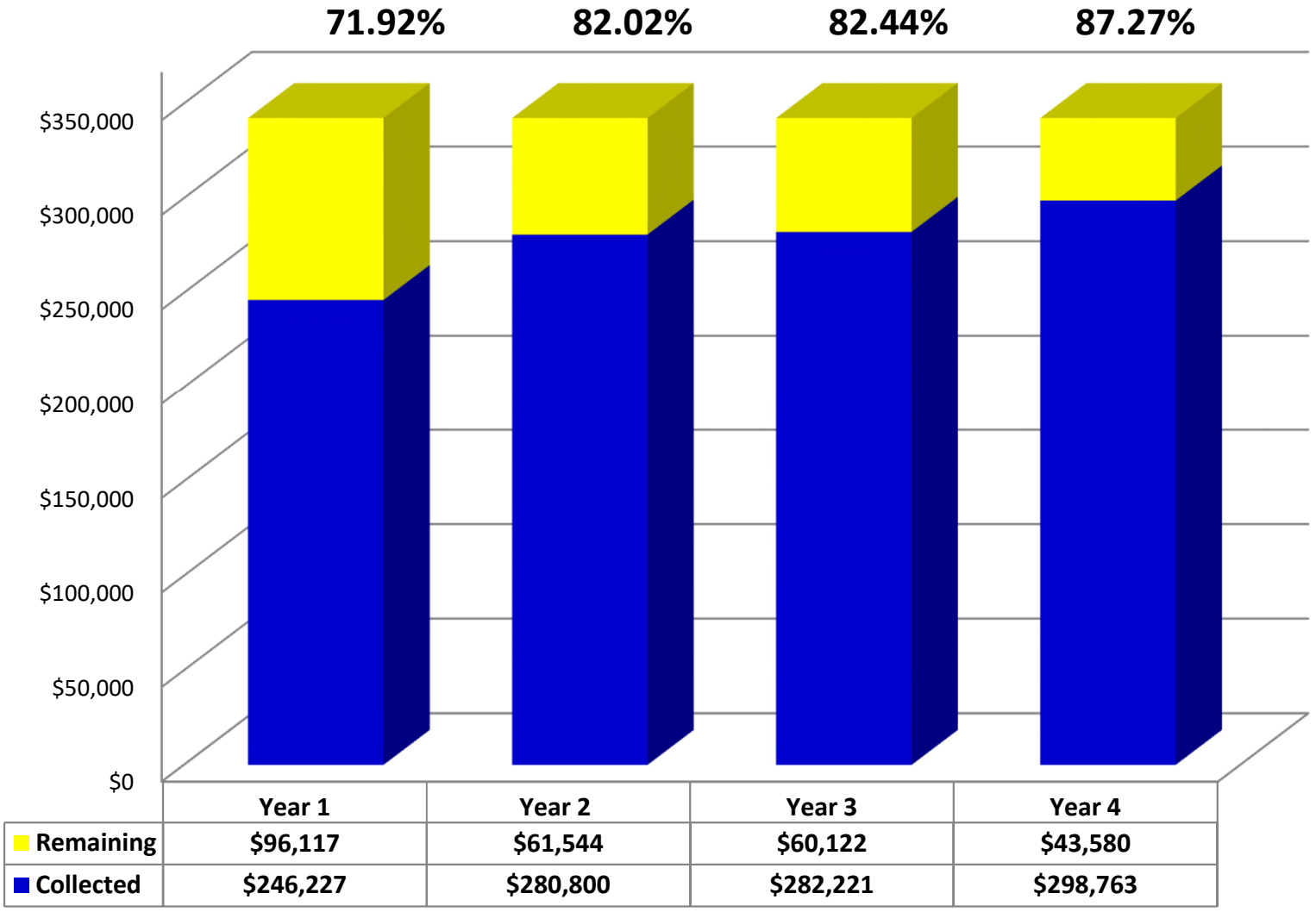


	Year 1	Year 2	Year 3	Year 4	Year 5
Remaining	$92,127	$62,697	$50,251	$48,831	$36,464
Collected	$225,010	$254,440	$266,886	$268,306	$280,673

Base Tax Due $317,137 - as of 7/1/2014

PERDUE BRANDON
ATTORNEYS AT LAW

Bellville ISD
2014 Percentage of Collection

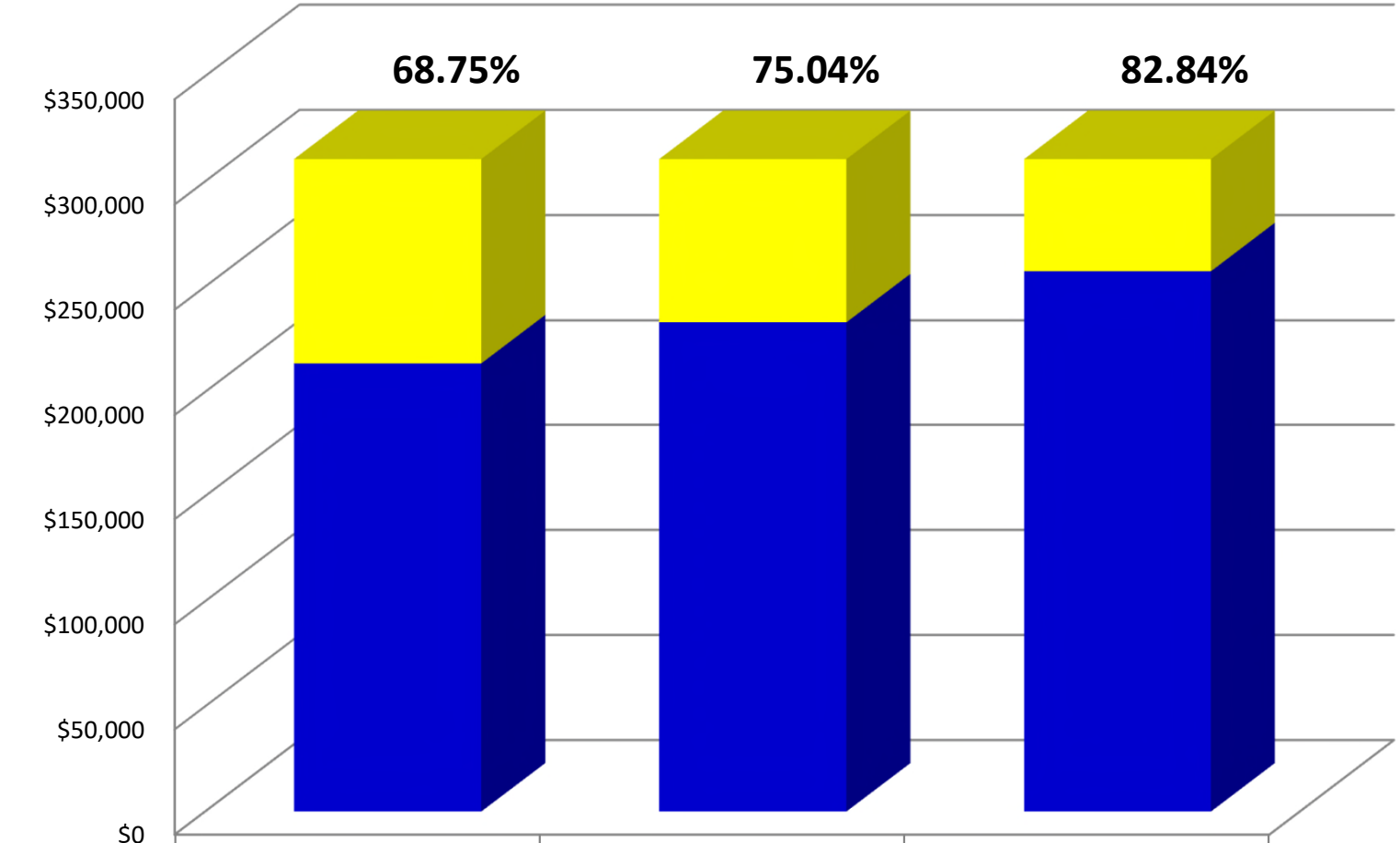


	Year 1	Year 2	Year 3	Year 4
Remaining	$96,117	$61,544	$60,122	$43,580
Collected	$246,227	$280,800	$282,221	$298,763

Base Tax Due $342,343- as of 7/1/2015

PERDUE BRANDON
ATTORNEYS AT LAW

Bellville ISD
2015 Percentage of Collection

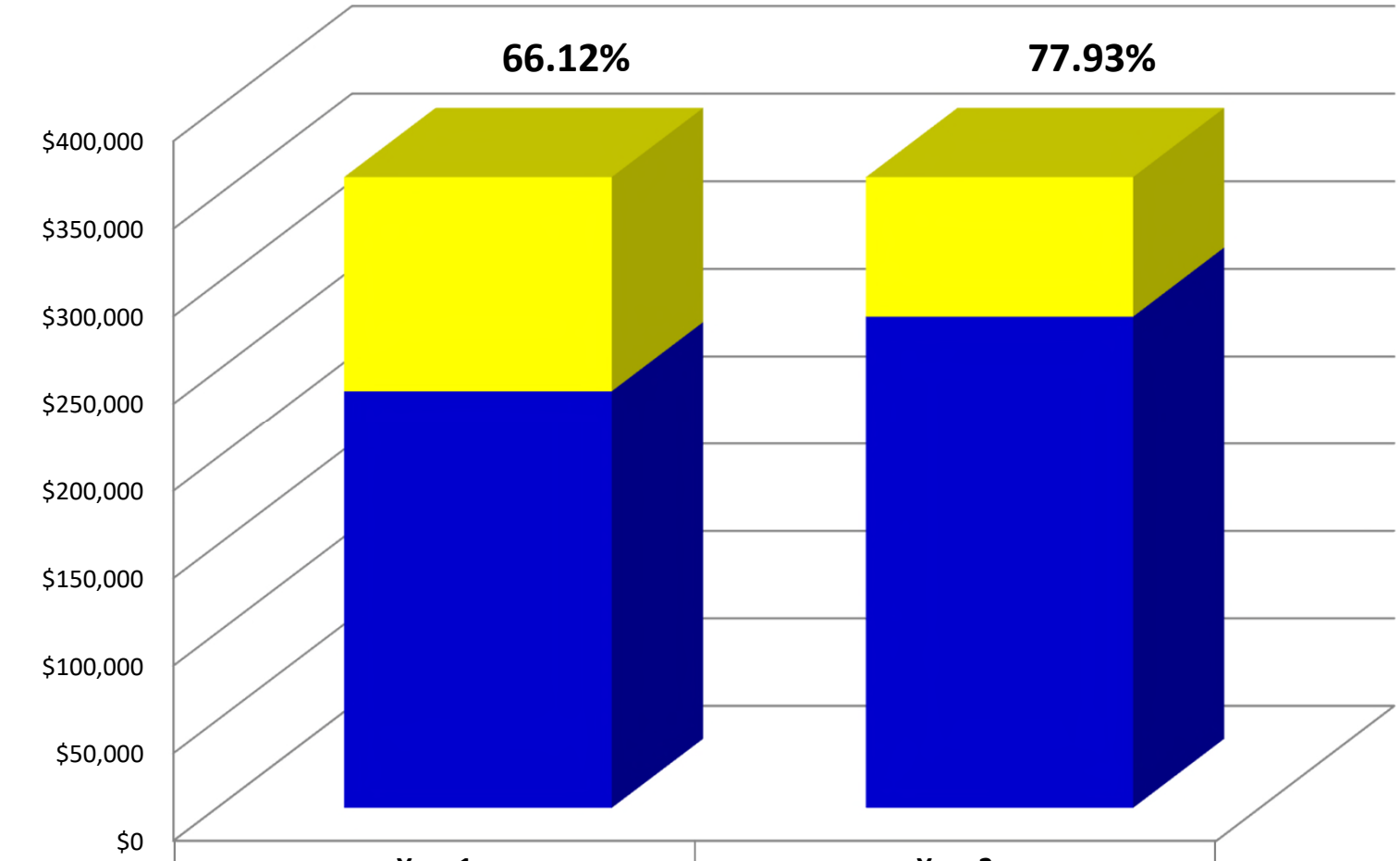


	Year 1	Year 2	Year 3
Remaining	$97,057	$77,540	$53,293
Collected	$213,554	$233,071	$257,318

Base Tax Due $310,611- as of 7/1/2016

PERDUE BRANDON
ATTORNEYS AT LAW

Bellville ISD
2016 Percentage of Collection

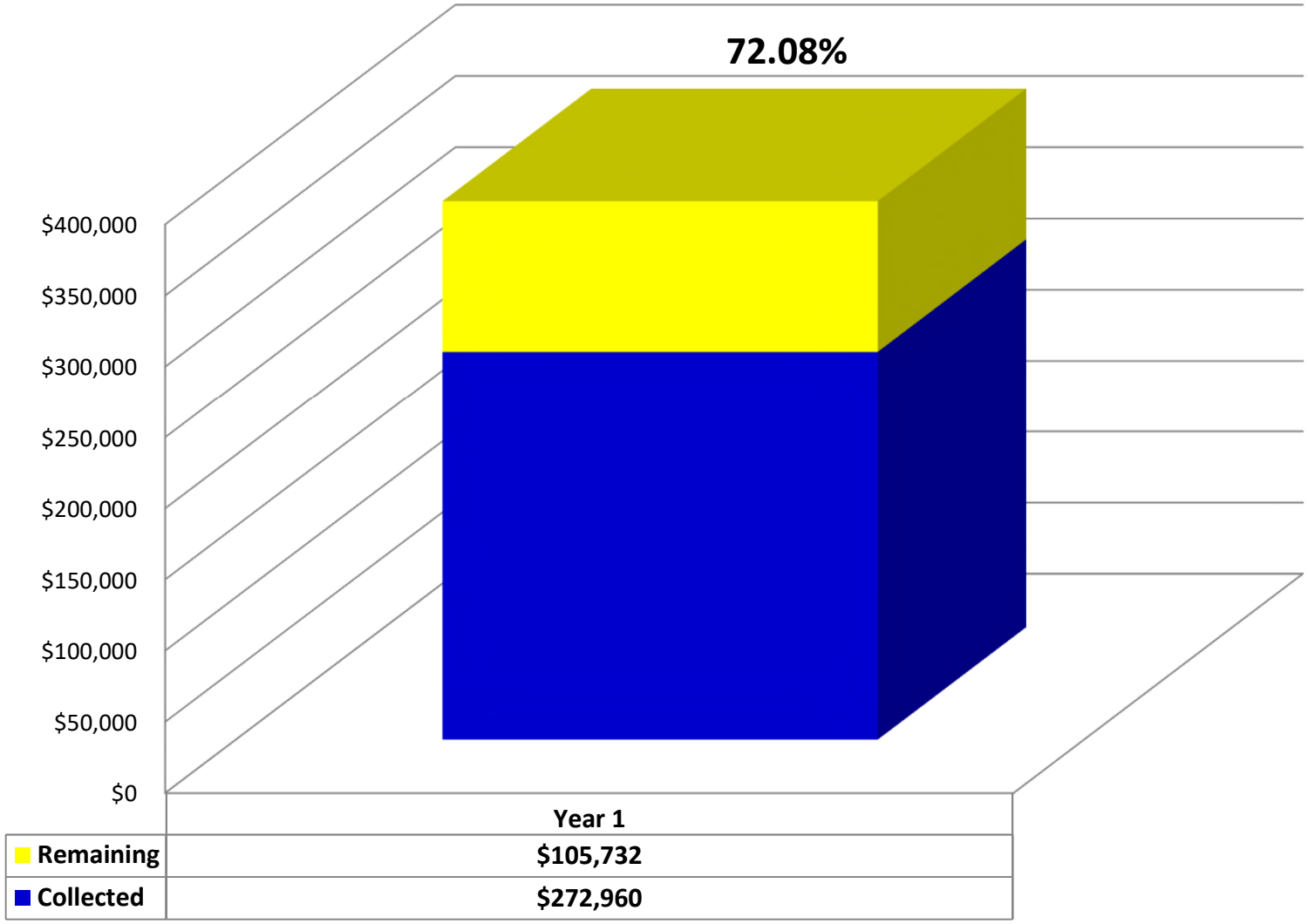


	Year 1	Year 2
Remaining	$122,186	$79,588
Collected	$238,492	$281,090

Base Tax Due $360,678- as of 7/1/2017

PERDUE BRANDON
ATTORNEYS AT LAW

Bellville ISD
2017 Percentage of Collection



Base Tax Due $378,692- as of 7/1/2018

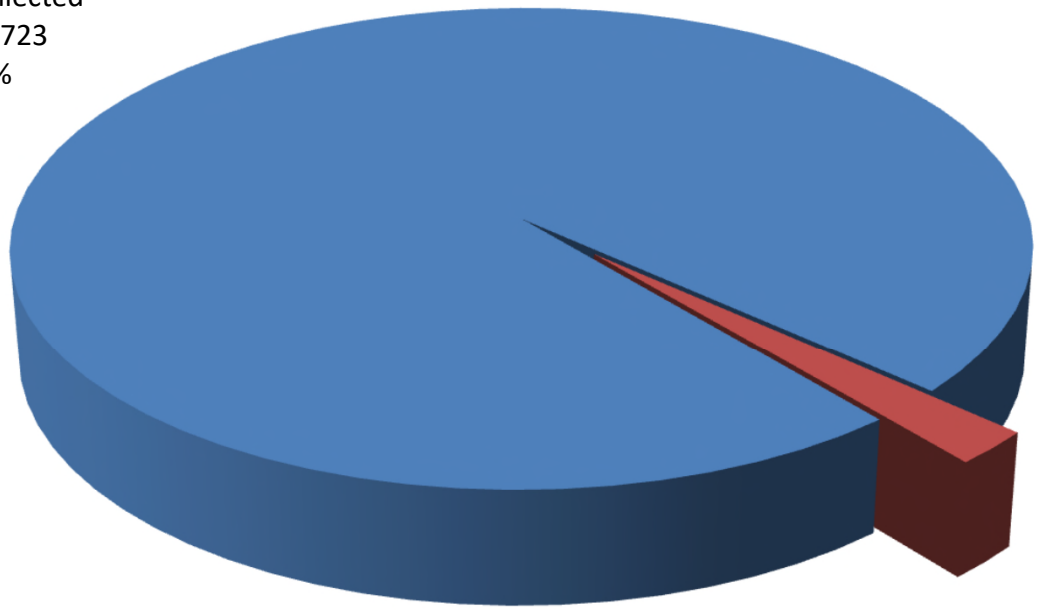
BELLVILLE ISD

2018 Tax Year - Tax Collections

$16,378,896 Total Levy of 2018 Base Tax*

***Amounts Provided by the Austin County Appraisal District**

Base Tax Collected
$16,006,723
97.73%



Base Tax Remaining
$372,173
2.27%

Total Levy	Base Tax Collected as of June 30, 2019	Base Tax Remaining as of June 30, 2019
$16,378,896	**$16,006,723**	**$372,173**
	97.73%	**2.27%**

July 2019 Board Meeting
Close of Books: June 2019

BELLVILLE INDEPENDDENT SCHOOL DISTRICT
GENERAL FUND
2018-2019 BUDGET BOARD REPORT

	GENERAL FUND	2017-2018 ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	2018-2019 ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
5700	Local Revenues	$13,782,080	67.70%	$13,939,467	101.14%	$15,070,314	68.78%	$124,883	$15,186,916	100.77%
5800	State Revenues	$6,324,280	31.07%	$4,606,077	72.83%	$6,589,898	30.08%	$197,627	$4,392,860	66.66%
5900	Federal Revenues	$250,000	1.23%	$335,624	134.25%	$250,000	1.14%	$229,945	$538,659	215.46%
	Total Revenues	**$20,356,360**	**100.00%**	**$18,881,168**	**92.75%**	**$21,910,212**	**100.00%**	**$552,455**	**$20,118,436**	**91.82%**
BY FUNCTION										
0011	Instruction	$11,847,061	56.98%	$8,912,324	75.23%	$11,968,845	54.63%	$874,069	$9,160,006	76.53%
0012	Resources & Media (Libraries)	$345,611	1.66%	$265,417	76.80%	$368,673	1.68%	$24,164	$231,761	62.86%
0013	Curriculum & Staff Development	$122,680	0.59%	$89,881	73.26%	$132,119	0.60%	$9,291	$91,160	69.00%
0021	Instructional Leadership	$330,103	1.59%	$254,502	77.10%	$325,580	1.49%	$18,237	$276,981	85.07%
0023	School Leadership	$1,227,946	5.91%	$965,665	78.64%	$1,141,455	5.21%	$94,303	$881,497	77.23%
0031	Counseling & Testing	$369,342	1.78%	$292,755	79.26%	$549,206	2.51%	$37,248	$441,763	80.44%
0033	Health Services	$222,428	1.07%	$170,858	76.81%	$238,156	1.09%	$16,947	$183,711	77.14%
0034	Transportation	$1,253,821	6.03%	$735,874	58.69%	$1,259,254	5.75%	$76,714	$865,722	68.75%
0035	Food Services	$0	0.00%	$0	0.00%	$23,334	0.11%	$0	$23,952	0.00%
0036	Co-Curricular Activities	$908,882	4.37%	$742,416	81.68%	$956,935	4.37%	$60,381	$804,993	84.12%
0041	General Administration	$965,170	4.64%	$740,143	76.69%	$1,012,998	4.62%	$81,510	$728,937	71.96%
0051	Plant Maintenance & Operations	$2,153,986	10.36%	$1,622,841	75.34%	$2,196,875	10.03%	$148,579	$1,680,485	76.49%
0052	Security and Monitoring	$119,861	0.58%	$35,688	29.77%	$346,467	1.58%	$30,504	$356,454	102.88%
0053	Data Processing Services	$175,481	0.84%	$126,693	72.20%	$181,898	0.83%	$24,187	$138,294	76.03%
0081	Facilities Acquisition and Imprvmt.	$348,605	1.68%	$401,273	115.11%	$740,562	3.38%	$78,163	$412,327	55.68%
0091	Chapter 41 Recaptures	$132,000	0.63%	$0	0.00%	$147,328	0.67%	$0	$0	0.00%
0093	Payments to Fiscal Agents	$0	0.00%	$0	0.00%	$0	0.00%	$0	$0	0.00%
0099	Payments to Appraisal District	$270,000	1.30%	$266,957	98.87%	$320,527	1.46%	$78,811	$304,727	95.07%
	Total Expenditures	**$20,792,977**	**100.00%**	**$15,623,288**	**75.14%**	**$21,910,212**	**100.00%**	**$1,653,107**	**$16,582,769**	**75.69%**
		-$436,617				**$0**				
BY OBJECT										
6100	Payroll Cost	$16,330,047	78.54%	$12,186,847	74.63%	$17,026,780	77.71%	$1,200,489	$12,764,926	74.97%
6200	Contracted Services	$2,341,320	11.26%	$1,838,425	78.52%	$2,474,101	11.29%	$241,117	$2,010,661	81.27%
6300	Supplies	$783,272	3.77%	$681,608	87.02%	$833,627	3.80%	$78,868	$782,186	93.83%
6400	Travel & Other Cost	$593,383	2.85%	$406,529	68.51%	$700,288	3.20%	$39,759	$478,553	68.34%
6600	Capital Outlay	$744,955	3.58%	$509,879	68.44%	$875,416	4.00%	$14,710	$546,443	62.42%
	Total Expenditures	**$20,792,977**	**100.00%**	**$15,623,288**	**75.14%**	**$21,910,212**	**100.00%**	**$1,574,943**	**$16,582,769**	**75.69%**

July 2019 Board Meeting
Close of Books: June 2019

BELLVILLE INDEPENDDENT SCHOOL DISTRICT
FOOD SERVICE & INTEREST & SINKING
2018-2019 BUDGET BOARD REPORT

FOOD SERVICE		2017-2018 ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	2018-2019 ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
5700	Local Revenues	$513,787	41.72%	$500,632	97.44%	$540,834	42.48%	$6,020	$497,004	91.90%
5800	State Revenues	$6,500	0.53%	$5,768	88.74%	$6,500	0.51%	$0	$5,351	82.32%
5900	Federal Revenues	$711,140	57.75%	$587,027	82.55%	$725,723	57.01%	$65,584	$623,951	85.98%
	Total Revenues	**$1,231,427**	**100.00%**	**$1,093,427**	**88.79%**	**$1,273,057**	**100.00%**	**$71,604**	**$1,126,306**	**88.47%**
6100	Payroll Cost	$537,023	43.61%	$454,348	84.60%	$572,777	44.99%	$43,910	$483,257	84.37%
6200	Contracted Services	$89,000	7.23%	$68,148	76.57%	$54,665	4.29%	$866	$44,993	82.31%
6300	Supplies	$585,404	47.54%	$498,216	85.11%	$625,615	49.14%	$27,585	$525,089	83.93%
6400	Travel & Other Cost	$10,000	0.81%	$4,270	42.70%	$10,000	0.79%	$1,609	$5,239	0.00%
6600	Capital Outlay	$10,000	0.81%	$8,761	87.61%	$10,000	0.79%	$0	$0	0.00%
	Total Expenditures	**$1,231,427**	**100.00%**	**$1,033,743**	**83.95%**	**$1,273,057**	**100.00%**	**$73,969**	**$1,058,578**	**83.15%**

INTEREST & SINKING		ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
5700	Local Revenues	$1,703,323	97.40%	$1,701,005	99.86%	$1,836,376	97.66%	$24,465	$1,821,481	99.19%
5800	State Revenues	$45,396	2.60%	$50,087	110.33%	$43,920	2.34%	$0	$43,463	98.96%
5900	Federal Revenues	$0	0.00%	$0	0.00%	$0	0.00%	$0	$0	0.00%
	Total Revenues	**$1,748,719**	**100.00%**	**$1,751,092**	**100.14%**	**$1,880,296**	**100.00%**	**$24,465**	**$1,864,944**	**99.18%**
BY OBJECT										
6500	Debt Service	$1,816,958	100.00%	$1,465,079	80.63%	$1,820,258	100.00%	$1,489,679	$1,489,679	81.84%
	Total Expenditures	**$1,816,958**	**100.00%**	**$1,465,079**	**80.63%**	**$1,820,258**	**100.00%**	**$1,489,679**	**$1,489,679**	**81.84%**

July 2019 Board Meeting
Close of Books: July 2019

2018-2019 Cash and Investments Reports
Bellville Independent School District

Bank Accounts	Average Yield	Beginning Balance	Period Interest	Ending Balance
Industry State Bank				
General Operating	2.53%	$16,505,927	$34,695	$15,500,672
Interest & Sinking	2.53%	$1,369,477	$3,031	$1,381,383
Payroll	2.53%	$604,317	$1,776	$602,729
Cafeteria	2.53%	$239,273	$552	$236,808
Special Revenue	2.53%	$169,128	$386	$166,181
Trust	2.53%	$79,614	$176	$82,140
Auxilliary	2.53%	$89,265	$197	$88,262
Construction	2.53%	$0	$0	$0
Total Industry Bank		$19,057,000	$40,814	$18,058,175

Certificate of Deposits	**Principle**	**YTD Instrest**
Total Certificate of Deposits	$0	$0

Total Pledge Securities @ Instrusty State Bank	$ 29,541,828

Lone Star Investment Pool		**Beginning Balance**	**YTD Instrest**	**Endding Balance**
LoneStar Pool (gov)	2.3752%	$0	$0	$0
LoneStar Pool (corp+)	2.4503%	$0	$0	$0
Total Investment Pool Deposits		$0	$0	$0

Certification:

The above captioned report is an accurate representation summary of the records of the Bellville Independent School District for the period indicated. All investments are on deposit at the depository listed above, and have been properly secured and collateralized by a combination of pledged securities and FDIC insurance. This report is in compliance with the districts local investment policy, and the requirements of the public funds investment act.

Dennis Jurek, Assistant Superintendent
Bellville Independent School District

DEPOSITORY INFORMATION:

Current Depository - Industry State Bank

Depository Interest - higher of 90 day T-Bill plus 0.30% or 1.26% on all accounts held at Industry State Bank

BENCHMARK RATES

	2018 Sept	2018 Oct	2018 Nov	2018 Dec	2019 Jan	2019 Feb	2019 Mar	2019 Apr	2019 May	2019 June	2019 July	2017 Aug
90 day T-Bill	2.1500%	2.2300%	2.3700%	-	2.4300%	2.4300%	2.4700%	2.4300%	2.4300%	2.1900%	2.0500%	1.0200%
1 year T-Bill	2.5500%	2.6400%	2.7400%	-	2.5900%	2.5500%	2.5400%	2.4100%	2.3700%	2.0000%	1.9000%	1.2400%
TexPool	1.9725%	2.1162%	2.1794%	-	2.3821%	2.3919%	2.3870%	2.4198%	2.4118%	2.3702%	2.3877%	1.0070%
TexPool (Prime)	2.1993%	2.2975%	2.3696%	-	2.5939%	2.5793%	2.5837%	2.5798%	2.5680%	2.5167%	2.5013%	1.2581%
LoneStar Pool (gov)	1.9674%	2.1028%	2.1799%	-	2.3964%	2.3789%	2.3877%	2.4125%	2.4077%	2.3740%	2.3752%	1.0234%
LoneStar Pool (corp+)	2.2494%	2.3028%	2.3840%	-	2.6222%	2.6087%	2.6295%	2.6024%	2.5773%	2.5284%	2.4503%	1.2411%
TexSTAR	1.9920%	2.1327%	2.1925%	-	2.3734%	2.3869%	2.3980%	2.4140%	2.4099%	2.3743%	2.3952%	1.0357%
Texas Class Coop	2.2571%	2.3151%	2.4051%	-	2.6251%	2.6369%	2.6251%	2.4451%	2.5677%	2.5064%	2.3751%	1.0900%
Bellville ISD	2.4500%	2.5500%	2.6900%		2.7700%	2.7400%	2.7900%	2.7500%	2.7600%	2.6700%	2.5300%	

	2017 Sept	2017 Oct	2017 Nov	2017 Dec	2018 Jan	2018 Feb	2018 Mar	2018 Apr	2018 May	2018 June	2018 July	2018 Aug
90 day T-Bill	1.0100%	1.0100%	1.1800%	-	1.4200%	1.5500%	1.6700%	1.7300%	1.9000%	1.9400%	2.0000%	2.0700%
1 year T-Bill	1.3100%	1.3100%	1.4600%	-	1.7800%	1.9100%	2.0500%	2.0900%	2.2700%	2.3500%	2.4000%	2.4500%
TexPool	1.0275%	1.0275%	1.0400%	-	1.2771%	1.3147%	1.4100%	1.6645%	1.7012%	1.7561%	1.8833%	1.9398%
TexPool (Prime)	1.2577%	1.2577%	1.2638%	-	1.4972%	1.5440%	1.6300%	1.9120%	2.0123%	2.0584%	2.1372%	2.1995%
LoneStar Pool (gov)	1.0164%	1.0164%	1.0327%	-	1.2700%	1.2884%	1.4238%	1.6426%	1.6887%	1.7708%	1.9018%	2.2405%
LoneStar Pool (corp+)	1.2600%	1.2600%	1.2794%	-	1.5000%	1.5641%	1.6488%	1.9309%	2.0493%	2.1691%	2.2069%	2.2114%
TexSTAR	1.0392%	1.0392%	1.0600%	-	1.2659%	1.3064%	1.4419%	1.6181%	1.7201%	1.7738%	1.8846%	1.9259%
Texas Class Coop	1.2551%	1.2551%	1.2951%	-	1.5449%	1.5961%	1.6818%	1.9351%	1.7391%	1.8851%	2.2417%	2.2351%
Bellville ISD												

MONITORING RATE CHANGES OF INVESTMENTS

Depository - rates have a fixed floor for term investment, use benchmark rates to evaluate floor and investment objectives

Certificates of Deposit - fixed term fo deposit, evaluate returns, cash flows and time principle is invested, work w/ broker

Pools - monthly pool reports

WEIGHTED AVERAGE MATURITY (WAM)

Security	Par Value	Book Value	Dates to Maturity	WAM
Depository	$18,058,175	$18,058,175	1	1.00
CD - Trust	$0	$0	365	0.00
Total	$18,058,175	$18,058,175	WAM	1.00

BISD CDA (LOCAL) Pool fund maximum dollar weighted maturity is 180 days
Individual investments shall not exceed one year from time of purchase

SUPERINTENDENT'S REPORT

JULY 2019

- **Preliminary State Accountability Ratings:**

Bellville Independent School District	B
Bellville High School	B
Bellville Junior High School	B
O'Bryant Intermediate School	C
O'Bryant Elementary School	C
West End Elementary School	B

- **BISD Events & Activities in July:**

BHS Volleyball Camp	July 15-18
Bellville Booster Club Golf Tournament	July 19, 31 Teams Participated
BHS Varsity Cheer at Camp	July 21-24
Staff Meet-&-Greet w/ Superintendent	July 23
TASA New Superintendent Academy	July 31-Aug. 1

- **Current Enrollment (Pending Summer)** **2,196**

- **Current Vacancies**

Grounds Keeper	Maintenance Department
Math Teacher	Bellville High School
Social Studies Teacher/Girls' Coach	Bellville High School
Math Teacher	Bellville Junior High
Social Studies/PE/Coach	Bellville Junior High
Teacher-Kindergarten	West End Elementary
Intervention (RTI) Aide	O'Bryant Primary
Speech Language Pathologist	Special Education

BELLVILLE INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2019-2020

Learners Today, Leaders Tomorrow

BELLVILLE INDEPENDENT SCHOOL DISTRICT
518 S. Mathews
BELLVILLE, TEXAS 77418
(979) 865-3133

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Our Vision for Our Education Community

BISD commits to developing an exceptional educational community which dedicates its resources to promoting high academic and moral standards. This commitment prepares our students to successfully compete in an ever changing technological and global society.

District Philosophy

Education must serve as an agency of progress. Therefore, the Bellville Independent School District endeavors to provide an educational environment conducive to the maximum number of students. In this environment, students have the opportunity to develop academic, vocational, and social skills that enable them to function effectively in society. Through this process of education growth, students should learn basic life patterns that will help them develop responsibility, respect, values, and concepts appropriate to society. They should also learn communicative skills and acquire historical perspectives, which foster self-understanding and an appreciation for all cultures. While the Bellville public school system occupies a position of public trust, it shares with parents and the community a responsibility for molding students into useful, self-supporting, and productive citizens.

District Mission Statement

The mission of Bellville Independent School District, as the center of public education, is to provide a high quality, well-rounded education that prepares all students for success.

Bellville Independent School District
Comprehensive Needs Assessment
2019-2020

Demographics

Enrollment

1st week of	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
September	2140	2149	2124	2094	2119	2139	2206	2226	2225	2217
October	2158	2150	2120	2088	2112	2152	2200	2235	2245	2220
November	2154	2141	2136	2084	2118	2159	2207	2232	2255	2224
December	2142	2134	2138	2099	2099	2147	2211	2235	2251	2204
January	2144	2142	2131	2086	2114	2145	2206	2248	2260	2200
February	2148	2139	2130	2095	2120	2148	2214	2248	2256	2208
March	2142	2138	2126	2096	2121	2146	2214	2246	2248	2209
April	2133	2134	2111	2095	2126	2149	2212	2243	2236	2210
May	2138	2124	2117	2102	2132	2147	2220	2240	2236	2209

The enrollment in January 2019 compared to January 2018 is down by 8 students which is a decrease for the second time in the last five years. Overall increasing enrollment from the low in 2012-2013 is an identified priority for the district (up 176 students from the lowest to the highest enrollment during that period).

Ethnicity and Race

Bellville ISD had, in the 2018-2019 Fall Collection, a student ethnic and racial distribution of 9.25% African American (up .15 from last year), 29.98% Hispanic/Latino (down 0.72), 58.04% White (up .74), 0.1% American Indian/Alaskan (unchanged), 0.6% Asian (down .02), 0.04% Hawaiian/Pacific Islander (up .04), and 1.92% Two or More Races (down 0.18). The table below shows the distribution of the percent of each ethnicity and race in the district for the last ten years.

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Hispanic/Lat	25.1	26.2	26	26.1	27.2	28.2	29.5	29.9	30.7	29.98
African Am	11.7	10.5	10.4	10.9	10.7	10.2	9.1	9.5	9.1	9.25
White	59.7	59.8	60.5	59.9	58.9	58.8	58.5	57.7	57.3	58.04
2+Races	2.9	2.7	2.6	2.6	2.7	2.1	2.1	2.2	2.1	1.92
AmInd/Alask	0.3	0.2	0.2	0.2	0.3	0.3	0.2	0.1	0.1	0.18
Asian	0.3	0.4	0.2	0.2	0.2	0.3	0.3	0.6	0.6	0.58
Haw/PacIsl	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.04

The Hispanic/Latino enrollment decreased by 23 students from last year, this was the first decrease in the last five years. It has increased over the last ten years from 544 (2009-2010) to 671 (2018-2019). This has increased this group's percentage in all students from 25.1% to 29.98% over this same period. In that same period White enrollment has increased slightly (with a percentage decrease) from 1293 to 1299 (59.7%

to 58.04%) and African American enrollment has decreased from 252 to 207 (11.7% to 9..25%).

Attendance
According to the 2017-2018 TAPR Report, Bellville ISD had an attendance rate for All Students of 96.6% in 2016-2017 which was an increase from the 2015-2016 rate of 96.5%. The state average for 2016-2017 was 95.7%. In 2016-2017, African American students in BISD had an attendance rate of 96.6% (up 0.4 from 2015-2016), Hispanic students had 96.4% (down 0.2), White students had 96.7% (up 0.2), special education students had 95.2% (down 0.2), economically disadvantaged students had 96.2% (up 0.2), and ELL students had 96.9% (up 0.2).

Economically Disadvantaged Students
Bellville ISD has two campuses that are designated as Title I, Part A Schoolwide Campuses. As figured for the 2019-2020 ESSA Consolidated Application, O'Bryant Primary has 59.05% poverty (down 0.24 from last year) as indicated by its free or reduced lunch count. O'Bryant Intermediate has 57.39% poverty (up 4.63 from last year). In the 2018-2019 Fall Collection, Bellville ISD had an overall Economically Disadvantaged percentage of 49.33% for the district (up 1.74 from last year). The table below shows the number of economically disadvantaged students and the percent of all students that are economically disadvantaged for the last ten years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
894	946	1017	972	971	992	1018	1056	1076	1104
41.26%	44.00%	47.50%	46.57%	45.78%	45.80%	46.00%	47.16%	47.59%	49.33%

This has increased from nine years ago from 894 students (2009-2010) to 1104 (2018-2019). This has increased this group's percentage of all students from 41.26% to 49.33% in this same period. This is a new high within this period with the previous high being 47.59% in 2017-2018. Meeting the needs of this large increase of students (210) over the past nine years is an identified priority for the district.

When the ethnicity of economically disadvantaged students is compared with the ethnicity of all students, the Hispanic students and African American students are overrepresented for this subgroup of students. The Hispanic students (in the 2018-2019 Fall Collection) are 29.9% of all students but make up 49.9% of the economically disadvantaged subgroup. The African American students are 9.3% of all students but make up 16.7% of the economically disadvantaged subgroup. This over-representation of Hispanic and African American students in the economically disadvantaged subgroup is an identified priority for the district.

At-Risk Students

According to the 2018-2019 Fall Collection, the district had identified 951 students as at-risk. This amount is 42.49% of all student enrollment. The table below shows the number of identified at-risk students and the percent of all students that are identified as at-risk for the last nine years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
781	708	684	692	937	898	852	804	961	951
36.04%	32.93%	31.95%	33.16%	44.18%	41.46%	38.50%	35.91%	42.50%	42.49%

This number decreased for this year after having increased the previous year. It is the second largest amount of at-risk students in the last ten years (2017 – 2018 was the largest). The percentage of at-risk students compared to the overall enrollment has decreased from the high in the last nine years of 44.18% in 2013-2014 (the low was in 2011-2012 of 31.95%). Since at-risk students make up a little under half of the district's student enrollment the needs of these students are an identified priority for the district.

When the ethnicity of at-risk students is compared with the ethnicity of all students, the Hispanic students and African American students are overrepresented for this subgroup of students. The Hispanic students (in the 2018-2019 Fall Collection) are 29.98% of all students but make up 40.69% of the at-risk subgroup. The African American students are 9.25% of all students but make up 16.51% of the at-risk subgroup. This over-representation of Hispanic and African American students in the at-risk subgroup is an identified priority for the district.

Program Effectiveness

State Compensatory Education

Bellville ISD uses its state compensatory allotment to meet the needs of its at-risk students in various ways. Annual Program Evaluation data indicates these methods have contributed to improving student achievement. The district needs to continue to use these funds for tutorials at all campuses, summer school for all campuses, bilingual summer school for our LEP students, student support software, benchmark item bank software, the credit recovery software program for BJH, BHS, and SAEC, a library/RTI instructional aide and RTI instructional aides at WE; ESL instructional aides at OBP; library/RTI, Enrichment Room, and ESL instructional aides at OBI; ESL instructional aide, at-risk Enrichment Room/RTI teachers and at-risk counselor at BJH; at-risk Credit Recovery and EOC Recovery teachers, ESL instructional aide, and at-risk counselor at BHS; and instructional aides and teachers for our credit recovery, acceleration, and discipline programs at SAEC.

ESL/Bilingual Education

Bellville ISD filed for a Bilingual Education Exception for the 17th consecutive year. The district had a certified bilingual teacher in Pre-Kindergarten and Kindergarten for 2018-2019. This represents an increase from the previous year and allowed us to continue to expand our bilingual program into one additional grade level. The district needs to continue to make an effort to recruit elementary bilingual teachers and retain those already in place. As the district continues to grow its bilingual program, it continues to need additional bilingual training, resources, and materials. The district needs bilingual instructional assistants that help the ESL teachers with newcomer, beginning, and intermediate EL students. The district needs to continue to train the ESL teachers to help equip them to meet the needs of EL students who do not currently have access to bilingual classrooms because of a shortage of certified bilingual teachers. The district as a result of a change in state-level requirements had to for the first time in at least the last ten years file an ESL Waiver. The waiver covered two ELAR teachers at BHS that were not ESL certified. The district developed a Comprehensive Professional Development Plan for both the Bilingual Exception and the ESL Waiver. In these plans the district budgeted Bilingual Education Allotment funds for our ESL Specialists to develop and deliver targeted professional development to teachers serving EL students. The district needs to continue to assist teachers to acquire their ESL certifications and ensure that new teachers who are hired have an ESL certification or will acquire it within their first year of teaching in the district. The district needs to continue to employ ESL specialists to assist the ESL teachers to meet the needs of their EL students and to meet the requirements of the state in regard to identifying EL students, evaluating EL students, administering state assessments to EL students, and documenting information for EL students.

According to results from the Bilingual Education/ESL section of the PBMAS, Bellville ISD exceeded, matched, or met Required Improvement on the PBMAS standard or the state rate in 8 of the 15 indicators or sub-indicators for which the district was held accountable in 2018. BISD missed the indicators for ESL STAAR 3-8 Passing Rate in the areas of Mathematics (62.6% compared to the standard of 70.0%), Reading (48.9% compared to the standard of 70.0%), Science (35.5% compared to the standard of 65.0%), Social Studies (5.9% compared to the standard of 65.0%), and Writing (36.0% compared to the standard of 70.0%). BISD missed the indicator for LEP STAAR EOC Passing Rate in Mathematics (62.5% compared to the standard of 65%) and English Language Arts (14.1% compared to the standard of 60%). To continue meeting these federal and state standards and objectives, BISD will continue to need the positions and programs described in the previous paragraph in this section. It is also an identified priority to increase the scores in order to meet the indicators that have been missed.

Career and Technical Education

The district has 700 students participating in a career and technical education course (as of the 2018-2019 Fall Collection). The number of students participating is a decrease of 97 students from last year (797 students) and is the second highest number of students in

the last ten years with a low in both 2010-2011 and 2014-2015 (547 students) and the previous high last year (797 students).

African American students are well represented in this subgroup of students in 2018-2019 when compared to their representation in the all students group (9.25% for all students and 10.0% in the career and technical education subgroup) and is an identified strength. Hispanic students however are underrepresented in this group (25.86% CTE compared to 29.98% overall).

Bellville ISD will concentrate on the following career clusters:

- Agriculture, Food, and Natural Resources,
- Audio/Video Technology,
- Business and Marketing,
- Human Services: Education,
- Science, Technology, Engineering, and Mathematics (STEM), and
- Transportation, Distribution, and Logistics.

According to results from the CTE portion of the PBMAS results, Bellville ISD exceeded the PBMAS standard or the state rate (or had no data) in 6 out of 8 indicators measured for 2018. The district missed the standard for two sub-indicator on CTE Special Education STAAR EOC Passing Rate for English Language Arts (28.0% compared to the standard of 60.0%) and Social Studies(41.2% compared to the standard of 70.0%) . For the CTE Nontraditional Course Completion Rate for males the district rate was 41.4% compared to the standard of 40%. For the CTE Nontraditional Course Completion Rate for females the district rate was 31.3% compared to the standard of 40%.

Title I, Part A and Title IV, Part A

Bellville ISD receives Title I, Part A funds from the federal government for O'Bryant Primary and O'Bryant Intermediate which are classified as Schoolwide Campuses based on their percentage of students in poverty as described in the Demographics section of this Needs Assessment. BISD also receives funds through Title IV, Part A. In order to meet the needs of the students of the two Title I schools, the campuses need to provide additional assistance for these students through the district's Academic and Behavior Intervention Programs. The campuses need certified teachers and paraprofessionals to implement these programs. The campuses need additional support for these intervention programs for instructional materials and devices to help facilitate the presentation of these instructional materials. The schools also need additional funds to support summer school in order to provide instruction for these students during the break between two school years. The district also needs assistance to meet the requirements of Every Student Succeeds Act (ESSA) through a Contracted Fee Service with Region VI ESC.

According to results from the ESSA portion of the 2018 PBMAS results, Bellville ISD exceeded the PBMAS standard or the state rate in all indicators measured for 2018 except for one sub-indicator in the Title I, Part A STAAR 3-8 Passing Rate Indicator. It was in writing (51.1% compared to the standard of 70.0%). In order to continue to meet the

federal and state standards, BISD will continue to need the positions and programs described in the previous paragraph in this section. It is also an identified priority to increase the score in the sub-indicator that is missing the standard.

Special Education

The overall number of students identified as needing special education services increased for the fourth year in a row after decreasing in the district the previous four years. According to data in the 2018-2019 Fall Collection, the district had 231 students receiving special education services. The table below shows the number of students receiving special education services and the percent of all students that are receiving special education services for the last nine years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
259	223	210	174	169	179	191	212	222	231
11.95%	10.37%	9.81%	8.34%	7.97%	8.26%	8.63%	9.47%	9.82%	10.32%

The percentage of Special Education students compared to all students has decreased from 11.95% in 2009-2010 to 10.32% in 2018-2019 (with a low of 7.97% in 2013-2014).

When the ethnicity of special education students is compared with the ethnicity of all students, the African American students are overrepresented for this subgroup of students. The African American students (in the 2018-2019 Fall Collection) are 9.25% of all students, but make up 18.18% of the special education subgroup (uo 0.08). Even though this continues to show an over-representation, this is the second lowest percentage over the last ten years (with a high of 22.4% in 2012-2013 and a low of 17.8% in 2015-2016). This over-representation of African American students in the special education subgroup is an identified priority for the district. The decrease in this over-representation in four of the last five years is an identified strength of the district, and the programs that have been implemented to attain this decrease need to be continued and strengthened.

According to the results of the Special Education portion of the 2018 PBMAS report, Bellville ISD exceeded or met the standard in 5 of the 9 indicators measured for BISD. The district slightly missed the standard for the following indicator (performance level 1):

- Special Education Regular Class greater than or equal to 80% Rate (6-21).
- Special Education Regular Class less than 40% Rate (6-21)

The district missed the standard for the following indicators (performance level 2 or 3):

- Special Education STAAR 3-8 Passing Rate (Mathematics,Reading, Science, Social Studies, and Writing),
- Special Education STAAR EOC Passing Rate (Mathematics, Science, Social Studies, and English Language Arts), and
- Special Education STAAR Alternate 2 Participation Rate.

Gifted and Talented Program

The overall number of students in gifted and talented has decreased since nine years ago. The table below shows the number of students identified as gifted and talented and the percent of all students that were identified as gifted and talented for the last ten years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
262	247	220	232	235	230	230	244	235	248
12.09%	11.49%	10.28%	11.12%	11.08%	10.62%	10.39%	10.90%	10.39%	11.08%

In the 2018-2019 Fall Collection, there were 248 students identified as gifted and talented, and in 2009-2010, there were 262 students (a decrease of 14 students). The percentage of all students that were identified as gifted and talented was 11.08% for 2018-2019 (up 0.69 from last year). This is down from 12.09% in 2009-2010 which was the highest in the last ten years. The number of students increased when compared to last year when it was 235. When the ethnicity of gifted and talented students is compared with the ethnicity of all students, the African American students and Hispanic students are under-represented in this subgroup of students. The African American students (in the 2018-2019 Fall Collection) are 9.25% of all students but make up 0.0% of the gifted and talented subgroup (the same as last year). The Hispanic students are 29.98% of all students but make up 13.2% of the gifted and talented subgroup (up 0.4 from last year).

Bellville ISD reviewed evaluations from the family and students in the elementary Gifted and Talented Program. The feedback was for the most part positive from the students and families. The evaluations showed that the district has a need to get more exposure for the GT programs through updates/news through school and local media. The district needs to continue to challenge GT students regardless of what grade level they are enrolled and allow opportunities for students to make suggestions for the GT program.

Bellville ISD continues to try to meet as many Recommended and Exemplary levels as possible in the Texas State Plan for the Education of Gifted/Talented Students. The district has currently identified additional areas at the Recommended and Exemplary level that need to be focused on. The needs are for:

- An awareness session providing an overview of the assessment procedures and services for gifted/talented students that is offered for families by the district and/or campus prior to the nomination/referral period,
- All family meetings to be offered in a language families can understand or to provide a translator or interpreter,
- The selection committee to be formed by a majority of members who have completed thirty hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2),
- All staff to receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented,
- Annually, each teacher new to the district to receive an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

Dyslexia
The district for 2018-2019 will have two full-time dyslexia teachers that are shared by O'Bryant Primary and O'Bryant Intermediate and part-time dyslexia teachers at West End Elementary, Bellville Junior High, and Bellville High School. These teachers work with students identified with dyslexia. In addition, the district developed and began testing students for dysgraphia (a dyslexia related disorder) and has been working to more thoroughly assess students who are second language learners. The district continues to need these teachers to provide this specialized instruction.

Homeless
During the 2018-2019 school year, 37 students were identified homeless based on information gathered on the Student Residency Questionnaire and follow-up interviews by campus administrators (up 13 from last year). All of these 37 students had a primary nighttime residence that was doubled-up. A percentage of Title I, Part A funds is set aside to assist homeless students on campuses that are not served by Title I funds (WE, BJH, and BHS). These funds are available, if needed, to assist with supplemental instructional supplies for these students and/or supplemental tutoring opportunities.

Student Achievement

Graduation Rate, Completion Rate, and Annual Dropout Rate (Based on TAPR)
Bellville ISD had a 4-year Graduation Rate for the class of 2017 for all students of 98.8% (class of 2016 was 97.8%). The Annual Dropout Rate for grades 9-12 in 2016-2017 was 0.3% and for grades 7-8 it was 0.0%.

Bellville ISD exceeded all district standards set by TEA on the 2018 state accountability rating system. All BISD campuses exceed all campus standards set by TEA. Bellville High School earned four Distinctions for Academic Achievement in ELA/Reading, Mathematics, Science, and Socials Studies. Bellville Junior High earned two Distinctions for Academic Achievement in Mathematics and Top 25% in Comparative Academic Growth and Comparative Closing the Gaps. O'Bryant Primary earned one Distinction for Academic Achievement in ELA/Reading. West End Elementary earned two Distinction for Top 25% in Comparative Academic Growth and Comparative Closing the Gaps.

The Spring 2018 STAAR (based on TAPR Report) results for each grade were at or above the state averages in 9 areas. The district results were below state average for Grade 3 Math (3 Below), Grade 4 Writing (9 below) and Mathematics (1 Below), Grade 5 Mathematics (1 Below) and Science (6 below), Grade 8 Reading (2 Below), Science (1 below) and Social Studies (6 below), and US History EOC (2 below).

Current year data shows the district at or above state averages for 16 areas. The district was below the State average for Grade 4 Math (6 below) and Writing (3 below), Grade 5 Science (10 below), Grade 8 Social Studies (1 below), Algebra EOC (2 below), and US History EOC (1below).

State of Texas Assessments of Academic Readiness (Current Year DATA)

STAAR Results – Spring 2019; Percent at Approaches Grade Level or Above

Campus (Grade)	Reading [State]	Math [State]	Writing [State]	Social Studies [State]	Science [State]
OBP (3)	76	79	--	--	--
WE (3)	92	72	--	--	--
District (3)	79 [76]	78 [78]	--	--	--
OBI (4)	72	66	58	--	--
WE (4)	95	77	86	--	--
District (4)	75 [74]	68 [74]	62 [65]	--	--
OBI (5)	84	89	--	--	60
WE (5)	100	97	--	--	86
District (5)	87 [86]	90 [89]	--	--	64 [74]
BISD (6)	68 [66]	86 [79]	--	--	--
BISD (7)	81 [74]	85 [73]	86 [69]	--	--
BISD (8)	86 [84]	82 [87]	--	66 [67]	82 [79]
BISD (9)*	69 [63]	82 [84]	--	--	88 [88]
BISD (10/11)**	75 [67]	--	--	92 [93]	--

*English I, Algebra I, Biology

**English II, US History

STAAR Results – Spring 2019; Percent at Approaches Grade Level or Above (All Grades)

Subject	All Students [Diff w/State]	African American [Diff w/All]	Hispanic [Diff w/All]	White [Diff w/All]	Special Ed [Diff w/All]	Econ Disadv [Diff w/All]	ELL including monitored [Diff w/All]
Reading	78	50 [-28]	71 [-7]	86 [+8]	38 [-40]	68 [-10]	60 [-18]
Mathematics	81	56 [-25]	76 [-5]	89 [+8]	41 [-40]	73 [-8]	69 [-12]
Writing	74	39 [-35]	63 [-11]	87 [+13]	35 [-39]	62 [-12]	61 [-13]
Science	80	55 [-25]	67 [-13]	90 [+10]	52 [-28]	69 [-11]	62 [-18]
Social Studies	79	46 [-33]	74 [-5]	86 [+7]	36 [-43]	71 [-8]	56 [-23]
All Subjects	79	52 [-27]	71 [-8]	86 [+7]	41 [-38]	69 [-10]	63 [-16]

Based on Spring 2019 student achievement results (all grades combined), the district had the highest overall scores for STAAR in Mathematics and Science. Scores were lowest overall in Writing. However all scores except Mathematics and Science were below 80% and represent priorities for the district. Economic Disadvantaged students were below all students in all subjects on STAAR with the largest gap in Reading and Writing. The subgroups of African American, Hispanic, Special Education, Economically Disadvantaged, and ELLs were below all students in all subjects on STAAR. African

American students had the largest gap below all students based on ethnicity in Writing and Social Studies on STAAR. Hispanic students had the largest gaps below all students based on ethnicity in Science and Reading. Students in Special Education had the largest gaps in Reading, Mathematics and Social Studies. ELL students had the largest gaps in Reading and Science.

The district needs to maintain levels of achievement in Reading by continuing its Response to Intervention Reading Program at the Elementary levels and to continue to expand it to the secondary grade levels. The district also needs to expand the formal RTI program to math in the Elementary grades.

STAAR Results – Spring 2019 Percent at Masters Grade Level (Sum of All Grades Tested); Based on current year data

Subject	Year	State	District All Students	African American	Hispanic	White	Special Education	Econ Disadv	ELL
Reading	2019		22%	4%	13%	30%	20%	12%	5%
	2018	19%	20%	4%	12%	26%	6%	11%	4%
Mathematics	2019		24%	6%	16%	32%	12%	14%	12%
	2018	24%	24%	7%	15%	31%	8%	15%	11%
Writing	2019		18%	4%	11%	24%	n/a	11%	11%
	2018	13%	12%	n/a	n/a	17%	n/a	3%	n/a
Science	2019		20%	4%	11%	27%	n/a	11%	3%
	2018	23%	18%	n/a	13%	24%	n/a	7%	n/a
Soc Studies	2019		19%	4%	14%	24%	n/a	13%	9%
	2018	31%	24%	n./a	15%	31%	n/a	15%	n/a
All Tests	2019		22%	4%	13%	29%	17%	13%	8%
	2018	22%	20%	4%	12%	27%	6%	11%	6%

The overall results for all students in Bellville ISD increased in 2019 from the previous year at the Masters Grade Level for Reading (by 2), Writing (by 6), Science (by 2), and All Tests combined (by 2). It decreased in Social Studies (by 5). In order to continue to meet the requirements in the state accountability system Bellville ISD needs to increase Masters Grade Level performance in all areas for all subgroups.

TELPAS

In Spring 2019 the district was above or at the state average TELPAS composite score in all grades that had an average Composite Score calculated except Kindergarten, grade 3, 4, 5, 6 and 7.

Texas English Language Proficiency Assessment System
TELPAS, Spring 2018 Composite Rating (All students)

Grade	Number of Students Rated	Percent at Beginning	Percent at Intermediate	Percent at Advanced	Percent at Advanced High	Average Composite Score	Average State Composite Score
K	13	62	38	0	0	1.2	1.8
1	22	0	36	27	36	2.9	2.3
2	18	0	56	33	11	2.5	2.5
3	15	7	27	60	7	2.6	2.9
4	26	4	46	38	12	2.5	2.7
5	13	8	23	69	0	2.6	2.9
6	15	0	27	67	7	2.7	2.8
7	11	0	55	45	0	2.5	2.8
8	11	9	0	73	18	3.1	2.8
9	11	0	64	27	9	2.8	2.6
10	8	0	50	50	0	2.7	2.6
11	9	11	22	56	11	2.7	2.7
12	6	0	0	83	17	3.2	2.7

"-" = small group, data is masked to keep individual student's results confidential

School Culture and Climate

The district has identified areas of strength for the district in the area of school culture and climate. The district's strengths are anti-bullying awareness and age-appropriate strategies, high extra-curricular student participation, the Brahma PRIDE program and the use of the Character Counts Curriculum, Red Ribbon Week participation, the online bullying/harassment reporting tool, district-wide security equipment and procedures that have been put in place, the upgrading and addition of security cameras, and the small amounts of gang and drug abuse that is reported. BISD added the Watch Dog program at elementary campuses along with training teachers in mental health and in the ALICE armed intruder program. The district has also added School Resource Officers (SRO) starting in 2018-2019 at each of the campuses for student safety due to recent incidents of school shootings. The district needs to continue to support these areas of strength. The district needs to continue maintenance of and/or upgrades to district facilities and finish implementation of more and/or new security cameras on specific campuses. There is also a need to provide district-wide staff development for ongoing classroom and student management training and to reach out to students not currently involved in extracurricular activities. An additional need is to update the climate survey and staff questionnaires.

Staff Quality, Recruitment, and Retention

Based on surveys from staff in the district (Fall 2018) and central administration, the professional development needs are for research-based instructional strategies for all core subjects (Reading/English/Writing, Mathematics, Science, and Social Studies), modifying curriculum and differentiating instruction for students in the inclusion setting and general education setting, accommodating for ELL and Section 504 students in the classroom, accommodations versus modifications, technology that can be used to assist in teaching and communicating with students, gradebook and technology application training for new personnel, additional Google Apps training, special education and behavior data collection, classroom management/ behavior workshops, working with emotionally disturbed children, severely handicapped students, and/or autistic children, working with students with severe health issues, building vocabulary development for ELL students, sheltered instruction classroom techniques, curriculum training and planning (within campus and across the district/vertical alignment), training on new curriculum and workday to integrate curriculum material into lesson plans, Eduphoria training, eSped training, TEKS Resource System training, lesson plan creation team building, crisis management, CPI de-escalation training, motivational speakers, STAAR/EOC training, new TEKS, RTI interventions and progress monitoring, bullying, CPR training, Make and Take activities including ESL and Special Education manipulatives, motivating all students especially unmotivated students, paraprofessional specific topics, writing across the curriculum, parental involvement, working with gifted and talented and Pre-AP/AP students, special education legal issues, classroom management, time-management and efficient organizational methods, CTE specific training, and integrating technology into the classroom. With the use of local, Title III, Part A, and IDEA funding, administrators, teachers, and paraprofessionals need opportunities to attend workshops and conferences focusing on survey needs and other district identified needs.

Bellville ISD reviewed the summary of evaluations by staff at the completion of the district professional development in August 2018. In August, over 80% of those participating in the survey rated the overall effectiveness of the professional development activities (4 days) one of the two highest ratings (out of five).

The district currently employs (as of May 2019) 115 staff certified in ESL and 3 teachers certified in bilingual. Sixteen of those teachers are new to the district this year or are returning teachers who received this additional certification this year. Seventy-one of these teachers have an ESL or Bilingual student in their classroom this school year. The district needs to continue to recruit and train teachers to become certified in ESL to meet the needs of these students. The district needs to continue its administrative policy to assist teachers in acquiring this ESL certification.

In order to recruit highly qualified teachers, Bellville ISD sends representatives to area Job Fairs, advertises open positions on the BISD website, and offers pay incentives for shortage positions (bilingual, life skills, ESL Specialists, and foreign language). These recruiting efforts were identified as strengths for the district and need to be continued in

order to continue to recruit highly qualified staff. The district currently has a 81.1% staff retention rate (up from 78.3% last year). Compared to the student population in the district, Bellville ISD is under represented in Hispanic staff (29.98% student and 4.6 % staff (down 8 from last year)) and African American staff (9.25% students and 2% staff (down 4.2 from last year)). Areas that have been identified as needs for the district in the recruitment of highly qualified staff are offering as competitive of a salary as possible, improving the insurance package, and continuing to recruit more minority staff when possible.

When teachers are hired by Bellville ISD, the district is able to retain teachers by the following identified strengths: providing mentorship opportunities, maintaining an overall good district reputation, strong parental and community support, providing appropriate staff development, employee bonuses, retention stipends, and pay incentives for high need areas, and quality of students and climate. The district needs to continue the positions and programs that have helped to attain these strengths. Areas that have been identified as needs in retaining highly qualified staff is to have more bilingual personnel available on each campus, to help teachers with high needs students, to improve technology services and equipment, and more positive feedback from administrators.

Curriculum, Instruction, and Assessment

Bellville ISD has identified strengths in the curriculum of the district by utilizing the TEKS Resource System which has vertical alignment documents that align standards across grade levels and instructional focus documents that ensure the appropriate level of rigor for concepts and skills. The district continues to need a curriculum that is vertically aligned, provides specificity to the TEKS for each subject and grade level, provides correlation to the state assessments, and is continually updated as changes are made at the state level. To continue to provide curriculum support to the teachers, the district has a continuing need to provide lesson plan development for new TEKS, training in new Instructional Materials, and technology-based cloud curriculum. The district also has an identified need to expand theatre arts, fine arts and arts after school programs.

Identified strengths in instruction are the use of effective and appropriate interventions used through RTI, IMA funding, the character education program, use of Exchange Days in the school calendar, high school students participating in IPET/PALS, improved security, monetary incentives, behavior specialists and PRC, and outdoor learning centers. The district needs to continue to support these strengths. The identified needs in instruction are an increase in reliable bandwidth and wireless capacity, additional computers/Chromecarts/tablets in each classroom, accountability when using technology, and additional technical support.

The district has identified strengths in the area of assessment in the use of benchmark assessments and progress monitoring assessments in reading through the RTI program. BISD needs to continue to support these strengths.

Family and Community Involvement

Bellville ISD develops, with the assistance of parents and staff, a Parent and Family Engagement Policy. Input from Site-Based Decision Making Committees and parent surveys are used to update the policy annually. Surveys indicated that the majority of parents were satisfied with the current parent and family engagement activities offered by the districts. These activities should be continued to maintain this level of satisfaction and to continue to meet the needs of parents and families.

The district reviewed various activity lists provided by the campuses to different events throughout the 2018-2019 school year. These lists indicate strong participation by parents in activities provided by the campuses. The district needs to continue to offer and promote these activities to encourage continued strong participation by parents. Identified strengths of the district in parental involvement include the following: the district does a good job in providing opportunities for parent input, providing information to parents in a variety of ways including Gradebook Parent Portal, School Messenger, Remind 101, Edmodo, websites, Twitter, and marquees, the approachability of teachers to parents (that they are welcoming), and campuses having opportunities for programs that involve the community. The district needs to continue to evaluate segments of the population that may not be fully participating in these events and develop ways to better involve these populations.

Other strengths of the district that were identified are that campuses are continuing to reach out to associations for partnership opportunities and community businesses and groups offering generous scholarship opportunities and services for BISD students. The Dads of Great Students "Watch DOGS" to increase male parent/guardian participation on the campuses. The district needs to continue to support these strengths. There were identified needs for BISD to find ways to get more parental participation when campuses offer educational training or meetings for parents and to find additional methods to communicate and involve Spanish speaking families for all campuses.

School Context and Organization

Bellville ISD is guided by the support and direction provided by the site-based committees at the campus and district levels. For struggling students the district provides effective tutorials and RAP mentors who meet with identified students. Other strengths of the district are the Brahma PRIDE program at the elementary and Junior High levels, strong community support for the schools in the district, and effective tutorial programs.

The district needs to continue positions and programs that support these areas of strength. The following areas were identified as needs of the district: additional technology support and available inventory and additional internet connectivity, bandwidth, and Wi-Fi in certain areas of the district.

Technology

The Technology Committee of the district meets to evaluate the needs of the district. The committee determines the needs of the district based on findings by campus focus groups, review of the district's technology inventory, student and faculty technology assessments, technology application usage reports, and faculty surveys. These needs include increasing the device access for students to achieve equal access for all students with the goal of 1:1 ratio, to properly maximize the effectiveness of our online curriculum resources, and increasing Wi-Fi access at campuses. Other areas of need are to provide staff development to help teachers achieve the technology skills outlined in the TEKS/ ISTE Standards for integrating technology into the curriculum. In addition, multimedia equipment support for teachers to deliver instruction, sufficient staff to support technology already in the district, to expand and continue training for technology related safety issues such as social networks, to continue to provide staff development and student training to increase technology integration that will increase student achievement, and to upgrade network switches to meet the demands of our users and to add additional switches as our needs grow.

The committee also identified strengths of the district that need to be continued. The district has provided Interactive Whiteboards and/or projectors in all core classrooms districtwide, an online gradebook and lesson planner for all teachers, Eduphoria for disaggregation of state assessment and local benchmark data, a digital visitor management system, teacher webpages, online resources for teacher planning and teacher and student tracking, class sets of mobile devices available at each campus, Wi-Fi available at all campuses, increased usage of online classroom communities, digital alert and inventory system, online curriculums for all core subjects, BYOD program at high school campus, increase of technology integration into all subject areas, and the Destiny library system. Maintenance of these items is also an ongoing need for the district.

BELLVILLE INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

DISTRICT GOAL: **I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

OBJECTIVE: **A. All student accountability groups, grades 3-11, will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.**

Strategy (1): Each campus will schedule benchmark exams for all subject areas assessed on the STAAR tests, as appropriate, and disaggregate data for class performance improvement.
Responsibility: Principals, Grade level/Department Chairs
Resources: Teacher-made exams, Curriculum Collaborative, Eduphoria
Timeline: Each Semester
Formative Evaluation: Benchmark exams scheduled by grade level or department.
Summative Evaluation: State assessment results meet state/federal standards.

Strategy (2): Students not meeting state standards will be offered additional, alternative instructional approaches in order to demonstrate mastery of content.
Responsibility: Principals
Resources: Grade level/Department Chairs, teachers, counselors, specialized classes
Timeline: Each semester
Formative Evaluation: Students needing additional assistance to meet state standards will be scheduled in specialized classes, tutorials, or pull-out programs.
Summative Evaluation: State assessment results meet state/federal standards.

Strategy (3): Students not performing at SSI requirements in reading and/or math in grades 5 and 8, students not meeting passing standards for the next grade level, students who need additional academic instruction, and students who need additional language acquisition skills will be considered for the district summer school sessions.
Responsibility: Principals
Resources: Grade level/Department Chairs, teachers, State Compensatory funds ($32,250), Title IA ($13,000)
Timeline: May/June 2019
Formative Evaluation: Students identified that meet requirements for summer school.
Summative Evaluation: State assessment results meet state/federal standards.

Strategy (4): Students identified as "At-Risk" or "Economically Disadvantaged" will receive supplemental instructional techniques and supplemental counseling opportunities.
Responsibility: Principals, Executive Director of Administration, Executive Director of Special Programs
Resources: Grade level/Department Chairs, teachers, State Compensatory Funds ($384,390)
Timeline: Each six weeks
Formative Evaluation: Supplemental instruction provided for "At-Risk" and "Economically Disadvantaged" students.
Summative Evaluation: State assessment results meet state/federal standards.

Strategy (5): Tutorial programs will be available, as appropriate, at each campus.
Responsibility: Principals
Resources: Executive Director of Administration, teachers, State Compensatory Funds ($31,472)

Timeline: Each six weeks
Formative Evaluation: Tutorial schedules set for each campus to meet individual needs of students.
Summative Evaluation: Final subject-area course grades are 70% or greater.

Strategy (6): Continue Response to Intervention (RTI) in Reading and develop in Math (where possible).
Responsibility: Principals, Executive Director of Special Programs, Executive Director of Administration
Resources: Principals, counselors, teachers
Timeline: Each semester
Formative Evaluation: Develop plan for continuation of RTI.
Summative Evaluation: RTI implemented in Reading and Math (where possible).

Strategy (7): Provide supplemental instructional supplies and/or supplemental tutoring opportunities for students identified as homeless (as needed).
Responsibility: Principals, Homeless Liaison
Resources: Principals, teachers, Title IA set-aside ($1,910)
Timeline: Each six weeks
Formative Evaluation: Student Residency Questionnaires and Campus follow-up interviews complete and family interest and need of services noted.
Summative Evaluation: Homeless students' state assessment results meet state/federal standards.

Strategy (8): Increase Masters Grade Level performance on the STAAR test for all subjects.
Responsibility: Principals, teachers
Resources: TEKS Resource System, Executive Director of Administration, Region VI
Timeline: Each six weeks
Formative Evaluation: Methods for increasing high levels of achievement identified.
Summative Evaluation: State assessment results meet Masters Grade Level performance standards.

Strategy (9): Increase the number of students graduating with an Endorsement and a Distinguished Level of Achievement.
Responsibility: HS Principal, HS Counselors
Resources: Principals, Executive Director of Administration, Superintendent
Timeline: May 2020
Formative Evaluation: Programs are planned and in place to increase the number of students graduating with an Endorsement and a Distinguished Level of Achievement.
Summative Evaluation: The number of students graduating with an Endorsement and a Distinguished Level of Achievement has increased from the previous year.

DISTRICT GOAL: **I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

OBJECTIVE: **B. Students will be provided an instructional classroom environment that utilizes technology for the purposes of teaching and learning.**

Strategy (1): Technology application skills will be taught in grades K-12.
Responsibility: Executive Director of Administration, Technology Instructional Specialist
Resources: TEKS, principals, Technology Instructional Specialist, technology lab paraprofessionals
Timeline: Each six weeks
Formative Evaluation: Continuous monitoring of skills taught on each campus.
Summative Evaluation: Student work produced through the use of technology skills taught at 100%.

Strategy (2): Use the TEKS Resource System as the District's primary resource for scope and sequence.
Responsibility: Executive Director of Administration
Resources: Director of Technology, principals, teachers

Timeline: Each six weeks
Formative Evaluation: Training provided for new and returning teachers.
Summative Evaluation: Ongoing feedback provided from administrators and teachers.

Strategy (3): Continue to expand technology capacity (where possible) to enhance student learning.
Responsibility: Director of Technology
Resources: Technology Committee, principals, technology staff, Superintendent
Timeline: Each six weeks
Formative Evaluation: Technology needs are identified by Technology Committee and funds are reserved for expanded technology capacity.
Summative Evaluation: State assessment results meet state/federal standards.

DISTRICT GOAL: I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.

OBJECTIVE: C. All students will explore and develop career pathways and post-secondary opportunities.

Strategy (1): Elementary students will be directed toward career awareness through designed CTE activities.
Responsibility: CTE Coordinator, counselors
Resources: Principals, teachers, CTE materials
Timeline: Each semester
Formative Evaluation: Activities planned for elementary students.
Summative Evaluation: Documentation of planned career activities that were presented to students.

Strategy (2): Provide program for 7th grade students that allow them to identify occupations that match their personal interests.
Responsibility: Counselors, CTE Coordinator
Resources: Computer-based career exploration program
Timeline: Spring semester
Formative Evaluation: Activity scheduled for 7th grade students.
Summative Evaluation: 7th grade students participate in career exploration activity.

Strategy (3): Provide a variety of career exploration opportunities for 8th grade students.
Responsibility: Counselors, CTE Coordinator
Resources: Career Fair, Course Selection Guide
Timeline: Each semester
Formative Evaluation: The various career exploration activities are scheduled.
Summative Evaluation: 8th grade students participate in career exploration activities.

Strategy (4): Students in grades 9-12 will investigate and prepare for post-secondary career opportunities.
Responsibility: Counselors, CTE Coordinator
Resources: Principal, Austin County College and Career Fair, College Night, recruiters
Timeline: Each semester
Formative Evaluation: Schedule the various CTE activities for high school students.
Summative Evaluation: High school students participate in scheduled activities related to post-secondary career opportunities.

DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.

OBJECTIVE: **A. Strategies will be implemented for all students who are identified as having a disability as defined by Special Education to provide an instructional classroom environment that meets their individual needs.**

Strategy (1): Continue inclusion district-wide to meet the needs of student's individual educational plans.
Responsibility: Principals, teachers, Director of Special Education
Resources: Region VI, TEA
Timeline: Each six weeks
Formative Evaluation: Schedule of individual special education student's needs is completed for each campus.
Summative Evaluation: Special Education students' course grades, benchmark results, and state assessment results meet local/state/federal standards.

Strategy (2): Continue to decrease the over-representation of African-American students identified in Special Education (if warranted).
Responsibility: Principals, Director of Special Education
Resources: Diagnosticians, Region VI, TEA
Timeline: Each six weeks
Formative Evaluation: Methods to decrease the over-representation are identified.
Summative Evaluation: The gap between the percentage of African-American Special Education students and African-American representation in all students is narrowed compared to previous years.

Strategy (3): Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.
Responsibility: Principals
Resources: PBIS Coordinator/Behavior Specialist, LSSP, Director of Special Education, Region VI
Timeline: Each six weeks
Formative Evaluation: Documentation of use of strategies and techniques prior to any discipline placement is completed.
Summative Evaluation: The behavior improvement plans are developed and used.

DISTRICT GOAL: **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **B. Strategies will be implemented for all students who are identified as English Language Learners to provide an instructional environment that meets their individual needs.**

Strategy (1): Recruit and hire elementary bilingual teachers through 5th grade.
Responsibility: Elementary principals, Superintendent
Resources: Executive Director of Special Programs, Online Job Postings, Region VI
Timeline: August 2019
Formative Evaluation: Bilingual jobs are posted on district website.
Summative Evaluation: Bilingual teachers are hired and teaching in bilingual classrooms.

Strategy (2): Assist teachers and new hires (within first year) to acquire ESL Certification.
Responsibility: ESL Specialists, principals, Executive Director of Special Programs
Resources: Region VI ESL mini-academies, local funds
Timeline: May 2020
Formative Evaluation: Teachers are notified of the policy and are scheduled to attend ESL mini-academies, and register for appropriate TExES tests.
Summative Evaluation: All new hires and identified existing teachers are ESL certified.

Strategy (3): Train ESL teachers to help equip them to meet the needs of ELL students.
Responsibility: ESL Specialists, Executive Director of Special Programs
Resources: Region VI, TEA
Timeline: Each six weeks
Formative Evaluation: Workshops and other training opportunities are planned or identified and communicated to ESL teachers.
Summative Evaluation: ELL students' TELPAS and student assessment results meet state/federal standards.

DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.

OBJECTIVE: C. Strategies will be implemented for all students enrolled at a Title I school-wide campus to provide an instructional classroom environment that meets their individual needs.

Strategy (1): Provide assistance to identified students through the Response to Intervention Program.
Responsibility: Title I Paraprofessionals, Title I Teachers, Principals
Resources: RTI Intervention Programs, Executive Director of Special Programs
Timeline: Each six weeks
Formative Evaluation: Students are identified and attending RTI classes.
Summative Evaluation: State assessment results meet state/federal standards and RTI benchmark results meet local cut-off standards.

Strategy (2): Provide certified teachers, paraprofessionals, and instructional supplies to provide Title I services.
Responsibility: Principals
Resources: Title IA funds ($339,958), local funds
Timeline: August 2019
Formative Evaluation: Teacher and paraprofessional positions are posted (as needed) and needed instructional supplies are identified.
Summative Evaluation: Teacher and paraprofessionals are hired and instructional supplies are utilized with students on Title I campuses.

Strategy (3): Assistance will be provided through a Contracted Fee Service with Region VI to meet the requirements of the ESEA as amended.
Responsibility: Executive Director of Special Programs
Resources: Region VI, Title IA funds ($8,595)
Timeline: August 2019
Formative Evaluation: Federal Funds Consolidated Application is submitted via eGrants.
Summative Evaluation: Federal Funds Consolidated Application is awarded by TEA and all indicators on the Initial Compliance Review are met.

DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.

OBJECTIVE: D. Strategies will be implemented for all students who are identified as Gifted and Talented to provide an instructional environment that meets their individual needs.

Strategy (1): Determine individual methods that can be used to identify more African-American and Hispanic students who have GT characteristics.

Responsibility: GT teachers, principals, Executive Director of Special Programs
Resources: TEA
Timeline: May 2020
Formative Evaluation: Research assessment and identification methods that are non-biased.
Summative Evaluation: The gap between the percentage of African-American and Hispanic students and their overall representation in the district is narrowed compared to previous years.

Strategy (2): Provide each teacher new to the district an orientation to the district's GT identification processes and the district's services for GT students.
Responsibility: GT teachers, Executive Director of Special Programs
Resources: BISD GT Handbook, BISD Board Policy
Timeline: August 2019
Formative Evaluation: Orientation is developed.
Summative Evaluation: New teachers are provided orientation at the New Personnel Orientation.

Strategy (3): Continue to train additional teachers in GT characteristics.
Responsibility: Executive Director of Special Programs
Resources: Online GT Training Program, Region VI, TEA
Timeline: May 2020
Formative Evaluation: Teachers are identified and prioritized that are in need of training in GT characteristics.
Summative Evaluation: Teachers that were identified as in need of training in GT characteristics have successfully completed GT training.

DISTRICT GOAL: **III. Bellville ISD will encourage opportunities for parental and community involvement that supports the educational processes of the District.**

OBJECTIVE: **A. Maintain the positive relationships developed between the school district and the local business community and other community groups.**

Strategy (1): Continue the development of a comprehensive listing of business and community partners that support BISD students through employment and other educational relationships.
Responsibility: CTE Coordinator
Resources: Business partners, counselors, CTE teachers
Timeline: Each semester
Formative Evaluation: Business partners are identified.
Summative Evaluation: Database of local business and community education partners is continually updated.

Strategy (2): Continue the development of a CTE student database that identifies employment partnerships.
Responsibility: CTE Coordinator, counselors
Resources: CTE Work/Study participants, employers
Timeline: Each semester
Formative Evaluation: Identify students and place of employment.
Summative Evaluation: Database developed and current.

Strategy (3): Recognize and develop partnerships with business and community groups to support our students.
Responsibility: CTE Coordinator, CTE teachers, counselors, principals
Resources: Local news media, emails, letters

Timeline: Each semester
Formative Evaluation: Determine recognition and outreach strategies.
Summative Evaluation: Business and community partners are recognized by BISD for their involvement with our students.

DISTRICT GOAL: **III. Bellville ISD will encourage opportunities for parental and community involvement**

that supports the educational processes of the District.

OBJECTIVE: **B. Provide opportunities for parental/community involvement in school activities.**

Strategy (1): Provide registration sites for parents that attend school sponsored functions.
Responsibility: Campus principals
Resources: Campus activities, teachers, sponsors
Timeline: Each semester
Formative Evaluation: Determine parent sign-in opportunities during the school year.
Summative Evaluation: Keep sign-in rosters on file at the campus.

Strategy (2): Provide mentoring opportunities through community-based mentoring programs.
Responsibility: Campus principals
Resources: Counselors, teachers, community-based mentoring program coordinators
Timeline: Each semester
Formative Evaluation: Identify students that need a mentor.
Summative Evaluation: Students are matched with a mentor and attend mentoring sessions.

Strategy (3): Provide mentoring opportunities through the BHS Instructional Practices in Education and Training program.
Responsibility: Campus principals
Resources: HS CTE teacher
Timeline: Each semester
Formative Evaluation: Determine class assignments for HS students.
Summative Evaluation: Elementary students mentored by HS students.

DISTRICT GOAL: **III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational process.**

OBJECTIVE: **C. Provide awareness of higher education opportunities for all students.**

Strategy (1): Inform parents and students of opportunities that are available through programs related to higher education.
Responsibility: Counselors, principals
Resources: District website, individual graduation plan, College Admissions for Parents Presentations, TEA, Region VI
Timeline: Each semester
Formative Evaluation: Determine plan to communicate this information to parents and students.
Summative Evaluation: Information disseminated as planned.

Strategy (2): Encourage college and higher education awareness through College Day activities.
Responsibility: Principals, Counselors
Resources: Announcements, teachers

Timeline: Each six weeks
Formative Evaluation: Schedule College Day for all campuses.
Summative Evaluation: All campuses participated in College Day activities.

DISTRICT GOAL: **IV. The District will recruit and hire appropriately certified teachers as required by TEA.**

OBJECTIVE: **A. All teachers will complete necessary requirements for appropriate state certification.**

Strategy (1): Maintain and update all teacher personnel files for certification compliance.
Responsibility: Executive Director of Administration
Resources: Central Administration office staff, Region VI
Timeline: Each semester
Formative Evaluation: Conduct review of existing files.
Summative Evaluation: Personnel files are updated to meet state compliance.

Strategy (2): Attend teacher job fairs to recruit certified teachers.
Responsibility: Superintendent, Campus Administrators
Resources: University job fairs, ESC VI
Timeline: Spring semester
Formative Evaluation: Select opportunities to attend job fairs.
Summative Evaluation: Attend job fairs to attract certified teachers to BISD.

DISTRICT GOAL: **IV. The District will recruit and hire appropriately certified teachers as required by TEA.**

OBJECTIVE: **B. All teachers and support personnel will participate in meaningful professional development based on campus and district needs.**

Strategy (1): Professional development programming will be directed to meet the needs of individual campuses, as well as district-wide needs.
Responsibility: Executive Director of Administration, principals
Resources: State/federal requirements, curriculum, TAPR data, local funds
Timeline: May 2020
Formative Evaluation: Input from individual campuses received; state/federal requirements determined.
Summative Evaluation: Professional development program developed based on needs assessment.

Strategy (2): Continue to make teachers aware of the TEA recertification requirement every five years.
Responsibility: Teachers
Resources: Executive Director of Administration, Principals
Timeline: Each semester
Formative Evaluation: Inform/remind teachers of SBEC requirements for recertification.
Summative Evaluation: Teachers maintain their own personal documentation file for recertification purposes and apply for recertification as necessary.

DISTRICT GOAL: **IV. The District will recruit and hire appropriately certified teachers as required by TEA.**

OBJECTIVE: **C. Bellville ISD will employ a highly diverse instructional faculty and staff that are reflective of the student population.**

Strategy (1): Continue to ensure that all recruitment and application processes are in compliance with the Federal Equal Employment Opportunity Laws.
Responsibility: Superintendent
Resources: US Equal Employment Opportunity Commission, TEA, Region VI
Timeline: June 2020
Formative Evaluation: All recruitment and application processes are reviewed for compliance.
Summative Evaluation: All recruitment and application processes continue to not discriminate according to applicable federal laws.

Strategy (2): Aggressively search for minority staff by contacting colleges and universities historically serving minorities.
Responsibility: Superintendent, principals
Resources: Region VI, local colleges and universities
Timeline: June 2020
Formative Evaluation: Colleges and universities are contacted.
Summative Evaluation: Demographics of instructional staff are more reflective of overall student enrollment.

DISTRICT GOAL: **V. The District will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **A. Provide a positive school culture and climate.**

Strategy (1): Improve communication at all levels and areas in the district.
Responsibility: Principals, Superintendent
Resources: District website, email, campus faculty meetings, Administrator meetings
Timeline: Daily/Monthly
Formative Evaluation: Website and email communication and faculty/administrator meetings are monitored.
Summative Evaluation: Daily and monthly monitoring verifies completion of communication at all levels and areas in the district.

Strategy (2): Continue emphasis on character development through the *"Character Counts"* program.
Responsibility: Principals, counselors
Resources: Executive Director of Administration, principals, counselors, teachers, character attributes
Timeline: Each six weeks
Formative Evaluation: Character attributes promoted throughout the school district.
Summative Evaluation: Character Counts identified attributes are emphasized with all students.

Strategy (3): Improve and expand drug awareness programs such as Red Ribbon Week activities.
Responsibility: Principals, counselors, teachers
Resources: Region VI
Timeline: Each semester
Formative Evaluation: Drug awareness programs are reviewed and expansion and improvements are planned.
Summative Evaluation: Drug awareness programs take place on each campus.

Strategy (4): Continue implementation of phase one of PBIS for Tier 1 and 2 in Grades PK-8.
Responsibility: PBIS District Committee, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers

Resources: LSSP, Executive Director of Administration, Region VI
Timeline: Each Semester
Formative Evaluation: District PBIS Framework is being implemented.
Summative Evaluation: Consistent implementation of District PBIS Framework is evident.

Strategy (5): Continue implementation of phase one of RISE (a Tier 3 behavior intervention program) in PK-8.
Responsibility: RISE Teachers, RISE Paraprofessionals, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers
Resources: LSSP, Executive Director of Administration, Region VI, Title IA funds ($49,991), Title IVA funds ($47,627), local funds
Timeline: Each Semester
Formative Evaluation: RISE Guidelines are being implemented.
Summative Evaluation: RISE Guidelines are implemented at the campus level.

DISTRICT GOAL: **V. The District will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **B. Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.**

Strategy (1): Utilize contracted trained canines to search campuses on an unannounced schedule.
Responsibility: Superintendent
Resources: Contracted canine resources
Timeline: Each semester
Formative Evaluation: Execute contract for trained canine services.
Summative Evaluation: Campus searches are conducted throughout the school year.

Strategy (2): Keep students secure on campuses during school day with assistance from security cameras and fences.
Responsibility: Campus administrators
Resources: Director of Technology, security cameras, fences
Timeline: Each six weeks
Formative Evaluation: Complete installation of security cameras and fences on all campuses.
Summative Evaluation: Secure multiple areas on each campus with security cameras and fences.

Strategy (3): Prevent bullying at school through an awareness campaign on all campuses and provide online Report Tool.
Responsibility: Executive Director of Administration, principals, Director of Technology
Resources: ESC VI, campus administrators
Timeline: Each semester
Formative Evaluation: Update campus bullying plans.
Summative Evaluation: Bullying awareness campaign is implemented.

Strategy (4): Address issues related to education about and prevention of dating violence as required by HB121.
Responsibility: Executive Director of Administration, campus principals, counselors
Resources: Safe Dates Curriculum, ESC Region VI, Department of Family and Protective Services
Timeline: Each semester
Formatted Evaluation: State and locally developed reports considered.
Summative Evaluation: Fewer incidence of dating violence reported at end of school year.

Strategy (5): Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041.
Responsibility: Executive Director of Administration, campus principals and counselors
Resources: Local curriculum, ESC Region VI Specialists, Department of Family and Protective Services
Timeline: Each semester
Formatted Evaluation: State and locally developed reports considered.
Summative Evaluation: Fewer incidence of sexual abuse reported at end of school year.

Strategy (6): Update the District/Campus Crisis Management Plans.
Responsibility: Superintendent
Resources: ESC VI, campus administrators
Timeline: Each semester
Formative Evaluation: Conduct review of current crisis management plans.
Summative Evaluation: Update crisis management plans as necessary.

DISTRICT GOAL: **VI. The District will strive to successfully graduate 100% of its students from high school.**

OBJECTIVE: **A. The District will achieve a drop-out rate of less than 2.0% and an attendance rate of more than 96%.**

Strategy (1): Assign high school students to the Spicer Alternative Education Center who are at risk of not graduating on time with their cohort group.
Responsibility: Principal
Resources: Spicer AEC Coordinator, Edgenuity, counselors, SCE funds ($80,614)
Timeline: Each six weeks
Formative Evaluation: At risk students identified as potential drop-outs.
Summative Evaluation: Evaluate the graduation success rate of those students who participate in the Spicer AEC program.

Strategy (2): Communication to parents when a student demonstrates absence tendencies.
Responsibility: Principal
Resources: Campus PEIMS clerk, Assistant Principals, teachers, parents, students
Timeline: Each six weeks
Formative Evaluation: Monitor individual student absences.
Summative Evaluation: Contact made with the student and parent to address issues related to excessive absences.

Strategy (3): Review PEIMS absence data by campus administration every six weeks.
Responsibility: Superintendent, principals
Resources: Campus PEIMS clerk
Timeline: Each six weeks
Formative Evaluation: Absence data reviewed by campus administrators.
Summative Evaluation: Action taken to address each individual school absence issue.

Strategy (4): Review of all DAEP placements by Central Administration..
Responsibility: Executive Director of Administration
Resources: Region VI, Referral Forms, PEIMS Data Standards
Timeline: Each six weeks
Formative Evaluation: Meetings are scheduled and held by central administrators.
Summative Evaluation: Indicators on the Data Validation Monitoring for discipline are met.

Strategy (5): Increase follow-up activities when students return to home campuses in order to deter return to DAEP.
Responsibility: Principals, counselors
Resources: Spicer AEC Coordinator, Spicer Assignment Information form
Timeline: Each six weeks
Formative Evaluation: Follow-up activities are noted on the Spicer Assignment Information form at the Spicer Exit Interview.
Summative Evaluation: Follow-up activities are documented as complete on the Spicer Assignment Information form.

DISTRICT GOAL: VII. The District will promote participation in extra-curricular academic competition.

OBJECTIVE: A. Recruit and increase high school student participation in UIL Academic Contests.

Strategy (1): Provide time during the school day for academic coaches to meet periodically with their UIL students.
Responsibility: Principal
Resources: Campus UIL Coordinator, academic coaches
Timeline: Each semester
Formative Evaluation: Schedule devised to accommodate time considerations for academic coaches to meet with their students.
Summative Evaluation: Time provided for academic coaches to meet with their students.

Strategy (2): Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic contests.
Responsibility: Principal
Resources: Campus UIL Coordinator, academic coaches
Timeline: Fall semester
Formative Evaluation: Consider materials and equipment needed for UIL academic contests.
Summative Evaluation: Purchase the necessary materials and equipment for UIL academic contests.

Bellville ISD
Site Based Decision Making Committee
2018-2019

	2018-2019
BHS Teacher	Carlos Becerra
BHS Teacher	Nicole McEnerney
BJH Teacher	Susan Crawford
BJH Teacher	Cay Arant
OBI Teacher	Sandy Newman
OBI Teacher	Wendy Diezi
OBP Teacher	Sheridan Malota
OBP Teacher	Anne Davis
WE Teacher	Donna Lambert
WE Teacher	Melanie Drake
District Admin	Dr. Nicole Poenitzsch
District Admin	Dr. Michael Coopersmith
Campus Admin - Elem	Dr. Tony Hancock
Campus Admin - Sec	Daniel Symm
Parent	
Parent	
Community	Kay O'Jibway

Bellville Independent School District
ESSA Parent and Family Engagement Policy

Statement of Purpose

The Bellville Independent School District (BISD) is committed to providing quality education to every student in the district. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. BISD intends to include parents and family members in all aspects of the district's Title I programs to create a school-home partnership that will promote student success. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child.

Develop Jointly

The Title I Campus Site-Based Decision-Making (SBDM) Committees are comprised of school personnel, parents, and community members. The campus SBDM committees will annually review the District ESSA Parent and Family Engagement Policy and revise it as necessary. The BISD District SBDM committee is comprised of parents, members of the community, teachers, school principals, and district administration. This committee which develops the District Improvement Plan will incorporate the District ESSA Parent and Family Engagement Policy into the District Improvement Plan, resolve differences to the plan from the campus SBDM committees, if needed, and suggest revisions to the Title I Campus SBDM Committees as needed.

Build Capacity of Schools

BISD will provide coordination, technical assistance, and other necessary support to assist and build the capacity of all Title I, Part A schools in the district in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. BISD will work with Title I schools to ensure that the required school-level Parent and Family Engagement Plans meet the requirements of the ESSA. BISD will provide the following to Title I schools: support from the Executive Director of Special Programs, professional development provided to Title I Intervention Teachers and Paraprofessionals, technical assistance with Title I budget, job descriptions, time and effort documentation, TEA validation requests, private non-profit school consultation and coordination, and other compliance issues. BISD will provide technical support for Title I intervention teachers and campus staff with assessments, intervention programs, and coordination with other special programs. BISD will provide support and training to principals, teachers, and staff to promote the parent and family engagement opportunities including training developed with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

Parent Assistance

BISD will, with the assistance of Title I schools, provide assistance to parents/families in understanding such topics as the challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their

children. Opportunities for assistance will include campus Title I meetings, parent/teacher conferences, presentations at PTO activities, letters/text messages sent home, and ESL parent education FIESTAs.

Coordinate Services

BISD will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local programs by considering these strategies in the needs assessment of the district and if necessary, integrating strategies into the District Improvement Plan.

Opportunities for Parental Involvement

Parents can become involved in their children's education through a variety of ways. BISD values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. BISD will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Parents may contribute through volunteer programs;
- Parents may participate by attending school meetings at a variety of times;
- Parents are invited to serve on committees;
- Parents are invited to develop training for educators;
- Parents are surveyed to get their input about school.

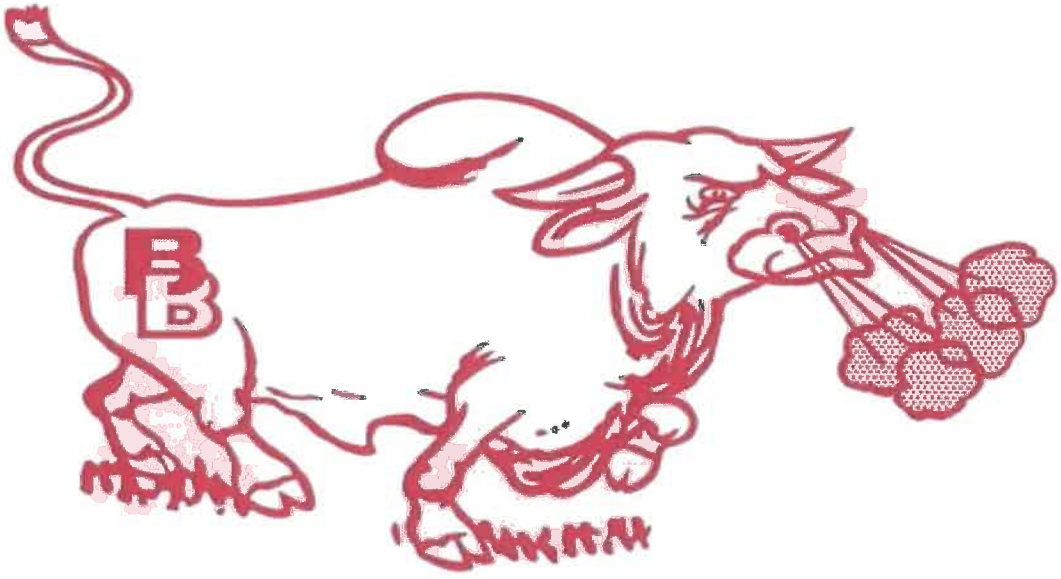
Parent/Staff Communication

Parents will be informed of school activities through various avenues of communication throughout the school year. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. The district will welcome and respond to efforts by parents to communicate with the school. Parents may request a translator for conferences, and as much as possible, communication will be sent home in a language parents understand.

Evaluation and Response

Parents and family will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program conducted by each Title I Campus. BISD will assess the needs of parents and children in the school community using a variety of tools including a survey or questionnaire and including parent suggestions and/or requests. The evaluation will include an assessment of overall parent and family engagement and identify barriers to parent and family participation that still need to be overcome, needs of parents and family members to assist with the learning of their children, and strategies to support successful school and family interactions. The findings will be used to revise the Title I program to meet the current needs, including any reasonable support for parental involvement activities requested by parents, to design evidence-based strategies for more effective parental involvement in the District and/or Campus Improvement Plan, and to revise, if necessary, the district and/or school parent and family engagement policies. If necessary, workshops or other training will be made available to educators and parents to address these identified needs. Parents will be notified about materials and training provided to help parents work with their children to improve their children's achievement, such as in literacy and technology. The district and each campus will welcome and receive at any time recommendations about the Title I program.

Bellville High School
Campus Improvement Plan
2019 - 2020



Mission Statement

The mission of Bellville High School is to provide a high quality, well-rounded education that prepares all students for success.

Vision Statement

Bellville High School commits to developing an exceptional educational community which dedicates its resources to promoting high academic and moral standards. This commitment prepares our students to successfully compete in an ever changing

CAMPUS GOALS 2019 - 2020

I. Bellville High School will meet state accountability goals as defined by TEA and Federal Accountability goals as defined by ESSA.

A. All student accountability groups, grades 9-11, will achieve satisfactory levels of performance on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.

B. Students will be provided an instructional classroom that utilizes technology for the purposes of teaching and learning

C. All students will explore and develop career pathways and post secondary opportunities

II. Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.

A. Strategies will be implemented for all students who are identified as having a disability as defined by Special Education to provide an instructional classroom environment that meets their individual needs

B. Strategies will be implemented for all students who are identified as Gifted and Talented and/or English Language Learners to provide an instructional environment that meets their individual needs

III. Bellville High School will encourage opportunities for parental and community involvement.

A. Bellville High School will maintain the positive relationships developed with the local business community and other community groups

B. Provide opportunities for parental/community involvement in school activities

C. Provide awareness of post high school opportunities for all stakeholders

IV. Bellville High School will recruit, retain, and hire appropriately certified teachers as required by TEA

A. All teachers will complete the necessary requirements for appropriate state certification

B. Bellville High School will strive to employ a faculty and staff that is reflective of the student population

V. Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members

A. Provide a positive school culture and climate for students and staff

B. The campus will achieve a 0% incidence rate for illegal weapons and other violent occurrences

VI. All Bellville High School students will graduate from high school

A. The dropout rate for the high school will be less than 2%

B. Attendance of students will be at 97% or higher

VII. Bellville High School will promote participation in extra-curricular academic competitions

A. Recruit and increase student participation in UIL academic competitions

Bellville High School Needs Assessment Data
Fall 2018-2019 Demographics

Enrollment: 716 students (grades 9 – 12)

ENROLLMENT BY ETHNICITY		% Group	% Enroll		ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%		AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	3	0.42%	0.42%		ASIAN	2	0.64%	0.28%
BLACK / AFRICAN AMER.	71	9.92%	9.92%		BLACK / AFRICAN AMER.	62	19.75%	8.66%
HISPANIC / LATINO	192	26.82%	26.82%		HISPANIC / LATINO	154	49.04%	21.51%
WHITE	437	61.03%	61.03%		WHITE	88	28.03%	12.29%
HAWAIIAN / PAC ISLAND	1	0.14%	0.14%		HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	12	1.68%	1.68%		TWO OR MORE	8	2.55%	1.12%
TOTAL	716	100%	100%		TOTAL	314	100%	43.85%

ESL		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	1	3.70%	0.14%
BLACK / AFRICAN AMER.	0	0.00%	0.00%
HISPANIC / LATINO	33	97.06%	4.61%
WHITE	0	0.00%	0.00%
HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	34	100.00%	4.75%

AT RISK		% Group	% Enroll		SPECIAL EDUCATION		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%		AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	1	0.35%	0.14%		ASIAN	0	0.00%	0.00%
BLACK / AFRICAN AMER.	54	19.15%	7.54%		BLACK / AFRICAN AMER.	14	25.00%	1.96%
HISPANIC / LATINO	99	35.11%	13.83%		HISPANIC / LATINO	16	28.57%	2.23%
WHITE	121	42.91%	16.90%		WHITE	24	42.86%	3.35%
HAWAIIAN / PAC ISLAND	1	0.35%	0.14%		HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	36	2.13%	0.84%		TWO OR MORE	2	3.57%	0.28%
TOTAL	282	100%	36.39%		TOTAL	56	100%	7.82%

When the ethnicity of economically disadvantaged students is compared with the ethnicity of all students, Hispanic and African-American students are over represented. Hispanic students (in the 2018-2019 Fall Collection) are 26.8% of all students but, make up over 50% of the economically disadvantaged subgroup. The African-American students are 9.9% of all students but make up 20% of the economically disadvantaged subgroup. This over-representation of Hispanic and African American students in the economically disadvantaged subgroup continues to be a concern for the campus.

Bellville High School had, during the 2018-2019 Fall Collection, a student ethnic and racial distribution of 9.9% Black/African-American (up slightly from last year), 26.8% Hispanic/Latino (down slightly from last year), 61% White (unchanged), 0% American Indian/Alaskan (unchanged), 0.4% Asian (unchanged), 0.14% Hawaiian/Pacific Islander (unchanged), and 1.6% were students with Two or More Races (up slightly from last year).

Needs Assessment for the 2019-2020 School Year

Needs Assessment Testing Data

Groups Tested	ELA	Math	Writing	Science	Social Studies
All Students	75.7%	73.4%	N/A	87.3%	91.4%
African American	46.1%	52.3%	N/A	65%	63.6%
Hispanic	63.7%	78%	N/A	77.3%	90.9%
White	84.4%	79%	N/A	97.1%	94.7%
American Indian	-	-	N/A	-	-
Asian/Pacific Islander	*	*	N/A	*	*
Two or More Races	*	*	N/A	*	*
Special Education	14.2%	25.9%	N/A	58.3%	36.3%
Econ Disadvantaged	62.2%	67.2%	N/A	76.3%	86.7%
LEP	18.7%	53.8%	N/A	58.3%	50%

***Indicates results are masked due to small numbers to protect student confidentiality.**
****When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).**
-Indicates there are no students in the group.

Recent Graduation Rates

Groups Measured	Class of '17	Class of '16	Class of '15
All Students	98.80%	97.80%	98.00%
African American	100%	90.0%	93.30%
Hispanic	100%	100%	96.80%
White	98.20%	97.70%	99.00%
Eco. Disadvantaged	97.20%	100%	93.90%

Class of 2016 Campus Five-Year Longitudinal Graduate and Dropout Rates Summary (Gr. 9 – 12)

Student Groups	Graduates	Continuers	GED Recipients	Dropouts (5 yr)
	Rate	Rate	Rate	Rate
All Students	98.60%	0.00%	0.00%	0.00%
African American	100%	0.00%	0.00%	0.00%
Hispanic	100%	0.00%	0.00%	0.00%
White	97.7%	0.00%	0.00%	0.00%
Economic Disadv.	100%	0.00%	0.00%	0.00%
Special Education	100%	0.00%	0.00%	0.00%
LEP**	*	*	*	*

Class of 2015 District Five-Year Completion Summary (Gr. 9 – 12)

Student Groups (Analysis groups are those with an 'X')	Graduates Rate	Continuers Rate	GED Recipients Rate	Dropouts (4-yr) Rate	Graduates or GED Rate	Graduated, Continued or GED Rate
All Students	98.00%	0.00%	0.00%	2.00%	98.00%	98.00%
African American	93.30%	0.00%	0.00%	6.70%	93.30%	93.30%
Hispanic	96.80%	0.00%	0.00%	3.20%	96.80%	96.80%
White	99.00%	0.00%	0.00%	1.00%	99.00%	99.00%
Native American	*	*	*	*	*	*
Asian/Pac Island	-	-	-	-	-	-
Econo Disadv.	93.90%	0.00%	0.00%	6.10%	93.90%	93.90%
Special Education	100%	0.00%	0.00%	0.00%	100%	100%
LEP	*	*	*	*	*	*

Recommendations

- Tutoring in the core subject areas helped students who had previously failed EOC meet the passing standard. Also 95.9% of 2019 seniors met EOC requirements. We will continue to offer EOC specific tutoring to those students who did not meet the passing standard.

- Identified students will be assigned a remedial class period during the school day, in the content area, as well as having the after-school EOC tutorial option.

- Attention will be given to all students to increase the attendance rate to 97%.

Attendance

The attendance rate for 2018-2019 was 96.5%, which was a .08% decrease from the 2017-2018 school year. Emphasis and focus will be placed on at-risk students.

Ethnicity	% Attendance
African American	93.3%
Hispanic / Latino	96.6%
White	96.9%
American Indian	0.0%
Asian/Pacific Islander	98.6%
Two or More	95.2%
Campus	96.5%

We fell short of our goal of 97% by only 0.5%. We are continuing with the exemption policy for semester exams for those students that have excellent attendance. This policy has helped our attendance rate go up in the past by serving as a motivational tool to encourage daily attendance.

TELPAS

Of the 34 LEP students at Bellville High School, 3.4% scored at the Beginning Level, 38% scored at the Intermediate Level, and 50% scored at the Advanced Level, and 8.8% of the students scored Advanced High.

Technology

We will continue the "Bring Your Own Device" policy that has been implemented in BISD. The students can bring any internet enabled device/phone/tablet. These devices are to be used at the discretion of the classroom teacher. Mobile Chromebook carts consisting of 30 Chromebooks is available for teachers to check out. Multiple access points are available for wireless internet coverage throughout all buildings. All classrooms have a smart board that allows teachers to have interactive lessons.

Curriculum and Instruction

All teachers at BHS that teach core courses will use the TEKS Resource System to ensure the curriculum they are teaching is aligned with state standards.

Staff Development

Our faculty was polled to determine what staff development topics they would prefer.

1. Continuing updates related to student discipline.
2. Updates on inclusion procedures in the classroom
3. Content-specific professional development for instruction

Special Education

Bellville High School is continuing to see an increase in special education students entering high school. This is possibly a result of new initiatives for identification of special education students, including dyslexia. We will continue to teach resource English and Math. Inclusion classes will be supported by Special Education teachers and paraprofessional staff members. We also have the Enrichment Room available for those students who need a quiet place to work or take a test.

Homeless

During the 2018-2019 school year BHS, we had six students who were listed as homeless. We had two students who qualified as homeless and were also coded as an Unaccompanied Youth(did not live with a parent or guardian) at least part of the time.

Parental Involvement

In the Fall, BHS had an open house that was well attended. This year we had just over 400 parents attend. This is when parents are able to go to their student's classes, meet the teacher, and get an overview of the class and a copy of the class syllabus. Parents can also check student's attendance and grades through the use of the Parent Portal system. Parents are involved in numerous support functions/organizations such as Breakfast of Champions, Athletic Booster Club, Brahmadora Booster Club, Band Boosters, BEST (Bellville Engineering, Science, and Technology) Boosters, FFA Alummi, Academic Excellence, Senior Serve, and Project Graduation. BHS faculty members communicate with parents either by phone, email, or personal contact concerning academic, discipline, or for praise.

Community Involvement

Community involvement is more important than ever. With the state funding concerns, all budgets have stayed constant. Our community this past year has been very generous. Businesses sponsored 6 students to attend boy's state and 5 students to attend girl's state. The community is involved in sponsoring silent auctions, golf tournaments, fundraisers, and skeet shoots to support athletics, academics, and vocational programs.

State Compensatory Education

During the 2019-2020 school year, state compensatory funds will continue to be utilized for summer school. These resources will allow students to stay on grade level by helping them be successful in class, on state assessments, and improve our completion rate. We will continue to use our SCE resources to fund tutorial programs that have been quite successful. Our At-Risk Counselor who is partially funded by SCE funds meets regularly with our at-risk students evaluating their academic performance. Also our 504 instructor, who is partially funded by SCE funds, is available as a valuable resource for at-risk students needing additional academic support.

Pregnancy Related Services

Students who become pregnant are to report their condition to the school nurse, counselor, or principal. Pregnancy Related Services (PRS) are support services a pregnant student receives to help her adjust and stay in school during the prenatal and postpartum periods. These services are provided:

· While the student is still attending classes on her assigned campus
· When the pregnancy prevents the student from attending her regular classes
· During the postpartum period

Pregnancy related services include:

· Documentation of parent and physician contact
· Communication with parents as to specific services provided
· School nurse having regular contact with student to record statistics (i.e. blood pressure, weight) and for counseling on health issues
· Academic counseling
· Compensatory Education Home Instruction (CEHI) during any prenatal confinement period that is documented as a medical necessity by a medical practitioner licensed to practice in the United States as well as during the postpartum confinement period
· One final follow-up visit with the school nurse within 3 days of students return to school after delivery to complete documentation and withdraw the student from PRS

Career and Technology

For the 2019 - 2020 school year, Bellville High School will continue to concentrate on the following career clusters:

- Agriculture, Food, and Natural Resources
- Audio/Video Technology
- Business and Marketing
- Human Services: Education
- Science, Technology, Engineering, and Mathematics (STEM)
- Transportation, Distribution, and Logistics

CAMPUS GOAL: I **Bellville High School will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA**

OBJECTIVES: A **All student accountability groups, grades 9-11, will achieve satisfactory levels of performance on the State of Texas Assessments of Academic Readiness(STAAR) and meet federal accountability requirements.**

District Goals Addressed: I

Strategy (1): Any 9th - 11th graders who failed a STAAR/EOC assessment the previous year will have tutoring during the school day and/or after school

Responsibility: Principal, Counselor, Faculty
Resources: STAAR/EOC study material and practice test
Timeline: Assigned in August 2019
Formative Evaluation With six weeks monitoring checks (Yes No In Progress)
Summative Evaluation: Scores on 2019-2020 STAAR (Yes No In Progress)

Strategy (2): BHS will utilize benchmark exams and prior STAAR scores for all subject areas assessed on the STAAR tests as appropriate, and disaggregate data for class performance improvement.

Responsibility: Counselor, Principal, Department Chair
Resources: Teacher made exams, Curriculum Collaboration, Eduphoria
Timeline: Each semester
Formative Evaluation: Core subject department heads provide teachers with needed areas of strength and weakness (Yes No In Progress)
Summative Evaluation: Note improvements in students test scores (Yes No In Progress)

Strategy (3): Teachers will incorporate STAAR/EOC objectives into weekly lesson plans

Responsibility: Principal, Department Chair, Teachers
Resources: Teacher-made exams and lessons, Curriculum Collaboration, Eduphoria
Timeline: Each six weeks
Formative Evaluation: Core subject department heads provide teachers with needed areas of strength and weakness (Yes No In Progress)
Summative Evaluation: Note improvements in students test scores (Yes No In Progress)

Strategy (4): Students identified as "Homeless" will receive supplemental supplies as well as additional instructional and counseling opportunities

Responsibility: Principal, teachers, counselor
Resources: Teachers, Grade Level Dept. Chair, State Compensatory Funds
Timeline: Each six weeks
Formative Evaluation: Supplemental instruction provided for "At Risk" and "Economically Disadvantaged" students (Yes No in progress)

Summative Evaluation: State assessment results meet state/federal standard
(Yes No in progress)

Strategy (5): Increase the number of students graduating with an endorsement, Distinguished level of achievement, and increase Meets/Masters levels on EOCs

Responsibility: Counselor, Principal,
Resources: Student transcripts
Timeline: May 2020
Formative Evaluation: Programs are in place to increase endorsement graduates and pathways to distinguished level graduates
(Yes No In Progress)
Summative Evaluation: Note improvements in student's test scores
(Yes No In Progress)

CAMPUS GOAL: I Bellville High School will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA

OBJECTIVES: B Students will be provided an instructional classroom that utilizes technology for the purposes of teaching and learning

District Goals Addressed: I

Strategy (1): Technology classes will be offered at BHS
Responsibility: Teachers and Technology Instructional Specialist
Resources: Principal, Technology professionals, technology teachers
Timeline: Each six weeks
Formative Evaluation: Monitor course selections (Yes No In Progress)
Summative Evaluation: Student work produced through using technology skills taught at 100% (Yes No In Progress)

Strategy (2): Resources will be allocated appropriately based on technology demands within all classes that best meet the needs of our students

Responsibility: Principal
Resources: Director of Technology, principals, teachers
Timeline: Ongoing
Formative Evaluation: Technology training provided for new and returning teachers
(Yes No In Progress)
Summative Evaluation: Ongoing feedback provided from teachers
(Yes No In Progress)

Strategy (3): Continue to expand technology availability (where possible) to enhance student learning.

Responsibility: Teachers
Resources: Director of Technology, Principal
Timeline: Each six weeks
Formative Evaluation: Technology needs are identified by teachers
(Yes No In Progress)
Summative Evaluation: State assessment results meet state/federal standards

(Yes No In Progress)

CAMPUS GOAL: I **Bellville High School will meet Accountability Goals as defined by TEA and Federal Accountability as defined by ESSA**

OBJECTIVES: C **All students will explore and develop career pathways and post secondary opportunities**

District Goals Addressed: I

Strategy (1): Provide four-year planning for all students to graduate with career and college information

Responsibility: Counselor and Teachers
Resources: Graduation 4-year planning sheets and transcripts
Timeline: Spring 2020
Formative Evaluation: 4-year plans will be available for students to update as needed (Yes No In Progress)
Summative Evaluation: Student will review 4-year plans as needed during individual conferences (Yes No In Progress)

Strategy (2): Provide opportunities for all students to participate in CTE-specific student leadership organizations

Responsibility: CTE Teachers
Resources: Local (CTE) Funds, Perkins Funds
Timeline: Fall 2019 – Spring 2020
Formative Evaluation: Number of student members in past years compared with 2019-20 (Yes No In Progress)
Summative Evaluation: Document student membership organizations for each year (Yes No In Progress)

Strategy (3): Students in grades 9 - 12 will investigate and prepare for post-secondary career opportunities

Responsibility: Counselors
Resources: Principal, Austin County College and Career Fair, College recruiters, career interest online survey
Timeline: Each semester
Formative Evaluation: Schedule various CTE activities for high school students
(Yes No In Progress)
Summative Evaluation: High school students participate in scheduled activities related to post secondary opportunities (Yes No In Progress)

CAMPUS GOAL: II **Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs**

OBJECTIVES: A **Strategies will be implemented for all students who are identified as having a disability as defined by Special Education to provide an instructional classroom environment that meets their individual needs**

District Goals Addressed: II

Strategy (1):	Continue inclusion to meet the needs of the student's individualized education plans
Responsibility:	Principal, Faculty/Staff, Counselor, SpEd Director
Resources:	Student grades, Teacher/Counselor recommendation, Director of Special Education
Timeline:	Each six weeks
Formative Evaluation:	Monitor student's special education needs each six weeks (Yes No In Progress)
Summative Evaluation:	Test results of those students (Yes No In Progress)
Strategy (2):	Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.
Responsibility:	Counselor, Department Head, and Special Ed Staff
Resources:	Principal, Director of Special Education, Region VI
Timeline:	Each six weeks
Formative Evaluation:	Documentation of use of strategies and techniques prior to discipline placement is completed (Yes No In Progress)
Summative Evaluation:	Behavior plans are developed and used (Yes No In Progress)
Strategy (3):	Monitor the placement of students identified in Special Education through PST, RtI, and 504
Responsibility:	Counselor, Diagnostician, and Special Ed Staff
Resources:	Principal, Director of Special Education, Region VI
Timeline:	Each six weeks
Formative Evaluation:	Methods to decrease any over-representations are identified (Yes No In Progress)
Summative Evaluation:	Over-representation in Special Education percentages in any subgroups decreases. (Yes No In Progress)

CAMPUS GOAL:	**II**	**Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs**
OBJECTIVES:	**B**	**Strategies will be implemented for all students who are identified as Gifted and Talented and/or English Language Learners to provide an instructional environment that meets their individual needs**
District Goals Addressed:		**II**

Strategy (1):	Assist teachers and new hires (within first year) to acquire ESL certification
Responsibility:	Principal
Resources:	Region VI ESL mini-academies, ESL Teacher
Timeline:	May 2020
Formative Evaluation:	Teachers are notified and scheduled to attend ESL mini-academies and register for appropriate TExES exams..

(Yes No In Progress)

Summative Evaluation: All new hires and identified existing teachers are ESL certified (Yes No In Progress)

Strategy (2): Train ESL teachers to equip them to meet the needs of ELL students

Responsibility: Principal, ESL Teacher
Resources: Executive Director of Special Programs; Region VI, TEA
Timeline: Each six weeks
Formative Evaluation: Workshops and other training opportunities are identified and communicated to ESL Teachers (Yes No In Progress)
Summative Evaluation: ELL students' TELPAS and student assessment results meet state/federal standards (Yes No In Progress)

Strategy (3): Determine individual methods that can be used to identify more students who have GT characteristics

Responsibility: Principal, Counselors, GT Teachers
Resources: Executive Director of Special Programs, TEA
Timeline: May 2020
Formative Evaluation: Research assessment and identification methods that are non-biased (Yes No In Progress)
Summative Evaluation: Increased GT participation opportunities for all, including, minorities (Yes No In Progress)

Strategy (4): Provide each teacher new to the campus an orientation to the district's GT identification processes and the district's services for GT students.

Responsibility: Principal, GT Teachers
Resources: BISD GT Handbook, BISD Board Policy
Timeline: August 2019
Formative Evaluation: Orientation is developed (Yes No In Progress)
Summative Evaluation: New teachers are provided orientation at the New Staff In-Service (Yes No In Progress)

Strategy (5): Continue to train additional teachers in GT characteristics characteristics

Responsibility: Principal, GT Teachers
Resources: Online GT Training Program, Region VI, TEA
Timeline: May 2020
Formative Evaluation: Teachers are identified and prioritized that are in need of training in GT characteristics (Yes No In Progress)
Summative Evaluation: Teachers that were identified as in need of training in GT characteristics have successfully completed GT training (Yes No In Progress)

CAMPUS GOAL: III Bellville High School will encourage opportunities for parental and community involvement

OBJECTIVES: A Bellville High School will maintain the positive relationships developed with the local business community and other community groups

District Goals Addressed: III

Strategy (1): Continue the development of a comprehensive listing of business and community partners that support BHS students through employment and other educational relationships

Responsibility: Teachers, Counselors, CTE Teachers
Resources: Principal, Local news media, emails, letters
Timeline: Each Semester
Formative Evaluation: Business partners are identified (Yes No In Progress)
Summative Evaluation: Business and community partners are recognized for their involvement with our students (Yes No In Progress)

Strategy (2): Recognize and develop partnerships with business and community groups to support our students

Responsibility: CTE Coordinator, Counselors, CTE Teachers
Resources: Principal, Local news media, emails, letters
Timeline: Each Semester
Formative Evaluation: Determine recognition and outreach strategies (Yes No In Progress)
Summative Evaluation: Business and community partners are recognized for their involvement with our students (Yes No In Progress)

CAMPUS GOAL: III Bellville High School will encourage opportunities for parental and community involvement

OBJECTIVES: B Provide opportunities for parental/community involvement in school activities

District Goals Addressed: III

Strategy (1): Register parent attendance at school functions

Responsibility: Principal, Teachers
Resources: Campus activities and functions
Timeline: Each Semester
Formative Evaluation: Determine parent sign-in opportunities (Yes No In Progress)
Summative Evaluation: Keep sign-in logs at the campus (Yes No In Progress)

Strategy (2): Promote campus website to provide information and communication about campus activities for parents and the community

Responsibility: Campus Secretary, Activity/Group Sponsor, Principal
Resources: Campus/District Technology staff
Timeline: Every month
Formative Evaluation: Pages updated consistently on the campus site (Yes No In Progress)
Summative Evaluation: Parent Survey (Yes No In Progress)

Strategy (3): Utilize *School Messenger* program giving parents information in the form of phone calls

Responsibility: Technology Director, Principal

Resources:	Local Funds
Timeline:	Ongoing
Formative Evaluation:	Daily (Yes No In Progress)
Summative Evaluation:	Log of School Messenger calls made (Yes No In Progress)

Strategy (4): Provide mentoring opportunities through the community based mentoring programs(RAP)

Responsibility:	Principal, Counselors
Resources:	Teachers, Community based mentoring program coordinator
Timeline:	Each Semester
Formative Evaluation:	Identify students that need a mentor (Yes No In Progress)
Summative Evaluation:	Students are matched with a mentor and attend mentoring sessions (Yes No In Progress)

CAMPUS GOAL: III Bellville High School will encourage opportunities for parental and community involvement

OBJECTIVES: C Provide awareness of post high school opportunities for all BHS stakeholders

District Goals Addressed: III

Strategy (1): Inform parents and students of opportunities that are available related to higher education, military, and/or the workforce, including trade/technical schools

Responsibility:	Counselors, Principal
Resources:	Website, College Admissions for Parent Presentations, Recruiters, Remind app
Timeline:	Ongoing
Formative Evaluation:	Determine plan to communicate Information to parents/students (Yes No In Progress)
Summative Evaluation:	Disseminate information as planned (Yes No In Progress)

Strategy (2): Encourage college and higher education awareness through College & Career Fair Activities

Responsibility:	Counselors, Asst. Principal, Principal
Resources:	Announcements, teachers, College Fair listing service
Timeline:	October 2019
Formative Evaluation:	Schedule College & Career Day (Yes No In Progress)
Summative Evaluation:	Did school participate in College Day Activities? (Yes No In Progress)

CAMPUS GOAL: IV Bellville High School will recruit, retain, and hire appropriately certified teachers as required by TEA

OBJECTIVE: A All teachers will complete necessary requirements for the appropriate state certification

District Goals Addressed: IV

Strategy (1): Teachers and staff will attend required professional development workshops to maintain highly qualified status and continue to be aware of TEA/SBEC recertification

requirements.

Responsibility: Principal, Teachers, Admin
Resources: Admin Staff, Region VI, TEA/SBEC
Timeline: Each Semester
Formative Evaluation: Attending Staff Development (Yes No In Progress)
Summative Evaluation: Course Certificate (Yes No In Progress)

Strategy (2): Teachers will become highly qualified in additional academic areas so they will become more versatile including ESL certification for all new teachers

Responsibility: Principal, Region VI, Admin
Resources: Local Funds
Timeline: Annually
Formative Evaluation: Number of teachers gaining highly qualified status (Yes No In Progress)
Summative Evaluation: Success in teachers gaining highly qualified status (Yes No In Progress)

Strategy (3): Attend job fairs to recruit certified teachers

Responsibility: Principal
Resources: University job fairs, ESC VI, Alternative Certification job fairs
Timeline: Spring Semester and Summer 2020
Formative Evaluation: Select opportunities to attend job fairs (Yes No In Progress)
Summative Evaluation: Attend job fairs to attract certified teachers (Yes No In Progress)

CAMPUS GOAL: IV Bellville High School will recruit, retain, and hire appropriately certified teachers as required by TEA

OBJECTIVE: B Bellville High School will strive to employ a faculty and staff that is reflective of the student population

District Goals Addressed: IV

Strategy (1): Continue to ensure that all recruitment and application processes are in compliance with the Federal Equal Employment Opportunity laws.
requirements.

Responsibility: Principal, Admin
Resources: Admin Staff, TEA/SBEC, BISD policy and State HR laws
Timeline: Ongoing
Formative Evaluation: ll recruitment and application processes are reviewed (Yes No In Progress)
Summative Evaluation: All HR practices are in compliance and do not discriminate (Yes No In Progress)

Strategy (2): Search for minority candidates for employment through universities and avenues historically serving minorities

Responsibility: Principal
Resources: Region VI, local colleges/universities
Timeline: Summer 2020

Formative Evaluation:	Colleges/Universities contacted (Yes No In Progress)
Summative Evaluation:	Staff demographics mirror student demographics (Yes No In Progress)

CAMPUS GOALS: V **Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members**

OBJECTIVES: A **BHS will create and sustain a positive school culture and climate**

District Goals Addressed: V

Strategy (1): Maintain security cameras in working order to cover all areas of the building and parking lot

Responsibility:	Principal, Asst. Principals, Director of Technology
Resources:	Federal and Local Funds
Timeline:	August 2019 – May 2020
Formative Evaluation:	Maintenance reports on cameras (Yes No In Progress)
Summative Evaluation:	Cameras in working order (Yes No In Progress)

Strategy (2): Continue to participate in drug awareness, anti-bullying, and teen violence programs

Responsibility:	Principal, Counselors, Teachers
Resources:	Region VI
Timeline:	Each Semester
Formative Evaluation:	Drug awareness, anti-bullying, and teen violence programs are reviewed and improvements are planned (Yes No In Progress)
Summative Evaluation:	Drug awareness, anti-bullying, and teen violence programs take place on each campus (Yes No In Progress)

Strategy (3): Improve communication/recognition at all levels and areas through multiple means

Responsibility:	Principal
Resources:	District website, email, campus faculty meetings, Brahma Brags, 6-Weeks recognitions, Breakfast of Champions, etc
Timeline:	Daily/Monthly
Formative Evaluation:	Website, email communications, recognitions, and faculty meetings are monitored (Yes No In Progress)
Summative Evaluation:	Monitoring verifies completion of communications in all areas (Yes No In Progress)

CAMPUS GOALS: V **Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members**

OBJECTIVES: B **The campus will achieve a 0% incidence rate for illegal weapons and other violent occurrences**

District Goals Addressed: V

Strategy (1):	Require students to adhere to the code of conduct in the BISD Student Handbook & Discipline Management Plan	
Responsibility:	Teachers, Principal, Asst. Principal, Parents, Students	
Resources:	Local Funds	
Timeline:	Daily	
Formative Evaluation:	Number of discipline referrals	(Yes No In Progress)
Summative Evaluation:	Final disciplinary report	(Yes No In Progress)
Strategy (2):	Continue with random drug screenings every 6 weeks	
Responsibility:	Principal, Asst. Principal, Nurse	
Resources:	Local Funds	
Timeline:	Each 6 weeks	
Formative Evaluation:	Monitor after semester	(Yes No In Progress)
Summative Evaluation:	Final drug and safety school report	(Yes No In Progress)
Strategy (3):	Address issues related to education about dating violence as required by HB121	
Responsibility:	Principal, Counselor, Student Council	
Resources:	ESC VI, DFPS, Dating violence curriculum	
Timeline:	Spring 2020	
Formative Evaluation:	Number of issues addressed	(Yes No In Progress)
Summative Evaluation:	Fewer incidents reported at year end	(Yes No In Progress)
Strategy (4):	Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041	
Responsibility:	Principal, Counselor	
Resources:	ESC VI Specialists, DFPS	
Timeline:	Each semester	
Formative Evaluation:	Number of issues addressed	(Yes No In Progress)
Summative Evaluation:	Fewer incidences of sexual abuse reported	(Yes No In Progress)
Strategy (5):	Utilize contracted trained canines to search the campus on an unannounced schedule	
Responsibility:	Principal	
Resources:	Local Funds, contracted canine company	
Timeline:	Each semester/Ongoing	
Formative Evaluation:	Execute contract for canine services	(Yes No In Progress)
Summative Evaluation:	Campus canine searches are conducted	(Yes No In Progress)
CAMPUS GOALS: VI	**All Bellville High School students will graduate from high school**	
OBJECTIVES: A	**The dropout rate for the high school will be less than 2%**	
District Goals Addressed:	**VI**	
Strategy (1):	Assign high school students to the Spicer Alternative Education Center who are at risk of not graduating	
Responsibility:	Principal, Counselor	

Resources:	Spicer coordinator, SCE funds, Edgenuity	
Timeline:	Ongoing	
Formative Evaluation:	Student at-risk are assigned to Spicer	(Yes No In Progress)
Summative Evaluation:	Spicer students complete credits to graduate	(Yes No In Progress)

Strategy (2):	Provide pregnancy related services	
Responsibility:	Principal, Counselor, Attendance Clerk, School Nurse	
Resources:	Local Funds	
Timeline:	Monthly Attendance Report	
Formative Evaluation:	Nurse documentation	(Yes No In Progress)
Summative Evaluation:	Homebound Teacher	(Yes No In Progress)

Strategy (3):	Offer credit recovery during the school year and during summer school for those who fail a class	
Responsibility:	Principal, Counselor	
Resources:	SCE funds	
Timeline:	Aug 2019 – June 2020	
Formative Evaluation:	Monitor student grades and teacher report	(Yes No In Progress)
Summative Evaluation:	Students recover credits and on track for completion	(Yes No In Progress)

CAMPUS GOALS: VI **All Bellville High School students will graduate from high school**

OBJECTIVES: B **Attendance of students will be at 97% or higher**

District Goals Addressed: VI

Strategy (1):	Provide parents and students awareness of attendance laws through Bull's Eye handbook, personal communication, and attendance letters	
Responsibility:	Principal, Staff, Attendance Clerk	
Resources:	Local Funds	
Timeline:	Each Semester	
Formative Evaluation:	Daily Attendance, Call Home Log	(Yes No In Progress)
Summative Evaluation:	Semester Attendance Reports	(Yes No In Progress)

Strategy (2):	Utilize "call home" system through *School Messenger*	
Responsibility:	Asst. Principal, Attendance Clerk	
Resources:	Local Funds	
Timeline:	After Every Absence	
Formative Evaluation:	Weekly Attendance Report	(Yes No In Progress)
Summative Evaluation:	Semester Attendance Reports	(Yes No In Progress)

Strategy (3):	Communication to parents when a student demonstrates absence tendencies	
Responsibility:	Principal, Asst. Principal	
Resources:	PEIMS Clerk, teachers, parents, students	
Timeline:	Each six weeks	
Formative Evaluation:	Monitor individual student absences	(Yes No In Progress)
Summative Evaluation:	Contact made with the student and parent to address issues related to excessive absences	(Yes No In Progress)

Strategy (4):	Acknowledge students with perfect attendance each year	
Responsibility:	Attendance Clerk, Principal	
Resources:	Local Funds	
Timeline:	May 2020	
Formative Evaluation:	Weekly Attendance Reports	(Yes No In Progress)
Summative Evaluation:	Semester Attendance Reports	(Yes No In Progress)

CAMPUS GOALS: VII **BHS will promote participation in extracurricular academic competition**

OBJECTIVES: A **Recruit and increase HS student participation in UIL Academics and competitions**

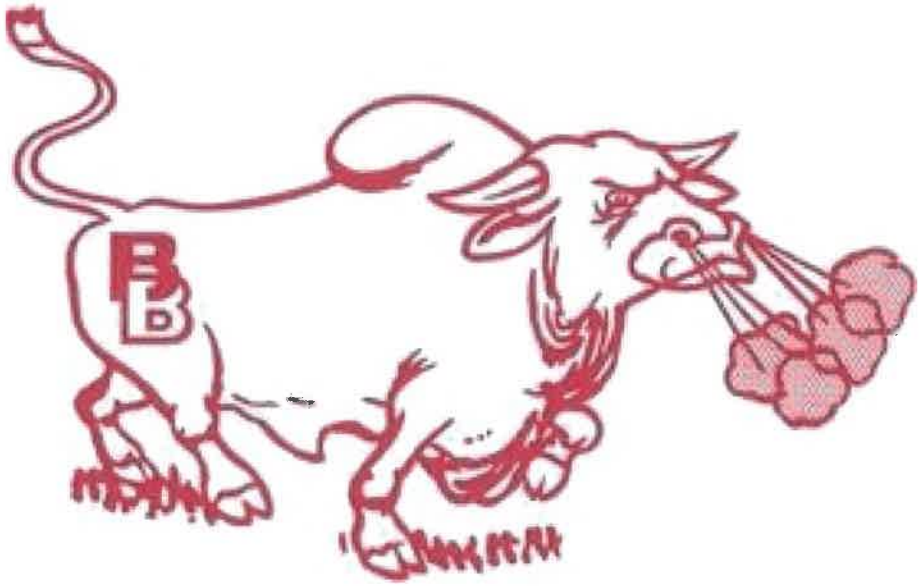
District Goals Addressed: VII

Strategy (1):	Faculty will assist in recommending and recruiting prospective student participants	
Responsibility:	Faculty/Staff	
Resources:	Principal, UIL Academic Coordinator	
Timeline:	Fall 2019	
Formative Evaluation:	Increase in number of student participants	(Yes No In Progress)
Summative Evaluation:	Number of student participants	(Yes No In Progress)

Strategy (2):	UIL Coordinator will research and find competitive meets so students will gain experience and confidence in various contests	
Responsibility:	UIL Coordinator	
Resources:	DEC, Local ISD academic sponsors, local funds	
Timeline:	Annually	
Formative Evaluation:	Number of Meets	(Yes No In Progress)
Summative Evaluation:	Student participation in academic competition	(Yes No In Progress)

Strategy (4):	Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic process	
Responsibility:	Principal, UIL Coodinator	
Resources:	Campus UIL Academic coaches	
Timeline:	Annually	
Formative Evaluation:	Materials & equipment need for UIL Academic Meets	(Yes No In Progress)
Summative Evaluation:	Necessary materials & equipment for UIL Academic Meets purchased	(Yes No In Progress)

BELLVILLE JUNIOR HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2019-2020



"Expect Success, Nothing Less!"

BELLVILLE INDEPENDENT SCHOOL DISTRICT
Mailing: 518 S. Mathews Physical: 1305 S. Tesch St.
BELLVILLE, TEXAS 77418
(979) 865-5966

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-5966.

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BELLVILLE INDEPENDENT SCHOOL DISTRICT
BELLVILLE JUNIOR HIGH SCHOOL
CAMPUS PLANNING COMMITTEE 2018-2019

Dear Parents and Students of Bellville Junior High School,

The goals, as established by the Campus Planning Committee, outlines within this plan are designed to help students reach their maximum potential. These goals will guide parents, teachers, staff, and students in working together for the 2018-2019 school year. We believe all students can learn and develop skills that will help them become confident, successful, and productive in the future. The goals are aligned with Bellville ISD District Goals and are as follows:

1. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.

2. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.

3. Bellville Junior High School will encourage opportunities for parental and community involvement that supports the educational processes.

4. Bellville Junior High School will recruit and hire appropriately certified teachers as required by TEA.

5. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.

6. Bellville Junior High School will establish a foundation to successfully graduate 100% of its students from high school.

7. Bellville Junior High School will promote participation in extra-curricular academic competitions.

Daniel Symm
Principal, Bellville Junior High School

BELLVILLE JUNIOR HIGH SCHOOL
CAMPUS PLANNING COMMITTEE MEMBERS

TEACHERS:
Melissa Bersche
Jessica Jennings

COMMUNITY/BUSINESS REPRESENTATIVE:
Michelle Castaneda

PARAPROFESSIONAL:
Dawn Brokmyer

NON-TEACHING PROFESSIONALS:
Daniel Symm, Principal
Marcus McLemore, Assistant Principal
Karen Peschel, Counselor
Lisa Schumacher, Librarian
Laura Swearingen, Instructional Technology Specialist
Brian Reid, Technology Director

BELLVILLE INDEPENDENT SCHOOL DISTRICT
BELLVILLE JUNIOR HIGH SCHOOL

PHILOSOPHY OF EDUCATION

The staff of Bellville Junior High school is dedicated to the philosophy that education will serve to facilitate the attainment and betterment of the quality of life in our society. In so doing, we will strive to create an atmosphere conducive to meeting the students' social, physical, emotional, and academic needs. This atmosphere will accentuate the belief that all students are capable of learning. This atmosphere will also emphasize that all students be exposed to responsibilities necessary for making sound, moral judgments essential for the establishment of a value system that is conducive to acquiring the skills necessary for citizenship in a democratic society.

MISSION STATEMENT

Bellville Junior High School strives to educate students through high expectations, parental and community involvement combined with a positive educational environment that fosters active learning so that they may be productive and moral citizens for a changing world.

BELLVILLE JUNIOR HIGH SCHOOL
NEEDS ASSESSMENT DATA, JUNE 2019

Demographics

Enrollment: 521 students
Grade 6: 173 33.21%
Grade 7: 171 32.82%
Grade 8: 177 33.97%

Ethnic Distribution	#	%
African American	40	7.68
American Indian/Alaskan	1	0.20
Hispanic	150	28.79
White	315	60.46
Hawaiian/Pac Islander	0	0.00
Two or More	11	2.11
Asian	4	0.76

Student Group Representation	#	%
Economically Disadvantaged	230	44.15
Limited English Proficient (LEP)	39	7.49
At-Risk	240	46.07
Homeless	6	1.15
Gifted and Talented Education	67	12.86
Special Education	59	11.32
Dyslexia	29	5.57
Male	281	53.93
Female	240	46.07

Sources: PEIMS Data, 2018-2019 Summer Collection, First Submission

Over the past few years, Bellville Junior High's Hispanic, Economically Disadvantaged, and At Risk groups have increased in numbers. These students tend to have lower reading levels and need increased support. We will continue to develop our Tier II and III Response to Intervention (RTI) Program for reading for these students as well as other student groups. We offer in-school tutorial opportunities, after-school tutorial opportunities and we have an open General Education Content Mastery (Enrichment) room available to all students.

Student Achievement

STAAR

BJHS made significant gains in STAAR from 2018 to 2019. We saw 9 point gains in science and social studies, and an 11 point gain in writing. We had gains in all but one tested subject. There were areas of struggle as well which are noted in the charts. We did not see the growth we expected in our "Masters Grade Level" percentages overall. Our Economically Disadvantaged, African American, Hispanic, LEP, and SPED populations tend to struggle the most; however, we are making some progress especially in which these subgroups increased in earning "Masters Grade Level" especially in the writing. We will continue to focus on implementing rigor into our curriculum, and will study data and the released

assessments in depth to make sure we are questioning in our curriculum as they are on the state assessment level. We will continue to service students through RTI in reading and develop in math, science and social studies, as well as provide numerous opportunities in school and after school for tutorials. We will make a concerted effort to meet with parents to communicate all of our tutorial options. We will also continue to meet as departments and grade levels regularly to ensure we are making adjustments and aligning vertically to meet the needs of all learners.

STAAR Sixth Grade Mathematics

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017 % Masters Grade Level	2018 % Masters Grade Level	2019% Masters Grade Level
All Students	85	85	80	82	13	20	21	18
Econ. Disadv.	81	76	73	74	6	12	8	11
Black/Af. Am.	64	64	63	42	0	7	13	5
Hispanic	79	71	66	84	8	11	9	14
Two or More	80	88	-	-	0	25	-	-
White	92	93	89	88	19	24	29	21
Female	88	81	79	87	16	19	20	24
Male	82	88	82	77	10	20	21	12
M1	-	100	-	-	-	0	-	-
M2	-	-	80	-	-	-	20	-
LEP	50	64	50	67	0	9	0	7
SPED	0	60	29	30	0	-0	0	0

STAAR Sixth Grade Reading

	2016 % Approaches Grade Level	2017 % Approaches Grade Level	2018 % Approaches Grade Level	2019% Approaches Grade Level	2016 % Masters Grade Level	2017 % Masters Grade Level	2018 % Masters Grade Level	2019% Masters Grade Level
All Students	75	71	75	68	23	21	21	21
Econ. Disadv.	67	55	64	55	12	14	12	7
Black/Af. Am.	47	29	38	37	7	14	0	0
Hispanic	68	53	66	53	15	13	5	9
Two or More	67	50	-	-	17	25	-	-
White	84	86	83	81	31	24	33	29
Female	75	79	83	77	28	23	25	29
Male	75	66	69	59	17	19	18	12
M1	-	-	-	-	-	-	-	-
M2	100	-	100	-	50	-	0	-
LEP	20	27	33	7	0	0	0	0
SPED	50	10	29	15	0	0	0	0

STAAR Seventh Grade Mathematics

	2016 % Approaches Grade Level	2017 % Approaches Grade Level	2018 % Approaches Grade Level	2019% Approaches Grade Level	2016 % Masters Grade Level	2017 % Masters Grade Level	2018 % Masters Grade Level	2019% Masters Grade Level
All Students	79	77	78	85	22	23	25	29
Econ. Disadv.	67	71	68	77	8	10	15	13
Black/Af. Am.	50	56	50	63	0	0	7	13
Hispanic	69	76	72	74	13	9	15	12
Two or More	75	67	50	-	75	11	17	-
White	86	82	85	93	27	35	37	42
Female	78	83	77	82	22	30	27	33
Male	79	71	78	86	22	14	23	26
LEP	0	67	70	64	0	6	10	-
M1	-	-	-	-	-	-	-	-
M2	-	-	-	-	-	-	-	-
SPED	0	35	27	29	0	0	0	0

STAAR Seventh Grade Reading

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018 % Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017 % Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	79	72	76	81	24	19	28	36
Econ. Disadv.	72	63	67	70	12	8	15	26
Black/Af. Am.	50	50	36	63	8	0	0	13
Hispanic	73	67	64	72	17	13	23	17
Two or More	75	56	50	-	50	11	17	-
White	85	81	88	89	29	26	36	51
Female	87	76	83	89	27	23	28	44
Male	73	68	71	75	22	14	29	30
LEP	0	22	50	36	0	0	0	-
M1	-	-	-	-	-	-	-	-
M2	-	-	-	-	-	-	-	-
SPED	50	12	27	29	0	0	0	7

STAAR Seventh Grade Writing

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	81	70	75	86	19	18	16	27
Econ. Disadv.	73	58	63	75	8	11	4	17
Black/Af. Am.	81	44	54	63	0	0	0	13
Hispanic	74	61	59	72	11	15	5	14
Two or More	100	67	33	-	25	11	17	-
White	83	80	86	95	26	24	22	36
Female	91	76	83	95	25	25	21	37
Male	72	64	69	79	14	11	13	19
LEP	0	33	40	27	0	0	0	0
M1	-	-	-	-	-	-	-	-
SPED	67	6	10	14	0	-	10	0

STAAR Eighth Grade Mathematics, April Administration

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	69	79	75	76	1	3	1	3
Econ. Disadv.	63	74	72	74	0	2	0	1
Black/Af. Am.	69	81	60	73	0	0	0	0
Hispanic	62	75	75	73	0	6	0	3
White	73	80	81	82	2	1	2	3
Female	64	81	81	77	2	6	0	4
Male	72	78	70	75	0	0	2	2
LEP	33	13	59	64	0	0	0	9
SPED	67	27	41	27	0	0	0	0

STAAR Eight Grade Algebra I E.O.C., May Administration

	Algebra I EOC 2017% Approaches Grade Level	Algebra I EOC 2018% Approaches Grade Level	Algebra I EOC 2019% Approaches Grade Level	Algebra I EOC 2017% Masters Grade Level	Algebra I EOC 2018% Masters Grade Level	Algebra I EOC 2019% Masters Grade Level
All Students	100	100	100	90	92	78
Econ. Disadv.	100	100	100	100	93	83
Black/Af. Am.	-	-	-	0	-	50
Hispanic	100	100	100	80	88	100
White	100	100	100	91	93	76
Female	100	100	100	95	97	93
Male	100	100	100	86	81	66
LEP	-	-	-	-	-	-
SPED	-	-	-	-	-	-

STAAR Eighth Grade Reading, April Administration

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	89	79	78	80	21	23	25	27
Econ. Disadv.	84	65	70	73	10	14	16	17
Black/Af. Am.	86	50	40	54	7	6	0	8
Hispanic	83	70	73	75	5	17	21	20
Two or More	-	75	63	60	-	50	13	20
White	91	86	87	86	30	28	32	31
Female	96	81	84	83	31	23	31	36
Male	82	77	70	78	12	23	19	21
LEP	25	0	35	36	0	0	0	0
M2	-	100	-	-	-	50	-	-
SPED	67	20	18	18	0	0	0	0

STAAR Eighth Grade Science

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	80	75	73	82	21	16	28	17
Econ. Disadv.	72	65	64	73	9	6	16	10
Black/Af. Am.	69	38	33	54	0	0	0	0
Hispanic	61	66	65	69	15	9	19	9
Two or More	-	-	86	60	-	-	14	0
White	89	83	83	92	27	19	38	22
Female	82	78	78	84	24	14	34	16
Male	78	72	68	81	18	17	28	17
LEP	25	0	35	-	25	0	0	-
SPED	33	7	17	50	0	0	0	0

STAAR Eighth Grade Social Studies

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	59	58	57	66	7	13	14	8
Econ. Disadv.	51	44	41	57	0	8	8	6
Black/Af. Am.	31	19	7	31	0	0	0	0
Hispanic	50	45	52	49	2	8	6	2
Two or More	-	75	43	40	-	50	14	0
White	66	68	69	79	11	16	20	10
Female	60	56	60	63	7	11	14	1
Male	56	59	54	68	8	15	14	12
LEP	0	0	6	-	0	0	0	-
SPED	0	13	17	25	0	0	0	0

TELPAS

2019 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	15	11	4	0	27	67	7
7	11	9	2	0	55	45	0
8	11	2	9	9	0	73	18

2018 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	12	9	3	8	17	58	17
7	11	4	7	9	0	73	18
8	15	7	8	0	13	83	7

2017 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	12	5	7	0	9	18	73
7	18	10	8	0	11	28	61
8	8	4	4	13	13	50	25

2016 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	19	10	9	0	16	47	37
7	10	3	7	10	10	40	40
8	14	9	5	7	7	21	64

The TELPAS data shows we continue to have weaknesses with our ELLs. Our populations of students coming to us with little to no English vocabulary is ever growing. Having our ESL Specialist work with the teachers in understanding and intervening with appropriate accommodations for these students, as well as having a bilingual aide assist them in class, is critical to them making progress and being successful.

AYP

Bellville Junior High has met AYP the last three years.

PBMAS

In recent years, Bellville Junior High has taken hits related to PBMAS in the number of special education students sent to ISS. Bellville Junior High will continue to help students maintain appropriate discipline and behavior choices through our character education program and student counseling sessions. Students will also receive additional support in their classes through inclusion and General Education Content

Mastery for 2019-20. We hope to alleviate academic frustration that often leads to poor behavior choices by providing additional support. This was our second year for the PBIS and R.I.S.E. programs on the BJHS campus. There have been successes and challenges during this year however, overall both aspects of positive behavior supports and behavior training for our students have been successful. As we refine both the PBIS and R.I.S.E. programs, we expect them to be even more effective for 2019-20.

Attendance Rate

Bellville Junior High met our yearly attendance goal of 96% for 2018-19. We did see a slight decrease from 2017-18. We will continue to provide a variety of attendance incentives for 2019-20. We also want to provide some innovative strategies to encourage attendance in school. We plan to develop events and tangible rewards for students who have perfect attendance over specific time frames.

Year	Campus	Af. Am.	His.	White	2 or More
2018-19	96.2	94.8	96.3	96.5	95.9
2017-18	96.7	96.3	96.9	96.7	94.8
2016-17	96.6	96.9	96.8	96.5	96.3
2015-16	96.6	95.7	97.05	96.5	95.3
2014-15	96.5	95.9	96.4	96.6	95.5

Retention Rate

BJHS had 3 retentions for 2018-19. Two of those three instances involve significant extenuating circumstances beyond the role of the school or student. Our reassess/reteach/redo policy for grades below 70, our in-school tutorial opportunities, our after school tutorial opportunities, and our summer school opportunities help to prevent retentions.

Data Sources: Eduphoria data for 2016, 2017, and 2018; STAAR Scores Reports for 2016, 2017 and 2018, TELPAS Reports for 2016, 2017, and 2018; AYP Reports, PEIMS Data, PBMAS Data

Program Effectiveness

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for 2019-20. Inclusion classes at Bellville Junior High will be supported by special education teachers and/or paraprofessional staff members. There will be a need for continued training for our special education and general education staff members throughout the school year in regards to meeting the needs of SPED students on state assessments. We will continue to focus on these areas with tutorials. We are in the process of hiring a third Special Education teaching position for 2019-20 which would allow us to open up a third resource classroom. This will give us smaller resource room class sizes and allow us to group students more effectively. This position will also give us another Special Education case manager to help reduce the case load per case manager on our campus. Our PBIS and R.I.S.E. programs had an initial roll out in 2017-18. We are heading into our third year for both programs. Despite the challenges of starting two new programs on campus, both have been successful overall. As we refine our both PBIS and R.I.S.E. programs, we expect them to be even more effective for 2019-20. With the numbers of students with severe behaviors increasing, we do have a need for a behavioral specialist to work with these students and staff members to ensure that classroom environments are conducive to learning.

Gifted and Talented

Students at Bellville Junior High School are identified for the gifted and talented program by nominations and testing. Students are served in the program through homeroom while meeting with the GT teacher. BJHS served 67 students in the gifted and talented program for the 2018-19 school year and these students continue to score at or above standard and achieve advanced performance on district level benchmarks and state assessments. We continue to offer staff development opportunities for all teachers to become GT certified. 2017-18 was the first year at BJHS that we have offered Pre-AP classes in all core classes. We offer Pre-AP courses for math, reading, english, science and social studies.

ESL/Bilingual

At BJHS our ESL population continues to grow and our ESL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials with our campus ESL coordinator and are offered opportunities to attend after-school tutorials and Enrichment Room support (General Education Content Mastery). Based on STAAR data, ESL students will need ongoing support in reading to build fluency, comprehension, and vocabulary. Teachers and/or paraprofessionals will also provide additional classroom support/strategies to help them be successful in all academic areas.

State Compensatory Education

During the 2018-19 school year, state compensatory resources were utilized to provide a ½ time counselor, 504 and RTI teachers, content mastery, tutorials, and summer school. The 504 and RTI teachers assist students in the Enrichment Room (content mastery) for several class periods a day. They help students in small groups as well as in one-on-one instruction sessions for core academic classes, help with understanding concepts on reteach/reassess assignments, help on assignments/concepts when students are absent and miss instruction, and also provide for other accommodations such as extended time and oral assistance on assessments. The after-school tutorials were extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in this area as well.

Safe and Drug Free Schools

Safe and Drug Free local resources are used to provide security cameras which are monitored regularly in and around the campus building.

Homeless

During the 2018-19 school year, 6 students were identified as homeless based on information gathered on the Student Residency Questionnaire. BJHS assists homeless students in the areas of instructional supplies, tutoring, and counseling. Homeless students also qualify for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

Dyslexia

BJHS has a trained Dyslexia Specialist to provide prescriptive, intense interventions for identified students and also serves as our campus 504 teacher and PST coordinator. Students are referred and tested to qualify for admission into the dyslexia program. In 2018-19, we served 29 students in our dyslexia program. We will continue to provide our dyslexia services and would like to use our dyslexia specialist to help provide interventions for students in the RTI Program.

Technology

Bellville Junior High School has 2 computer labs which teachers/classrooms can sign up to utilize. All classrooms have at least one computer and all of our core academic classrooms have a SMART board. Teachers integrate technology skills into the academic curriculum. In 2018-19, chrome-carts were utilized to provide wireless capabilities for teachers to integrate technology activities in their classrooms. Several teachers use Edmodo, Google Docs, and Google Classroom learning to enhance the curriculum and interest students. Two teachers have implemented "flipped" classroom models with great results. Teachers have proficient to advanced technology skills. BJHS staff members had the opportunity to attend "lunch-n-learn" sessions throughout the year several of which were technology oriented. We also recognize the need to be better stewards of the technology resources we are granted. We will focus more on teacher training for checking out/checking in our chrome-carts so that the machines can be properly maintained and students can be held accountable for improper use or damage to the machines. BJHS will continue to provide technology and support in the future with the advancement of technology in textbook adoptions and resources for learning.

Curriculum and Instruction

Teachers at Bellville Junior High School will continue to attend trainings and workshops/department meetings throughout the school year to ensure the curriculum they are teaching is aligned with the TEKS. As discussed previously, our teachers are ESL certified or will be obtaining ESL certification. We also highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels/needs of students in the classroom. Along with our technology, these tools/strategies help teachers with differentiated learning.

Discipline/Character Education

Based on the 2018-19 Student Disciplinary Action Summary/PIEMS records, BJHS had a total of 209 recorded significant discipline incidents for the school year as compared to 191 in 2017-18. The incidents from 2018-19 resulted in 59 full day out-of-school suspensions, 25 partial day out-of-school suspensions, 144 full day in-school-suspensions, 45 partial day in-school-suspensions, and 10 DAEP placements. Of the recorded incidents in 2018-19, 67 incidents involved 23 special education students.

BJHS staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program. BJHS staff member further are proactive about teaching our students about bullying, its effects on others, and our no tolerance for bullying approach. The district also has an on-line anonymous reporting system which was utilized several times this year. We have a campus core team trained in Non-Violent Crisis Intervention. We have a positive postcard program in which each staff member identifies positive aspects of at least two students every week and mails a positive postcard home for those students. This program has increased communication between the school and home, has led to improved student behavioral choices and decreased the number of discipline referrals. Our PBIS and R.I.S.E. programs had an initial roll out in 2017-18. Overall both aspects of positive behavior supports and behavior training for our students have been successful. As we refine our both PBIS and R.I.S.E. programs, we expect them to be even more effective in 2019-20

Staff Development Needs

Based on staff surveys, faculty meeting discussions, and summative conferences, BJHS has the need for additional and/or continued training in the areas of implementing rigor into the curriculum, technology and training in regards to our strengths/weaknesses with STAAR data, new technology tools and

approaches in the classroom, special education accommodations/modifications/procedures, and training with the TEKS resource system. Teachers have also expressed an interest in campus wide team building and additional training in behavior identification and behavior function.

Staff Quality, Recruitment, and Retention

At BJHS, we recruit and interview prospective teachers and staff members that are fully certified for vacant positions. The principal and district staff also encourages paraprofessionals to become certified classroom teachers.

Parental Involvement

At Bellville Junior High, we provide numerous opportunities throughout the year for parental involvement. Our extra-curricular sporting activities tend to be very well-attended. BJHS conducts a sixth grade orientation, locker/schedule pick –up day, Open House at the beginning of the school year for parents to meet teachers and learn about course syllabus and guidelines. Staff members communicate with parents by phone, email, remind 101, class web pages, notes home, or in person concerning academics, discipline, and student progress and post grades at least weekly that parents can access through the parent portal at any time.

Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. BJHS is fortunate to have RAP (Raising Academic Performance) trained mentors working with students. Staff members call upon community/business leaders to come into classrooms as guest speakers.

BELLVILLE JUNIOR HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2019-2020

CAMPUS GOAL: **I. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.**

OBJECTIVE: **A. All student accountability groups in grades 6-8, will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.**

Strategy(1): Bellville Junior High will schedule benchmark exams for all subject areas assessed on the STAAR tests, as appropriate, and disaggregate data for class performance improvement.
Responsibility: Principal, Grade level/Department Chairs, Core Curriculum Teachers
Resources: Teacher-made exams, released STAAR Tests
Timeline: Each semester
Formative Evaluation: Benchmark exam results
Summative Evaluation: State assessment results will meet state/federal standards

Strategy (2): Students not meeting state standards will be subject to additional, alternative instructional approaches in order to demonstrate mastery of content.
Responsibility: Principal, Teachers
Resources: Grade level/Department Chairs, teachers, counselor, specialized classes
Timeline: Each semester
Formative Evaluation: Students needing additional assistance to meet state standards will be subject to specialized instruction

Summative Evaluation: State assessment results meet state/federal standards

Strategy(3): Students not performing at SSI requirements in reading and/or math in grade 8, other students not meeting passing standards for the next grade level, and students who need additional language acquisition skills will be considered for the district summer school session.
Responsibility: Principal, Counselor, Teachers
Resources: Grade level/Department Chairs, teachers, State Compensatory funds
Timeline: May/June 2020
Formative Evaluation: Students identified that meet requirements for summer school
Summative Evaluation: State assessment results meet state/federal standards

Strategy (4): Students identified as "At-Risk" or "Economically Disadvantaged" will receive supplemental instructional techniques.
Responsibility: Principal, Executive Director of Special Programs
Resources: Grade level/Department Chairs, teachers, State Compensatory Funds
Timeline: Each six weeks
Formative Evaluation: Supplemental instruction provided for "At-Risk" and "Economically Disadvantaged" students through in-school and after-school tutorials
Summative Evaluation: State assessment results meet state/federal standards

Strategy (5): Tutorial programs will be available, as appropriate.
Responsibility: Principal
Resources: Executive Director for Administration, teachers, State Compensatory Funds
Timeline: Each six weeks
Formative Evaluation: Tutorial schedules set for each campus to meet individual needs of students.
Summative Evaluation: Final subject-Area course grades are 70% or greater.

Strategy (6): Continue "Response to Intervention" (RTI) in Reading and develop in Math, Science, and Social Studies (as possible).
Responsibility: Principal, Executive Director of Special Programs, Executive Director for Administration.
Resources: Principal, counselor, teachers
Timeline: Each semester
Formative Evaluation: Develop plan for continuation.
Summative Evaluation: RTI implemented in Reading and Math, Science, and Social Studies (as possible).

Strategy (7): Provide supplemental instructional supplies and/or supplemental tutoring opportunities for students identified as homeless (as needed).
Responsibility: Principal, Executive Director of Special Programs (Homeless Liaison)
Resources: Principal, teachers, Title IA set-aside
Timeline: Each six weeks
Formative Evaluation: Student Residency Questionnaires and Campus follow-up interviews complete and family interest of services noted.
Summative Evaluation: Homeless students' state assessment results meet state/federal standards.

Strategy (8): Increase Level III: Masters Grade Level on the STAAR test for all subjects.
Responsibility: Principal, teachers
Resources: Executive Director for Administration, Region VI
Timeline: Each six weeks
Formative Evaluation: Methods for increasing high levels of achievement identified; Pre-AP courses in math, reading, English, science, and social studies.
Summative Evaluation: State assessment results meet state/federal commended performance equivalent standards

Strategy (9): Provide necessary instruction to meet the TEA System Safeguards in the African-American mathematics subgroup.
Responsibility: Principal, Mathematics Teachers
Resources: Principal, Teachers, Executive Director for Administration, Region VI.
Timeline: Each semester
Formative Evaluation: Strategies to increase mathematics performance rates are implemented.
Summative Evaluation: State assessment results meet state/federal standards.

CAMPUS GOAL: **1. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.**

OBJECTIVE: **B. Students will be provided an instructional classroom environment that utilizes technology for the purposes of teaching and learning.**

Strategy (1): Technology application skills will be taught in grades 6-8.
Responsibility: Executive Director for Administration, Principal, Technology Instructional Specialist
Resources: TEKS, Principal, Technology Instructional Specialist
Timeline: Each six weeks
Formative Evaluation: Continuous monitoring of skills taught in each grade level.
Summative Evaluation: Student work produced through the use of technology skills taught.

Strategy (2): Continue to expand technology availability (where possible) to enhance student learning.
Responsibility: Principal, Director of Technology
Resources: Technology Committee
Timeline: Each six weeks
Formative Evaluation: Technology needs are identified by the campus and sent to district Technology Committee.
Summative Evaluation: Increase of technology skills of all students and state assessment results meet state/federal standards.

Strategy (3): Teachers and students will follow the campus technology check-in/out procedures in order to better maintain our technology resources and allow for timely repairs, student accountability, and continued use.
Responsibility: Campus administration, Director of Technology, Teachers, Technology Instructional Specialist
Resources: Chrome-carts, computer labs, on-line check out resources, hard copy check-in/out procedures
Timeline: Each six weeks
Formative Evaluation: Technology resources are in good working condition and available to teachers when needed.
Summative Evaluation: Increase of technology skills of all students, decrease in the number of damaged/unusable technology resources.

Strategy (4): Integrate technology TEKS to enhance the academic instruction in the classroom
Responsibility: Principal, Teachers, Technology Instructional Specialist
Resources: IMA Technology Resources, Software Resources
Timeline: Each six weeks
Formative Evaluation: Observations, lesson plans, student work
Summative Evaluation: Increased student application and/or classroom exposure to technology.

Strategy (5): Teachers and staff will attain technology proficiency levels as established by the district.
Responsibility: Director of Technology, Technology Instructional Specialist
Resources: Director of Technology, Technology Instructional Specialist, Eduphoria developed courses
Timeline: May 2019
Formative Evaluation: Teachers plan a lesson integrated with technology which will meet the requirements of proficiency levels to be observed.
Summative Evaluation: All teachers and staff have attained technology proficiencies.

CAMPUS GOAL: **I. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.**

OBJECTIVE: **C. All students will explore and develop career pathways and post-secondary opportunities.**

Strategy (1): Junior High students will be directed toward career awareness through designed CTE activities.
Responsibility: CTE Coordinator, counselors
Resources: Principal, teachers, CTE materials, Investigating Careers and Principals of Human Services courses for 8th grade
Timeline: Each semester
Formative Evaluation: Activities planned for students.
Summative Evaluation: Documentation of planned career activities that were presented to students.

Strategy (2): Provide a variety of career exploration activities and awareness of high school tracks for eighth grade students.
Responsibility: CTE Coordinator, counselors
Resources: CTE Fair, Course Selection Guide
Timeline: Each semester
Formative Evaluation: Activities planned for students.
Summative Evaluation: Eighth grade students participate in career exploration activities and eighth grade conferences for high school planning.

CAMPUS GOAL: **II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **A. All students who are identified as having a disability as defined by Special Education will be provided an instructional classroom environment that meets their individual needs.**

Strategy (1): Continue implementation of inclusion to meet the needs of student's individual educational plans.
Responsibility: Principal, teachers, Director of Special Education
Resources: Director of Special Education, Region VI
Timeline: Each six weeks
Formative Evaluation: Schedule of individual special education student's needs is completed.
Summative Evaluation: Special Education students' course grades, benchmark results, and state assessment results meet local/state/federal standards.

Strategy (2): Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.
Responsibility: Principal, Counselor, Director of Special Education
Resources: LSSP, Director of Special Education, Region VI, R.I.S.E. personnel
Timeline: Each six weeks
Formative Evaluation: Documentation of use of strategies and techniques prior to any discipline placement is completed.
Summative Evaluation: The behavior improvement plans are developed and used.

CAMPUS GOAL: **II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **B. All students who are identified as English Language Learners will be provided an instructional environment that meets their individual needs.**

Strategy (1): Assist teachers and new hires (within first year) to acquire ESL Certification.
Responsibility: ESL Specialist, principal, Executive Director of Special Programs
Resources: Region VI ESL mini-academies, local funds
Timeline: May 2020
Formative Evaluation: Teachers are notified of the policy and are scheduled to attend ESL mini-academies, and register for appropriate TExES examinations.
Summative Evaluation: All new hires and identified existing teachers are ESL certified.

Strategy (2): Train ESL teachers to help equip them to meet the needs of ELL students.
Responsibility: ESL Specialist, Executive Director of Special Programs, Region VI
Resources: Region VI, TEA
Timeline: Each six weeks
Formative Evaluation: Workshops and other training opportunities are planned or identified and communicated to ESL teachers.
Summative Evaluation: ELL students' TELPAS and student assessment results meet state/federal standards.

CAMPUS GOAL: **II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **C. Students will be provided an instructional classroom environment that meets their individual needs.**

Strategy (1): Provide assistance and accommodations to the academic program for students who learn in non-traditional ways.
Responsibility: Teachers, Principal, Counselor, SPED Department, 504 Teacher, RTI Teacher, G/T Teacher, ESL Specialist
Resources: Intervention Programs, 504 Teacher, RTI Teacher, G/T Teacher, ESL, Specialist, Executive Director of Special Programs
Timeline: Each six weeks
Formative Evaluation: Increased student academic performance
Summative Evaluation: State assessment results meet state/federal standards and RTI benchmark results meet local cut-off standards.

Strategy (2): Language Enrichment support is offered to dyslexic/504 students as needed.
Responsibility: Dyslexia/504 Teacher, Principal. Counselor
Resources: Local Funds, Existing Curriculum
Timeline: Each six weeks
Formative Evaluation: Student academic progress.
Summative Evaluation: Student academic progress and satisfactory performance on STAAR assessments.

Strategy (3): At least 50% of the campus physical education program has moderate rigorous activities built into it.
Responsibility: Athletic Director, Coaches
Resources: Curriculum activities
Timeline: Each semester
Formative Evaluation: At least 50% of the planned activities have moderate rigorous activities.
Summative Evaluation: Students participate in planned activities.

CAMPUS GOAL: **II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **D. All students who are identified as Gifted and Talented will be provided an instructional environment that meets their individual needs.**

Strategy (1): Determine individual methods that can be used to identify more African-American, Hispanic students who have GT characteristics.
Responsibility: GT teacher, principal, Executive Director of Special Programs
Resources: TEA
Timeline: May 2020
Formative Evaluation: Research assessment and identification methods that are non-biased.
Summative Evaluation: The gap between the percentage of African-American, Hispanic, and female GT students and their overall representation in the district is narrowed compared to previous years.

Strategy (2): Provide each teacher new to the district an orientation to the district's gifted/talented identification processes and the district's services for GT students.
Responsibility: GT teacher, Executive Director for Administration
Resources: BISD GT Handbook, BISD Board Policy
Timeline: August 2019
Formative Evaluation: Orientation is developed.
Summative Evaluation: New teachers are provided orientation at the New Staff In-Service.

Strategy (3): BJHS will provide information to families about the assessment procedures and services for GT students.
Responsibility: GT teacher, principal
Resources: BISD GT Handbook, BISD Board Policy, Executive Director of Special Programs, TEA
Timeline: October 2020
Formative Evaluation: Awareness sessions are developed.
Summative Evaluation: Awareness sessions are presented to each campus.

CAMPUS GOAL: **III. Bellville Junior High School will encourage and provide opportunities for parental and community involvement in the educational process.**

OBJECTIVE: **A. Maintain the positive relationships developed between the campus and the local business community and other community groups.**

Strategy (1): Utilize the local newspaper, district/campus websites, district/campus marquees, and other resources for communication purposes.
Responsibility: Principal
Resources: Local media, local funds
Timeline: Each six weeks
Formative Evaluation: Announcements/articles/information displayed in various sources.
Summative Evaluation: Improved communication between school and community.

Strategy (2): Recognize and develop partnerships with business and community groups to support our students.
Responsibility: CTE Coordinator, Principal, Counselor
Resources: Local News media, emails, letters, phone calls
Timeline: Each semester
Formative Evaluation: Determine recognition and outreach activities.
Summative Evaluation: Business and community partners are recognized for involvement with students at BJHS.

CAMPUS GOAL: **III. Bellville Junior High School will encourage and provide opportunities for parental and community involvement in the educational process.**

OBJECTIVE: **B. Provide opportunities for parental/community involvement in school activities.**

Strategy (1): Provide registration sites for parents that attend school sponsored functions when appropriate.
Responsibility: Principal
Resources: Campus activities, teachers, sponsors
Timeline: Each semester
Formative Evaluation: Determine parent sign-in opportunities during the school year.
Summative Evaluation: Keep sign-in rosters on file at the campus.

Strategy (2): Provide mentoring opportunities through the community-based mentoring program Raising Academic Performance (R.A.P
Responsibility: Principal
Resources: RAP District Coordinator, counselors, teachers
Timeline: Each semester
Formative Evaluation: Identify students that need a mentor.
Summative Evaluation: Match students with a mentor and schedule/attend mentoring sessions.

Strategy (3): Conduct parent conferences via phone or personal contact concerning academics, discipline, and positive news.
Responsibility: Principal, Counselor, Teachers
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Phone Logs/Conference Documentation /Positive Post cards
Summative Evaluation: Decrease in number of students failing and fewer discipline referrals

Strategy (4): Promote and recruit volunteers to assist the students/staff members through various activities throughout the school year.
Responsibility: Volunteer Coordinator, Principal
Resources: Local Funds
Timeline: August 2019, Continuous Through School Year
Formative Evaluation: Volunteer Roster and Logs
Summative Evaluation: Volunteer Logs, Volunteers in place for activities

CAMPUS GOAL: **IV. Bellville Junior High School will recruit and hire appropriately certified teachers as required by TE**

OBJECTIVE: **A. All teachers will complete necessary requirements for appropriate state certification.**

Strategy (1): Recruit and interview candidates for staff positions at Bellville Junior High School that are certified.
Responsibility: Principal
Resources: Applications submitted to BISD Central Office
Timeline: All School Year
Formative Evaluation: Candidates meet certification requirements.
Summative Evaluation: All positions hired meet certification requirements.

Strategy (2): Attend teacher job fairs to recruit certified teachers.
Responsibility: Superintendent, Principal
Resources: University job fairs, ESC VI
Timeline: Spring semester/Summer
Formative Evaluation: Select opportunities to attend job fairs.
Summative Evaluation: Attend job fairs to attract certified teachers to BISD.

CAMPUS GOAL: **IV. Bellville Junior High School will recruit and hire appropriately certified teachers as required by TE**

OBJECTIVE: **B. All teachers and support personnel will participate in meaningful professional development based on campus and district needs.**

Strategy (1): Professional development programming will be directed to meet the needs of the campus, as well as district-wide needs.
Responsibility: Executive Director for Administration, Executive Director of Special Programs, Principal
Resources: Principal, state/federal requirements, curriculum, TAPR data, Title IIA Funds, local funds
Timeline: May 2020
Formative Evaluation: Input from individual campuses received; state/federal requirements determined.
Summative Evaluation: Professional development program developed based on needs assessment.

Strategy (2): Continue to make teachers aware of the State recertification requirement every five years.
Responsibility: Teachers
Resources: Executive Director for Administration, Principal
Timeline: Each semester
Formative Evaluation: Inform/remind teachers of SBEC requirement for recertification.
Summative Evaluation: Teachers must maintain there own personal documentation file for recertification purposes and apply for recertification as necessary.

CAMPUS GOAL: **V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **A. Provide a positive school culture and climate.**

Strategy (1): Improve communication at BJHS.
Responsibility: Principal
Resources: Campus website, email, faculty meetings, local media
Timeline: All School Year
Formative Evaluation: Website/email communication is monitored.
Summative Evaluation: Monitoring verifies communication.

Strategy (2): Continue emphasis on character development through the *"Character Counts"* program.
Responsibility: Executive Director of Special Programs, Principal
Resources: Principals, counselors, teachers, character attributes, "character trait" portion of morning announcements
Timeline: Each six weeks
Formative Evaluation: Character attributes promoted throughout the school district.
Summative Evaluation: Character Counts identified attributes are emphasized with all students.

Strategy (3): Improve and expand drug awareness programs such as Red Ribbon Week activities.
Responsibility: Principal, Counselor, Teachers
Resources: Region VI, PHS teachers, counselors
Timeline: October 2019, each semester in Principals of Human Services
Formative Evaluation: Drug awareness programs are reviewed and expansion and improvements are planned.
Summative Evaluation: Drug awareness programs take place on each campus.

Strategy (4): Provide an assignment book (student planner) to every student for daily use to ensure increased communication between home and school.
Responsibility: Principal, Teachers
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Book seen daily by teachers and parent/guardian.
Summative Evaluation: Increased communication between school and home.

Strategy (5): P.B.I.S. Brahma Buck Program for Students and Staff
Responsibility: Principal, Campus Leadership Team, Staff
Resources: Local Funds, Brahma Bucks, Award Passes, Signs, Cash in Program
Timeline: All School Year
Formative Evaluation: Students and Teachers participating in the Brahma P.R.I.D.E Brahma Bucks program
Summative Evaluation: Students and teachers purchase "rewards" with Brahma Bucks they have earned

CAMPUS GOAL: **V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **B. Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.**

Strategy (1): Utilize contracted trained canines to search campuses on an unannounced schedule.
Responsibility: Campus Administrators
Resources: Contracted canine resources
Timeline: Each semester
Formative Evaluation: Execute contract for trained canine services.
Summative Evaluation: Campus searches are conducted throughout the school year.

Strategy (2): Monitor student activity on campuses during school day with assistance from security cameras.
Responsibility: Campus administrators
Resources: Director of Technology, security cameras
Timeline: Each six weeks
Formative Evaluation: Complete installation of security cameras on all campuses.
Summative Evaluation: Monitor multiple areas on each campus with security cameras.

Strategy (3): Prevent bullying at school through an awareness campaign.
Responsibility: Principal, Counselor, Executive Director of Special Programs
Resources: ESC VI, campus administrators, on-line anonymous reporting
Timeline: Each semester
Formative Evaluation: Update campus bullying plans.
Summative Evaluation: Bullying awareness campaign is implemented.

Strategy (4): Address issues related to education about and prevention of dating violence as required by HB121.
Responsibility: Executive Director for Administration, Executive Director of Special Programs, Campus Principal and Counselor
Resources: Dating Dilemmas Curriculum, Department of Health and Texas Agrilife Extension, ESC VI
Timeline: Spring semester
Formatted Evaluation: State and locally developed reports considered
Summative Evaluation: Fewer incidence of dating violence reported at end of school year.

Strategy (5): Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041.
Responsibility: Executive Director for Administration, Executive Director of Special Programs, Campus Principal and Counselor
Resources: Local curriculum, ESC Region V Specialists, Department of Family and Protective Services
Timeline: Each semester
Formatted Evaluation: State and locally developed reports considered
Summative Evaluation: Fewer incidence of sexual abuse reported at end of school year.

Strategy (6): Update the Campus Crisis Management Plan to be in accordance with the District Crisis Management Plan.
Responsibility: Principal
Resources: ESC VI, campus administrators
Timeline: Each semester
Formative Evaluation: Conduct review of current crisis management plans.
Summative Evaluation: Update crisis management plans as necessary.

CAMPUS GOAL: **V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **C. Discipline referrals will decrease 5% from the previous school year.**

Strategy (1): Communicate the campus discipline plan to students and parents.
Responsibility: Principal, Teachers
Resources: Student Handbook, Student Code of Conduct
Timeline: August 2019; ongoing throughout the school year
Formative Evaluation: Acknowledgement forms signed by parents and students.
Summative Evaluation: Awareness; Improved communication resulting in a decrease of discipline referrals.

Strategy (2): Provide group and individual counseling for students.
Responsibility: Counselor
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Student participation in counseling.
Summative Evaluation: Decrease in the number of discipline referrals.

Strategy (3): Recognize students with positive referrals and positive postcards and phone calls home.
Responsibility: Campus Administrators, Teachers
Resources: Local Funds, Postcards
Timeline: All school year
Formative Evaluation: Recognition of students.
Summative Evaluation: Decreased discipline referrals.

Strategy (4): Provide students with positive behavior supports and behavior training
Responsibility: Campus Administrators, Teachers, R.I.S.E. personnel
Resources: Local Funds, PBIS, R.I.S.E. personnel
Timeline: All school year
Formative Evaluation: Positive reinforcement of students, R.I.S.E. participation
Summative Evaluation: Decreased discipline referrals

CAMPUS GOAL: **V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **D. Bellville Junior High School will provide an environment with high expectations that places emphasis on personal behavior and positive character development.**

Strategy (1): Recognize and reward students for academic excellence.
Responsibility: Principal, Teachers
Resources: Local funds, local media
Timeline: Each six weeks, all year awards at end of year assembly
Formative Evaluation: Awards, certificates, newspaper honor roll articles.
Summative Evaluation: Increased number of students achieving and being recognized.

Strategy (2): Recognize and reward students for good behavior.
Responsibility: Teachers, Principals, Counselors
Resources: Local funds, PBIS
Timeline: All School Year
Formative Evaluation: Recognition phone calls/postcards home, Positive behavior supports.
Summative Evaluation: Improved student self-esteem and decision-making skills as well as fewer discipline referrals.

Strategy (3): Educate all students about Bullying and its effects on students.
Responsibility: Counselor, Principal, All Staff Members Reinforce Daily
Resources: Local Funds
Timeline: All School Year
Formative Evaluation: Hold an assembly and class meetings about bullying.
Summative Evaluation: Number of bullying referrals to counselor, teachers, or principal.

Strategy (4): Expose all students to the Character Education Program.
Responsibility: Counselor, All Staff Members Reinforce Daily
Resources: Local Funds, Character Counts Curriculum, "character trait" portion of morning announcements
Timeline: All School Year
Formative Evaluation: Character traits announced daily, Presentations to each grade level once every six weeks.
Summative Evaluation: Improved student self-esteem and decision making skill as well as fewer discipline referrals.

Strategy (6): Provide activities during Red Ribbon Week.
Responsibility: Principal, Teachers, Counselor
Resources: Community speakers
Timeline: October 2019
Formative Evaluation: Agenda of activities planned.
Summative Evaluation: Student awareness about drugs.

CAMPUS GOAL: **VI. Bellville Junior High School will strive to successfully graduate 100% of its students from high scho**

OBJECTIVE: **A. Bellville Junior High School will achieve a drop-out rate of less than 2.0% and an attendance rate of 96%.**

Strategy (1): Promote daily attendance by recognizing and rewarding students for perfect attendance.
Responsibility: Principal, Teachers
Resources: Local Funds, PEIMS Attendance Clerk
Timeline: Each six weeks
Formative Evaluation: Lists for each six weeks on file.
Summative Evaluation: Rewards/recognition given for every six weeks, semester, and all year.

Strategy (2): Communication to parents when the student demonstrates absence tendencies.
Responsibility: Campus Administrators
Resources: Campus PEIMS clerk, teachers, parents, students
Timeline: Each six weeks
Formative Evaluation: Monitor individual student absences.
Summative Evaluation: Contact made with the student and parent to address issues related to excessive absences.

Strategy (3): Provide PEIMS absence data to campus administration on weekly basis.
Responsibility: Campus Administrators
Resources: Campus PEIMS clerk
Timeline: Each week
Formative Evaluation: Absence data provided to campus administrators.
Summative Evaluation: Action taken to address each individual school absence issue.

Strategy (4): Review of all DAEP placements by Central Administration Level committee.
Responsibility: Executive Director for Administration, Executive Director of Special Programs, Campus Administrators
Resources: Referral Forms, PEIMS Data Standards, Region VI PIEMS assistance
Timeline: Each six weeks
Formative Evaluation: Meetings are scheduled and held by central administrators.
Summative Evaluation: Indicators on the Data Validation Monitoring for discipline are met.

Strategy (5): Increase follow-up activities when students return to home campuses in order to deter return to DAEP.
Responsibility: Campus Administrators, counselor
Resources: Spicer Assignment Information form
Timeline: Each six weeks
Formative Evaluation: Follow-up activities are noted on the Spicer Assignment Information form at the Spicer Exit Interview.
Summative Evaluation: Follow-up activities are documented as complete on the Spicer Assignment Information form.

Strategy (6): Provide Pregnancy Related Services when needed.
Responsibility: School Nurse, Counselor, Principal, CEHI
Resources: Local Funds, PRS Handbook
Timeline: Each semester
Formative Evaluation: Progress check of services given.
Summative Evaluation: Completion of services given and student returns to regular classroom.

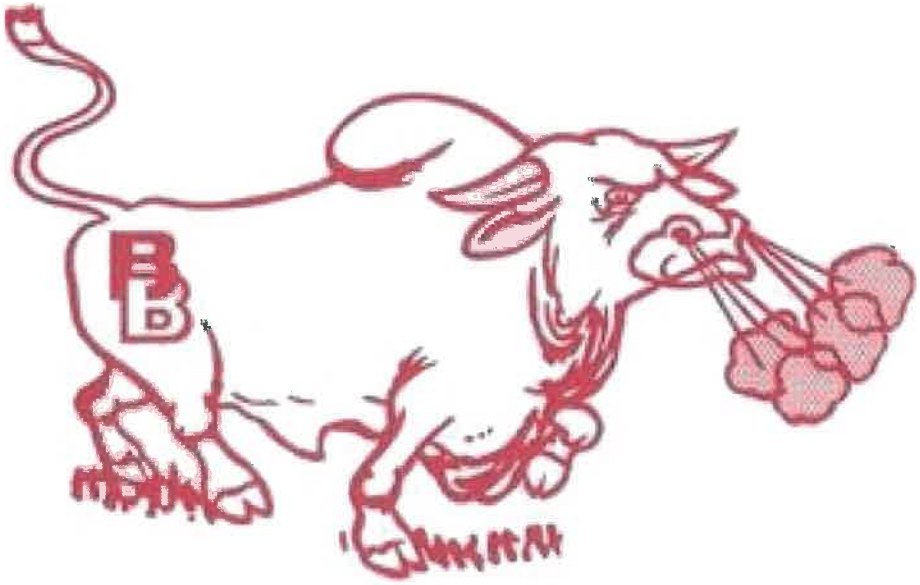
CAMPUS GOAL: **VII. Bellville Junior High School will promote participation in extra-curricular academic competition.**

OBJECTIVE: **A. Recruit and increase student participation in UIL Academic Contests.**

Strategy (1): Recruit students and provide time during the school day as well as before and/or after school for academic coaches to meet periodically with their UIL students.
Responsibility: Principal
Resources: Campus UIL Coordinator, academic coaches
Timeline: Each semester
Formative Evaluation: Schedule of student participation in each event.
Summative Evaluation: Time provided for academic coaches to meet with their students.

Strategy (2): Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic contests.
Responsibility: Principal
Resources: Campus UIL Coordinator, academic coaches
Timeline: Fall semester
Formative Evaluation: Consider materials and equipment needed for UIL academic contests.
Summative Evaluation: Purchase the necessary materials and equipment for UIL academic contests.

O'BRYANT INTERMEDIATE SCHOOL
CAMPUS IMPROVEMENT PLAN
2019-2020



BELLVILLE INDEPENDENT SCHOOL DISTRICT
518 S. Matthews
BELLVILLE, TEXAS 77418
(979) 865-3671

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-7091.

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BELLVILLE INDEPENDENT SCHOOL DISTRICT
O'BRYANT INTERMEDIATE SCHOOL
CAMPUS PLANNING COMMITTEE 2019-2020

Dear Parents and Students of O'Bryant Intermediate School,

The goals, as established by the Campus Planning Committee, outlines within this plan are designed to help students reach their maximum potential. These goals will guide parents, teachers, staff, and students in working together for the 2019-2020 school year. We believe all students can learn and develop skills that will help them become confident, successful, and productive in the future. The goals are aligned with Bellville ISD District Goals and are as follows:

1. O'Bryant Intermediate will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.

2. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.

3. O'Bryant Intermediate will encourage opportunities for parental and community involvement that supports the educational processes.

4. O'Bryant Intermediate students will be taught by qualified teachers as required by the Federal Accountability plan and appropriately certified teachers as required by TEA.

5. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.

6. O'Bryant Intermediate will establish a foundation to successfully graduate 100% of its students from high school.

7. O'Bryant Intermediate will promote participation in extra-curricular academic competitions.

Natalie Jones
Principal, O'Bryant Intermediate School

O'BRYANT INTERMEDIATE SCHOOL
CAMPUS PLANNING COMMITTEE MEMBERS

TEACHERS:
Shirley Biehunko
Sandy Newman
Annette Vincik

PARENTS:
Anna Akins
Summer Cannon

COMMUNITY/BUSINESS REPRESENTATIVE:

PARAPROFESSIONAL:
Julie Sitzman

NON-TEACHING PROFESSIONALS:
Natalie Jones, Principal
Sean McEnerney, Assistant Principal

BELLVILLE INDEPENDENT SCHOOL DISTRICT
O'BRYANT INTERMEDIATE SCHOOL

PHILOSOPHY OF EDUCATION

The staff of O'Bryant Intermediate School believes in the uniqueness of each child. Our philosophy is that each child has the right to an education that is conducive to his/her learning style. We also believe that through a cooperative effort of home, school, and community, each child will achieve his/her highest potential.

MISSION STATEMENT

The mission of O'Bryant Intermediate School is to prepare students for a productive life by giving them lessons and practice in problem solving, critical thinking, and responsible living. These skills will help them in our diverse society. We believe that all students can learn, achieve, and be successful. Students have the responsibility of working hard to accomplish these goals. Parents, teachers, staff, and students must work together as a team to provide a nurturing environment where students are successful, confident, responsible, and have a positive self-image.

O'BRYANT INTERMEDIATE SCHOOL
NEEDS ASSESSMENT DATA, JUNE 2019

Demographics

Enrollment: 296 students
Grade 4: 159 54%
Grade 5: 137 46%

Ethnic Distribution	#	%
African American	30	10
Hispanic	118	40
White	142	48
American Indian/Alaskan	2	0.7
Two or More	4	1

Student Group Representation	#	%
Economically Disadvantaged	164	55
Limited English Proficient (LEP)	35	12
At-Risk	138	47
Migrants	0	0
Gifted and Talented Education	21	7
Special Education	38	13
ESL	35	12
Male	156	53
Female	140	47

Sources: PEIMS Data, Fall Collection

Over the past few years, O'Bryant Intermediate's Economically Disadvantaged and At-Risk groups have been inclined to increase in numbers. These students tend to have lower reading levels and need increased support. We will continue to use our Response to Intervention (RTI) Program for Reading for these students as well as other student groups. We also offer in-school and after-school tutorial opportunities as well as have an open General Education Content Mastery room available to all students.

Student Achievement

As you will see in the scores, in 2018-19 O'Bryant Intermediate School had weaknesses in the areas of fourth grade writing and math as well as fifth grade science. We will continue to implement our Response to Intervention (RTI) Program in Reading for the 2019-20 school year and plan for Tier I classroom interventions in all areas as well as address curriculum needs. We will continue to offer after-school tutorials, before school homework and/or skills help, and General Ed. Content Mastery for all students daily. In regards to fifth grade science, we will continue to build and target curriculum needs as well, especially through vertical alignment to inform second, third, and fourth grade teachers which TEKS they need to have students master as they are not seen again until the fifth grade science test. We will continue to focus and build upon our gains in fourth grade reading, as well as fifth grade reading and math.

STAAR

Scores Comparison by Sub-Groups Percentage/Sub-Group Meeting Standard

Fourth Grade	Reading			Math			Writing		
Groups Tested:	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	70	66	72	76	71	66	60	50	59
African American	35	25	31	41	25	38	18	6	23
Hispanic	71	46	68	83	60	59	51	39	51
White	78	88	85	80	88	79	75	66	74
Econ. Disadv.	58	46	65	70	61	55	45	31	46
Special Education	25	30	30	79	18	35	21	27	15
LEP	38	43	52	35	50	39	18	6	26

Fourth Grade Reading Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Understanding/Analysis Across Genres	74	63	71
2: Understanding/Analysis of Literary Texts	67	67	61
3: Understanding/Analysis of information Text	63	64	63

Fourth Grade Math Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Numerical representations and relationships	73	66	66
2: Computations and algebraic relationships	61	64	57
3 Geometry and measurement	63	62	59
4: Data Analysis and personal financial literacy	64	57	64

Fourth Grade Writing Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Composition	44	43	41
2: Revision	65	51	61
3: Editing	63	64	65

STAAR Three Year Comparison at New Indicators

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	70	50	32
2018	66	44	20
2019	72	42	17

Math Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	76	43	26
2018	71	41	21
2019	66	44	17

Writing Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	60	31	16
2018	50	32	6
2019	59	28	9

**Fifth grade reading and math scores are from the April (first) administration only.

Fifth Grade	Reading			Math			Science		
Groups Tested:	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	73	76	76	78	84	81	56	68	60
African American	43	44	57	43	56	57	29	38	29
Hispanic	57	69	68	67	89	70	44	57	43
White	88	85	85	90	88	93	68	77	76
Econ. Disadv.	57	66	61	66	78	69	48	57	40
Special Education	33	38	24	10	42	48	20	29	18
LEP	33	46	50	40	82	42	20	27	25

Fifth Grade Reading Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Understanding/Analysis Across Genres	70	72	78
2: Understanding/Analysis of Literary Texts	68	70	70
3: Understanding/Analysis of information Text	69	67	68

Fifth Grade Math Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Numerical Representations and Relationships	67	64	76
2: Computations and Algebraic Relationships	63	68	69
3: Geometry and Measurement	64	67	58
4: Data Analysis and Personal financial literacy	62	67	64

Fifth Grade Science Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Matter and Energy	57	70	63
2: Force, Motion, and Energy	56	69	66
3: Earth and Space	64	64	63
4: Organisms and Environments	55	65	72

STAAR Three Year Comparison at New Indicators

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	73	43	23
2018	76	54	26
2019	76	48	30

Math Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	78	42	15
2018	84	54	29
2019	81	50	30

Science Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	56	18	3
2018	68	36	14
2019	60	43	24

TELPAS

(All students tested on TELPAS were in the Hispanic, Economically Disadvantaged, and ELL subgroups.)

2016-17 Data

Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
4	15	11	4	29	14	57	0
5	15	10	5	0	13	47	40

2017-18 Data

Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
4	15			0	20	73	7
5	13			8	23	38	31

2018-19 Data

Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
4	23	14	9	4	43	39	13
5	12	6	6	8	25	67	0

The TELPAS data shows that we continue to have some weaknesses in reading with these students. Again, utilizing the Response to Intervention (RTI) Program in Reading with tiered interventions as well as ESL tutorials for these students is beneficial.

AIMSweb (RTI data)

See Appendix A

Attendance Rate

O'Bryant Intermediate has increased attendance percentage rates over the past three years and is above the state average.

2016-17	2017-18	2018-19
96.8%	96.5%	97.0%

Retention Rate

O'Bryant Intermediate School had one retention for the 2017-18 school year.

Grade	2018-19	2017-18	2016-17
4	0	1	1
5	0	0	1

Data Sources: Eduphoria, PEIMS data

Program Effectiveness

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2019-20 school year. Inclusion classes at O'Bryant Intermediate will be supported by special education teachers and/or paraprofessional staff members. There will be a need for continued training for our special education and general education staff members throughout the school year in effective strategies for both behavior and academics. Based on STAAR data, special education students tend to struggle on state assessments. We will continue to target individualized student academic needs. Identified students with severe behaviors (emotionally disturbed and autistic) continue to grow, so by implementing a more rigorous RtI behavior intervention program (PBIS and RISE) and working with our District behavioral specialist, OBP can ensure our educational environments are conducive to learning. Grade levels with large amount of low level learners will receive additional support and resources for instruction and solutions on how to improve educating these students in a more proficient manner.

Gifted and Talented

Students at O'Bryant Intermediate school are identified for the gifted and talented program by nominations and testing. Students are served in the program through pull-out classes 2-3 times per week. We continue to offer staff development opportunities for all teachers to become GT certified.

ELL/Bilingual

At OBI our ELL population continues to grow and our ELL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials, after-school tutorials, and General Education Content Mastery. Based on 2018-19 STAAR data, ELL students will need continual support in reading to build fluency, comprehension, and vocabulary which could be achieved through RTI. Teachers and/or paraprofessionals will also provide additional classroom support/strategies to help them be successful in core academic subjects.

Title I

O'Bryant Intermediate is a school-wide Title I Program. As evidenced in previous areas in our needs assessment data, students at OBI benefit through the continued implementation of our effective Response to Intervention (RTI) Program. There continues to be a need to utilize our Title I resources for staffing an RTI Coordinator and paraprofessionals for our campus to develop and build the program as well as to purchase interventions to be used for small group tier instruction.

State Compensatory Education

State compensatory resources will continue to be utilized to provide highly qualified paraprofessional staff for OBI, after-school tutorials, and Summer School which all help to aid in the success of our students. We will continue to use our SCE resources to provide our library aide in order to provide access to the library daily for our students. We also utilize SCE funds for our General Education Content Mastery aide which is crucial to helping all students. Students attend General Education Content Mastery for small group as well as one-on-one instruction for core academic classes, help with understanding concepts on redo assignments, help on assignments/concepts when students are absent and miss instruction and also for other accommodations such as extended time. The after-school tutorials were extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in this area as well. Our ESL

aides provide support to our newcomers in core content areas and help our LEP students with academic needs and support through tutorials.

Safe and Drug Free Schools

Safe and Drug Free local resources are used to provide a crossing guard at the corner of O'Bryant and Mathews streets every morning and afternoon to ensure the safety of our students. OBI has security cameras monitored regularly in and around the campus building and there is a School Resource Officer on campus daily. We added the WATCH D.O.G.S. Program in 2018-19 and will continue the program. Bullying Prevention procedures are in place through our character education program, are constantly addressed by classroom teachers, and our district and campus website have an online reporting tool for bullying and safety concerns. Students volunteer and are trained to assist staff members on the sidewalks and car line on Safety Patrol duty.

Homeless

During the 2018-19 school year, 3 students were identified as homeless based on information gathered on the Student Residency Questionnaire. Being a school-wide Title I Program, OBI assists homeless students in the areas of instructional supplies, tutoring, and counseling. Homeless students also qualify for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

Dyslexia

O'Bryant Intermediate will have two trained Dyslexia Specialists to provide prescriptive, intense interventions on identified students for dyslexia and dysgraphia for the 2019-20 school year. Students are referred and tested to qualify for the dyslexia and/or dysgraphia program.

Physical Education

O'Bryant Intermediate has certified Physical Education Teachers. 50% of our Physical Education Program will provide moderate to rigorous activities.

Technology

O'Bryant Intermediate School has a computer lab monitored by a paraprofessional who also serves as our Campus Technology Specialist. All classrooms have at least one computer and all of our core academic classrooms have a SMART board. All students are enriched by participating in a technology integration class weekly through social studies. The teachers have access to four chromebook carts to utilize in the classroom. OBI will continue to provide technology and support for the future with the advancement of technology in newer instructional materials adoptions and resources for learning.

Curriculum and Instruction

Teachers at O'Bryant Intermediate School use the TEKS Resource System to ensure the curriculum they are teaching is aligned with the state TEKS. In 2018-19 we added the TEKSGuide component to help teachers with the curriculum. The majority of our teachers are ESL certified or in progress to obtain their ESL certification during the 2019-2020 school year. We also highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels/needs of students in the classroom. Along with our technology, these tools/strategies help teachers with differentiated learning.

Discipline/Character Education

OBI staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program. We have a campus core team trained in Non-Violent Crisis Intervention. The Project Wisdom program is used daily on the morning announcements, the assistant principal and counselor visit classrooms and P.E. classes to continue to teach good character and educate students about bullying, its effects on students, and our no tolerance for bullying. We will also continue the implementation of year 3 of our school-wide PBIS initiative and the RISE program.

Staff Development Needs

Based on staff surveys, faculty meeting discussions, and summative conferences, OBI has the need for additional and/or continued training in the areas of Inclusion for special education and regular education staff, de-escalation strategies for use with our ED/Autistic students, classroom management techniques/ideas, technology and especially training in regards to STAAR. We use our Title II, A resources to fund some of our staff development needs.

Bellville Independent School District Qualified Teacher Plan

Bellville ISD will attract and retain qualified teachers for all BISD campuses. Bellville ISD will post vacancies on District website and when necessary other employment websites. Campus principals or Department directors will review applications for highly qualified status and interview highly qualified applicants for campus teaching positions. Bellville ISD will attend job fairs at local universities. Bellville ISD will also continue to offer stipends in Bilingual, Life Skills, and Foreign Languages. When Bellville ISD is not able to meet the goal of having 100% of teachers qualified, Bellville ISD will implement strategies to attain 100% qualified teachers by the end of the school year. Bellville ISD will create and monitor professional development plans for teachers that are not highly qualified. These professional development plans will be based on performance data and/or teacher input and will include strategies such as paying for certification testing and preparation coursework. Bellville ISD will continue to provide high quality professional development for all teachers including those that are not yet highly qualified.

Staff Quality, Recruitment, and Retention

At O'Bryant Intermediate, we recruit and interview prospective teachers and staff members that are fully certified/qualified for vacant positions. The principal and district staff also encourages paraprofessionals to become certified classroom teachers. .

Parental Involvement

At OBI we continue to provide student planners (assignment books) for every student for daily use to ensure increased communication about academics and discipline between school and home. OBI conducts a "Meet the Teacher" Night before classes begin, an Open House in September to explain the Title I Program (student/parent/teacher compacts and parent and family engagement policy), ESL FIESTA meetings every six weeks, the WATCH D.O.G.S. program, as well as numerous

opportunities for parents to be involved and/or attend school through volunteering, chaperoning field trips, planning school events/parties, etc.. OBI staff members communicate with parents either by phone or personal contact concerning academics, discipline and positive news. Our parent and family engagement policy is evaluated at the end of the school year in a survey sent home to parents. OBI has set up a remind account for parents to receive texts to their cell phones from the school.

Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. OBI is fortunate to have RAP (Raising Academic Performance) trained mentors working with students, PALS (Peer Assistance and Leadership Students) from Bellville High School working in numerous classrooms Our school assemblies are also open to the public and we strongly encourage community support through attendance with other activities throughout the year.

O'BRYANT INTERMEDIATE SCHOOL
CAMPUS IMPROVEMENT PLAN
2019-2020

CAMPUS GOAL: **I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.**

OBJECTIVE: **A. All student accountability groups in grades 4-5 will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.**

ESEA GOALS 1, 2

Strategy(1): O'Bryant Intermediate will schedule benchmark exams for all subject areas assessed on the STAAR tests, as appropriate and disaggregate data for class performance improvement.
Responsibility: Principal, Assistant Principal, Grade level/Department Chairs, Core Curriculum Teachers
Resources: Teacher-made exams, TEKS Resource System Unit Assessments
Timeline: Each six weeks
Formative Evaluation: Benchmark exams scheduled by grade level or department
Summative Evaluation: STAAR results meet federal/state standards

Strategy (2): Students not meeting state standards will be subject to additional, alternative instructional approaches in order to demonstrate mastery of content.
Responsibility: Principal
Resources: Grade level/Department Chairs, Principal, Assistant Principal, teachers, counselor, specialized classes
Timeline: Each semester
Formative Evaluation: Students needing additional assistance to meet state standards will be subject to specialized instruction
Summative Evaluation: State assessment results meet state/federal standards

Strategy(3): Students not performing at SSI requirements in reading and/or math in grade 5, other students not meeting passing standards for the next grade level, and students who need additional skills will be considered for the district elementary summer school session.
Responsibility: Principal, Assistant Principal
Resources: Grade level/Department Chairs, teachers, State Compensatory fund , Title IA
Timeline: May/June 2020
Formative Evaluation: Students identified that meet requirements for summer school
Summative Evaluation: State assessment results meet state/federal standards

Strategy (4): Students identified as "At-Risk" or "Economically Disadvantaged" will receive supplemental instructional techniques.
Responsibility: Principal, Assistant Principal, Executive Director of Special Programs
Resources: Grade level/Department Chairs, teachers, State Compensatory Funds
Timeline: Each six weeks
Formative Evaluation: Supplemental instruction provided for "At-Risk" and "Economically Disadvantaged" students through in-school and after-school tutorials
Summative Evaluation: State assessment results meet state/federal standards

Strategy (5): Tutorial programs will be available, as appropriate.
Responsibility: Principal, Assistant Principal
Resources: Executive Director of Special Programs, Executive Director of Administration, teachers, paraprofessionals, State Compensatory Funds
Timeline: Each six weeks
Formative Evaluation: Tutorial schedules set for each campus to meet individual needs of students.

Summative Evaluation: Final subject-Area course grades are 70% or greater.

Strategy (6): Continue "Response to Intervention" (RTI) in Reading and develop in Math (as possible).
Responsibility: Principal, Assistant Principal, Executive Director of Special Programs, Executive Director of Administration
Timeline: Each semester
Formative Evaluation: Develop plan for continuation.
Summative Evaluation: RTI implemented in Reading and Math (as possible).

Strategy (7): Provide supplemental instructional supplies and/or supplemental tutoring opportunities for students identified as homeless (as needed).
Responsibility: Principal, Assistant Principal, Executive Director of Special Programs (Homeless Liaison)
Resources: campus budget, teachers, Title IA set-aside
Timeline: Each six weeks
Formative Evaluation: Student Residency Questionnaires and Campus follow-up interviews complete and family interest of services noted.
Summative Evaluation: Homeless students' state assessment results meet state/federal standards.

Strategy (8): Increase masters grade level on STAAR test for all subjects.
Responsibility: Principal, Assistant Principal, teachers
Resources: Executive Director of Administration, Region VI
Timeline: Each six weeks
Formative Evaluation: Methods for increasing high levels of achievement identified.
Summative Evaluation: State assessment results meet state/federal commended performance equivalent standards

Strategy (9): Provide necessary instruction for students to meet grade level requirements on the STAAR exams.
Responsibility: Principal, Assistant Principal, teachers
Resources: Executive Director of Administration, Region VI
Timeline: Each six weeks
Formative Evaluation: New requirements and methods for instruction identified.
Summative Evaluation: State assessment results meet state/federal standards

CAMPUS GOAL: **I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.**

OBJECTIVE: **B. Students will be provided an instructional classroom environment that utilizes technology for the purposes of teaching and learning.**

ESEA GOALS: 1,2

Strategy (1): Technology application skills will be taught in grades 4-5.
Responsibility: Executive Director of Administration, Principal, Assistant Principal, Technology Instructional Specialist
Resources: TEKS, Principal, Technology Instructional Specialist, technology lab teacher aide
Timeline: Each six weeks
Formative Evaluation: Continuous monitoring of skills taught in each grade level.
Summative Evaluation: Student work produced through the use of technology skills taught.

Strategy (2): Continue to expand technology availability (where possible) to enhance student learning.
Responsibility: Principal, Assistant Principal, Director of Technology
Resources: Technology Committee
Timeline: Each six weeks
Formative Evaluation: Technology needs are identified by the campus and sent to district Technology Committee.

Summative Evaluation: Increase of technology skills of all students and state assessment results meet state/federal standards.

Strategy (3): Integrate technology TEKS to enhance the academic instruction in the classroom.
Responsibility: Principal, Assistant Principal, Teachers, Technology Instructional Specialist
Resources: Technology lab teacher aide, Textbook Technology Resources, Software Resources
Timeline: Each six weeks
Formative Evaluation: Observations, lesson plans, student work
Summative Evaluation: Increased student application and/or classroom exposure to technology.

Strategy (4): Continue to expand technology capacity (where possible) to enhance student learning.
Responsibility: Director of Technology, Technology Instructional Specialist
Resources: Director of Technology, Technology Instructional Specialist, District Technology Committee
Timeline: 2019- S0chool Year
Formative Evaluation: Technology needs are identified by Technology committee and funds are reserved for expanding technology capacity.
Summative Evaluation: Students become more proficient in technology and state assessment results meet standards

CAMPUS GOAL: **I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.**

OBJECTIVE: **C. All students will explore and develop career pathways and post secondary opportunities.**

ESEA GOALS: 1,2

Strategy (1): Elementary students will be directed toward career awareness through designed career awareness activities.
Responsibility: Principal, Assistant Principal, counselor
Resources: local funds, parent/community representatives
Timeline: Each semester
Formative Evaluation: Activities planned for elementary students.
Summative Evaluation: Documentation of planned career activities that were presented to students.

CAMPUS GOAL: **II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **A. All students who are identified as having a disability as defined by Special Education will be provided an instructional classroom environment that meets their individual needs.**

ESEA GOALS: 1,2

Strategy (1): Continue implementation of inclusion to meet the needs of student's individual educational plans.
Responsibility: Principal, Assistant Principal, teachers, Director of Special Education
Resources: Director of Special Education, Region VI
Timeline: Each six weeks
Formative Evaluation: Schedule of individual special education student's needs is completed.
Summative Evaluation: Special Education students' course grades, benchmark results, and state assessment results.

Strategy (2): Implement procedures where alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.
Responsibility: Principal, Assistant Principal, Counselor, Director of Special Education, Behavior Specialist, Behavior Intervention Teacher

Resources: LSSP, Behavior Specialist, Director of Special Education, Region VI
Timeline: Each six weeks
Formative Evaluation: Documentation of use of strategies and techniques prior to any discipline placement is completed.
Summative Evaluation: The behavior improvement plans are developed and used.

Strategy (3): Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers
Resources: Local funds, LSSP, Behavior Intervention Teacher, Behavior Specialist
Timeline: 2019-20 School Year
Formative Evaluation: Behavior Documentation Data
Summative Evaluation: Improvement of student behavior, Increased student achievement.

CAMPUS GOAL: **II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **B. All students who are identified as English Language Learners will be provided an instructional environment that meets their individual needs.**

ESEA GOALS: 1,2

Strategy (1): Recruit and hire elementary bilingual teachers through 5th grade.
Responsibility: Elementary principals, Executive Director of Special Programs
Resources: Online Job Postings, Region VI
Timeline: Summer 2019
Formative Evaluation: Bilingual jobs are posted on district website
Summative Evaluation: Bilingual teachers are hired and teaching in bilingual classrooms.

Strategy (2): Assist teachers and new hires (within first year) to acquire ESL Certification.
Responsibility: ESL Specialist, principals, Executive Director of Special Programs
Resources: Region VI ESL mini-academies, local funds
Timeline: 2019-20 School Year
Formative Evaluation: Teachers are notified of the policy and are scheduled to attend ESL mini-academies, and register for appropriate TExES.
Summative Evaluation: All new hires and identified existing teachers are ESL certified.

Strategy (3): Train ESL teachers to help equip them to meet the needs of LEP students.
Responsibility: ESL Specialist, Executive Director of Special Programs, Region VI
Resources: Region VI, TEA
Timeline: Each six weeks
Formative Evaluation: Workshops and other training opportunities are planned or identified and communicated to ESL teachers.
Summative Evaluation: LEP students' TELPAS and student assessment results meet state/federal standards.

CAMPUS GOAL: **II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **C. O'Bryant Intermediate students will be provided an instructional classroom environment that meets their individual needs.**

ESEA GOALS: 1,2 ,3

Strategy (1): Provide assistance to their students through the Response to Intervention Program.
Responsibility: Title I Paraprofessionals, Title I Teachers, Principal
Resources: RTI Intervention Programs, Title I Teachers, Executive Director of Special Programs

Timeline: Each six weeks
Formative Evaluation: Students are identified and participating in RTI interventions
Summative Evaluation: State assessment results meet state/federal standards and RTI benchmark results meet local cut-off standards.

Strategy (2): Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers, Behavior Intervention Teacher
Resources: Local funds, LSSP, Behavior Specialist
Timeline: 2019-20 School Year
Formative Evaluation: Behavior Documentation Data
Summative Evaluation: Improvement of student behavior, Increased student achievement.

Strategy (3): Provide certified teachers and paraprofessionals to provide RTI interventions
Responsibility: Principal, Executive Director of Special Programs
Resources: Title IA funds
Timeline: 2019-20 School Year
Formative Evaluation: Teacher and paraprofessional positions are posted (as needed)
Summative Evaluation: Teacher and paraprofessionals are hired.

Strategy (4): Assistance will be provided through a Contracted Fee Service with Region VI to meet the requirements of ESEA as amended.
Responsibility: Executive Director of Special Programs
Resources: Region VI, Title IA Funds
Timeline: August 2019
Formative Evaluation: ESEA Consolidated Application is submitted via eGrants.
Summative Evaluation: ESEA Consolidated Application is awarded by TEA and all indicators on the Initial Compliance Review are met.

CAMPUS GOAL: **II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **D. All students who are identified as Gifted and Talented will be provided an instructional environment that meets their individual needs.**

ESEA GOALS: 1,2

Strategy (1): Determine individual methods that can be used to identify more African-American, Hispanic, and female students who have GT characteristics.
Responsibility: GT teacher, principal, Executive Director of Special Programs
Resources: TEA
Timeline: May 2019
Formative Evaluation: Research assessment and identification methods that are non-biased.
Summative Evaluation: The gap between the percentage of African-American, Hispanic, and female GT students and their overall representation in the district is narrowed compared to previous years.

Strategy (2): Provide each teacher new to the district an orientation to the district's gifted/talented identification processes and the district's services for GT students.
Responsibility: GT teacher, Executive Director of Special Programs
Resources: BISD GT Handbook, BISD Board Policy
Timeline: August 2019
Formative Evaluation: Orientation is developed.
Summative Evaluation: New teachers are provided orientation at the New Staff Orientation.

Strategy (3): Present GT showcases to display GT work.
Responsibility: GT teacher, principal
Resources: Local funds
Timeline: Each Semester
Formative Evaluation: Development of projects; matrix and timeline checkpoints
Summative Evaluation: Projects displayed, attendance at showcase

CAMPUS GOAL: **III. O'Bryant Intermediate will encourage opportunities for parental and community involvement that supports the educational processes of the District.**

OBJECTIVE: **A. Maintain the positive relationships developed between the school district and the local business community and other community groups.**

ESEA GOALS: 1, 2

Strategy (1): Utilize the local newspaper, district/campus websites, district/campus marquees, and PTO newsletters for communication purposes.
Responsibility: Principal, Assistant Principal
Resources: Local media, local funds
Timeline: Each six weeks
Formative Evaluation: Announcements/articles/information displayed in various sources and sent home with students.
Summative Evaluation: Improved communication between school and community.

Strategy (2): Initiate career awareness activities and invite local business and community members.
Responsibility: Counselor, Principal, Assistant Principal
Resources: Phone calls, letters of invitation, promotion through local media
Timeline: Spring semester
Formative Evaluation: Sign-In Sheets
Summative Evaluation: Schedule of activities

CAMPUS GOAL: **III. O'Bryant Intermediate will encourage opportunities for parental and community involvement that supports the educational processes of the District.**

OBJECTIVE: **B. Provide opportunities for parental/community involvement in school activities that will reflect a participation rate of 75%.**

ESEA GOALS: 1,2

Strategy (1): Provide an assignment book (student planner) to every student for daily use to ensure increased communication between home and school.
Responsibility: Principal, Assistant PrincipalTeachers
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Book signed daily by parent/guardian.
Summative Evaluation: Increased communication between school and home.

Strategy (2): Provide registration sites for parents that attend school sponsored functions (i.e. Meet the Teacher in August, Open House in September, Field Day in May, Career Day in May, PTO meetings, etc.).
Responsibility: Principal, Assistant Principal
Resources: Campus activities, teachers, sponsors
Timeline: Each semester
Formative Evaluation: Determine parent sign-in opportunities during the school year.
Summative Evaluation: Keep sign-in rosters on file at the campus.

Strategy (3): Provide mentoring opportunities through the community-based mentoring program Raising Academic Performance (R.A.P.).
Responsibility: Principal, Assistant Principal
Resources: RAP District Coordinator, counselors, teachers
Timeline: Each semester
Formative Evaluation: Identify students that need a mentor.
Summative Evaluation: Match students with a mentor.

Strategy (4): Provide mentoring opportunities through the BHS Elementary Student Teacher Assistant (ESTA) program.
Responsibility: Principal, Assistant Principal, Teachers
Resources: ESTA program teacher
Timeline: Each semester
Formative Evaluation: Determine class assignments for ESTA students.
Summative Evaluation: Elementary students mentored by high school ESTA students.

Strategy (5): Conduct parent conferences via phone or personal contact concerning academics, discipline, and positive news.
Responsibility: Principal, Assistant Principal, Counselor, Teachers
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Phone Logs/Conference Documentation
Summative Evaluation: Decrease in # of students failing and fewer discipline referrals

CAMPUS GOAL: **III. O'Bryant Intermediate will encourage and provide opportunities for parental and community involvement in the educational process.**

OBJECTIVE: **C. Promote and encourage parents and staff members to participate in the O'Bryant Intermediate School Parent/Teacher Organization (PTO).**

Strategy (1): Provide opportunities for parents and staff members to join the OBI PTO at Meet the Teacher, Open House, as well as information sent home with students at the beginning of the school year and posted on the campus website.
Responsibility: Principal, Assistant Principal, PTO Officers
Resources: PTO funds
Timeline: August 2019, Continuous Through School Year
Formative Evaluation: Membership Roster
Summative Evaluation: Membership Roster

Strategy (2): Promote and recruit volunteers to assist the students/staff members through various activities throughout the school year.
Responsibility: PTO, Principal, Assistant Principal
Resources: PTO, media for recruitment, flyers/handouts, volunteer calls/emails
Timeline: August 2019, Continuous Through School Year
Formative Evaluation: Volunteer Roster and Logs
Summative Evaluation: Volunteer Logs, Volunteers in place for activities

Strategy (3): Implement WATCH D.O.G.S Program on campus.
Responsibility: PTO, Principal, Assistant Principal
Resources: Safe and Drug Free funds
Timeline: August 2019, Continuous Through School Year
Formative Evaluation: Volunteer Roster and Logs
Summative Evaluation: Volunteer Logs, Volunteers in place as often as possible

CAMPUS GOAL: **IV. O'Bryant Intermediate will recruit and hire highly qualified teachers and appropriately certified teachers as required by TEA.**

OBJECTIVE: **A. All teachers will attain complete certification and meet the requirements for the highly qualified standard and state certification.**

ESEA GOALS: 3

Strategy (1): Maintain and update all teacher personnel files for highly qualified compliance.
Responsibility: Executive Director of Administration, Principal, Assistant Principal
Resources: Office Administration office staff, Region VI
Timeline: Each semester
Formative Evaluation: Conduct review of existing files.
Summative Evaluation: Personnel files are updated to meet compliance.

Strategy (2): Attend teacher job fairs to recruit HQ teachers.
Responsibility: Principal, Executive Director of Administration
Resources: Job Fairs, ESC VI
Timeline: Spring semester, June 2019
Formative Evaluation: Select opportunities to attend job fairs.
Summative Evaluation: Attend job fairs to attract HQ teachers to BISD.

Strategy (3): Update paraprofessional records for compliance
Responsibility: Executive Director of Administration, Executive Director of Special Programs, Principal
Resources: Office staff, ESC VI
Timeline: Each semester
Formative Evaluation: Conduct review of existing files.
Summative Evaluation: Records are updated to meet compliance.

Strategy (4): Recruit and interview candidates for staff positions at O'Bryant Intermediate School that are highly-qualified and fully certified.
Responsibility: Principal, Executive Director of Administration, Assistant Principal
Resources: Applications submitted to BISD Central Office
Timeline: All School Year
Formative Evaluation: Candidates are highly-qualified and fully certified.
Summative Evaluation: All positions hired are highly-qualified and fully certified.

Strategy (5): Encourage paraprofessionals to become certified classroom teachers.
Responsibility: Principal, Executive Director of Administration
Resources: Educator Preparation Programs
Timeline: All School Year
Formative Evaluation: Number of paraprofessionals enrolled in teacher preparation programs.
Summative Evaluation: Completion of teacher preparation and certification programs.

CAMPUS GOAL: **IV. O'Bryant Intermediate will recruit and hire highly qualified teachers and appropriately certified teachers as required by TEA.**

OBJECTIVE: **B. All teachers and support personnel will participate in meaningful professional development based on campus and district needs.**

ESEA GOALS: 3

Strategy (1): Professional development programming will be directed to meet the needs of the campus, as well as district-wide needs.

Responsibility: Executive Director of Administration, Executive Director of Special Programs, Principal
Resources: Principal, state/federal requirements, curriculum, state assessment data, Title IIA Funds , local funds
Timeline: August 2019, Summer 2020
Formative Evaluation: Input from individual campuses received; state/federal requirements determined.
Summative Evaluation: Professional development program developed based on needs assessment.

Strategy (2): Continue to make teachers aware of TEA recertification requirements every five years.
Responsibility: Teachers
Resources: ESC VI, TEA, Executive Director of Administration, Principal
Timeline: School Year
Formative Evaluation: Inform, remind teachers of SBEC requirements for recertification.
Summative Evaluation: Teachers keep their own personnel documentation file and reapply for recertification as necessary.

CAMPUS GOAL: **IV. O'Bryant Intermediate will recruit and hire highly qualified teachers and appropriately certified teachers as required by TEA.**

OBJECTIVE: **C. Bellville ISD will employ a highly diverse instructional faculty and staff that are reflective of the student population.**

ESEA GOALS: 3

Strategy (1): Recruit and interview teachers and staff who are reflective of the diverse student population.
Responsibility: Executive Director of Administration, Superintendent, Principal
Resources: Applications submitted
Timeline: All Year
Formative Evaluation: Diverse candidates reflective of OBI's student population are interviewed for available positions.
Summative Evaluation: Diverse candidates reflective of OBI's student population are hired for available positions.

Strategy (1): District personnel to attend job fairs in search of teachers who are reflective of the diverse student population.
Responsibility: Executive Director of Administration, Superintendent, Principal
Resources: Job Fairs
Timeline: All Year
Formative Evaluation: Number of recruited personnel
Summative Evaluation: Number of personnel hired

CAMPUS GOAL: **V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **A. Provide a positive school culture and climate.**

ESEA GOALS: 4

Strategy (1): Continue implementing the O'Bryant Intermediate School Safety Patrol Program.
Responsibility: Principals, Safety Patrol Coordinators
Resources: Local Funds, Local Rules/Regulations
Timeline: All School Year
Formative Evaluation: Safety Patrol Assignments
Summative Evaluation: Safe and Orderly Campus

Strategy (2): Provide a crossing guard at the intersection of O'Bryant and Mathews streets.
Responsibility: Principal, Superintendent
Resources: Local Funds
Timeline: All School Year
Formative Evaluation: Crossing guard in place every morning and afternoon.
Summative Evaluation: Crossing guard ensures safety of students.

Strategy (3): Continue emphasis on character development through the *"Character Counts"* Words of Wisdom program.
Responsibility: Principals, Counselor
Resources: Principals, counselors, teachers, character attributes
Timeline: Each semester
Formative Evaluation: Character attributes promoted throughout the school district.
Summative Evaluation: Character Counts identified attributes are emphasized with all students.

Strategy (4): Improve and expand drug awareness programs such as Red Ribbon Week activities.
Responsibility: Principals, Counselor, Teachers, PTO
Resources: Region VI, Health teachers, counselors, PTO
Timeline: October 2019
Formative Evaluation: Drug awareness programs are reviewed and expansion and improvements are planned.
Summative Evaluation: Drug awareness programs take place on each campus.

Strategy (5): Display school-wide expectations in classrooms and throughout building and reinforce appropriate choices throughout the school year.
Responsibility: Principal, Assistant Principal, PBIS Team
Resources: Printed rules
Timeline: All Year
Formative Evaluation: Monitor student behavior
Summative Evaluation: Report Card Conduct grades, # of Referrals & PEIMS End-of-year report

Strategy (6): Provide group and individual counseling for students.
Responsibility: Counselor
Resources: Local funds
Timeline: All year
Formative Evaluation: student participation in counseling
Summative Evaluation: Counseling log of student counseling sessions.

Strategy (7): Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers
Resources: Local funds
Timeline: School Year
Formative Evaluation: Behavior Documentation Data
Summative Evaluation: Improvement of student behavior, Increased student achievement

Strategy (8): The campus will have a School Resource Officer daily who will monitor security cameras in and around the building as well as patrol the school area throughout the day.
Responsibility: Principal, Assistant principal, Director of Technology (cameras)
Resources: Local funds
Timeline: All School Year
Formative Evaluation: SRO visible daily
Summative Evaluation: SRO schedule

Strategy (9): Review and update crisis management plan & campus emergency procedures, train staff and students, and perform regular drills according to the ALICE protocol.
Responsibility: Principal, Campus Crisis Management Committee
Resources: Original plan, ESC, Region VI, Executive Director of Administration
Timeline: August 2019, ongoing throughout the year
Formative Evaluation: Receiving plan from administration, drills
Summative Evaluation: Committee meeting agenda and sign-in sheets, drill logs

Strategy (10): Educate students about bullying and its effects on students and provide an online reporting tool.
Responsibility: Principal, Counselor, Assistant Principal, Director of Technology
Resources: local funds, Character curriculum, Stay Alert online reporting tool

Timeline: School Year
Formative Evaluation: Character lessons taught, number of reports
Summative Evaluation: Number of discipline and bullying referrals at the end of the year

CAMPUS GOAL: **V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **B. Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.**

ESEA GOALS: 4

Strategy (1): Monitor student activity on campuses during school day with assistance from School Resource Officers and security cameras.
Responsibility: Campus administrators, SROs
Resources: Director of Technology, security cameras
Timeline: Daily
Formative Evaluation: Complete installation of security cameras and SRO visibility
Summative Evaluation: Monitor multiple areas on each campus

Strategy (2): Prevent bullying at school through an awareness campaign and use of online reporting tool.
Responsibility: Principal, Assistant Principal, Counselor, Executive Director of Special Programs
Resources: ESC VI, campus administrators
Timeline: Each semester
Formative Evaluation: Update campus bullying plans.
Summative Evaluation: Bullying awareness campaign is implemented.

Strategy (3): Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041.
Responsibility: Executive Director of Administration, Executive Director of Special Programs, Campus Principals and Counselor
Resources: Local curriculum, ESC Region V Specialists, Department of Family and Protective Services
Timeline: Each semester
Formatted Evaluation: State and locally developed reports considered
Summative Evaluation: Fewer incidence of sexual abuse reported at end of school year.

Strategy (4): Update the Campus Crisis Management Plan to be in accordance with the District Crisis Management Plan.
Responsibility: Principals
Resources: ESC VI, Executive Director of Administration
Timeline: Each semester
Formative Evaluation: Conduct review of current crisis management plans.
Summative Evaluation: Update crisis management plans as necessary.

CAMPUS GOAL: **V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **C. Discipline referrals will decrease 5% from the previous school year.**

ESEA GOALS: 4

Strategy (1): Communicate the campus discipline plan to students and parents.
Responsibility: Principal, Assistant Principal, Teacher
Resources: Student Handbook, Student Code of Conduct, Assignment Books
Timeline: August 2019; ongoing throughout the school year
Formative Evaluation: Acknowledgement forms signed by parents and students; student assignment books signed daily.
Summative Evaluation: Awareness; Improved communication resulting in a decrease of discipline referrals.

Strategy (2): Provide group and individual counseling for students.
Responsibility: Counselor
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Student participation in counseling.
Summative Evaluation: Decrease in the number of discipline referrals.

Strategy (3): Recognize students for good behavior through the PBIS Program.
Responsibility: Principal, Assistant Principal, All Staff
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Tickets handed out; rewards given
Summative Evaluation: Decrease in the number of discipline referrals.

CAMPUS GOAL: **V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

OBJECTIVE: **D. O'Bryant Intermediate will provide an environment with high expectations that places emphasis on personal behavior and positive character development.**

ESEA GOALS: 4

Strategy (1): Recognize and reward students for academic excellence.
Responsibility: Principal, Assistant Principal, Teachers
Resources: Local funds, local media
Timeline: Each six weeks, All year awards at end of year assembly
Formative Evaluation: Awards, certificates, newspaper honor roll articles.
Summative Evaluation: Increased number of students achieving and being recognized.

Strategy (2): Recognize and reward students for good behavior.
Responsibility: Principal, Assistant Principal, Counselor, Teachers
Resources: Local Funds
Timeline: Each six weeks
Formative Evaluation: Awards, Certificates, PBIS Tickets
Summative Evaluation: Increased number of students being recognized.

Strategy (3): Continue Daily Words of Wisdom through the Character Counts! Program
Responsibility: Counselor, Principal, Assistant Principal
Resources: Project Wisdom program materials, local funds
Timeline: Daily, All School Year
Formative Evaluation: Announced daily during morning announcements.
Summative Evaluation: Improved student self-esteem and decision-making skills as well as fewer discipline referrals.

Strategy (4): Educate all students about Bullying and its effects on students.
Responsibility: Counselor, Principal, Assistant Principal, All Staff Members Reinforce Daily
Resources: Local Funds
Timeline: All School Year
Formative Evaluation: Hold an assembly about bullying.
Summative Evaluation: # of bullying referrals to counselor, teachers, or principal.

Strategy (5): Expose all students to the Character Education and PBIS Program.
Responsibility: Principals, Counselor, All Staff Members Reinforce Daily
Resources: Local Funds
Timeline: All School Year
Formative Evaluation: Presentations to each grade level once every six weeks.
Summative Evaluation: Number of tickets given out for following expectations.

Strategy (6): Provide activities during Red Ribbon Week.
Responsibility: Principal, Assistant Principal, PTO, Counselor
Resources: PTO funds, community speakers
Timeline: October 2019
Formative Evaluation: Agenda of activities planned.
Summative Evaluation: Student awareness about drugs.

CAMPUS GOAL: **VI. O'Bryant Intermediate will strive to successfully graduate 100% of its students from high school.**

OBJECTIVE: **A. O'Bryant Intermediate will achieve a drop-out rate of less than 2.0% and an attendance rate of 96%.**

ESEA GOALS: 5

Strategy (1): Promote daily attendance by recognizing and rewarding students for perfect attendance.
Responsibility: Principal, Assistant Principal, Teachers
Resources: Local Funds
Timeline: Each six weeks
Formative Evaluation: Lists for each six weeks on file.
Summative Evaluation: Rewards/recognition given for every six weeks, semester, and all year.

Strategy (2): Communication to parents when the student demonstrates absence tendencies.
Responsibility: Principal, Assistant Principal
Resources: Campus PEIMS clerk, teachers, parents, students
Timeline: Each six weeks
Formative Evaluation: Monitor individual student absences.
Summative Evaluation: Contact made with the student and parent to address issues related to excessive absences.

Strategy (3): Provide PEIMS absence data to campus administration on weekly basis.
Responsibility: Principal, Campus PEIMS clerk
Resources: Campus PEIMS data
Timeline: Each week
Formative Evaluation: Absence data provided to campus principal.
Summative Evaluation: Action taken to address each individual school absence issue.

Strategy (4): Review of all DAEP placements by Central Administration Level committee.
Responsibility: Deputy Superintendent, Executive Director of Special Programs, Principal
Resources: District PEIMS Coordinator, Referral Forms, PEIMS Data Standards
Timeline: Each six weeks
Formative Evaluation: Meetings are scheduled and held by central administrators.
Summative Evaluation: Indicators on the Data Validation Monitoring for discipline are met.

Strategy (5): Increase follow-up activities when students return to home campuses in order to deter return to DAEP.
Responsibility: Principal, Assistant Principal, counselor
Resources: Spicer Assignment Information form
Timeline: Each six weeks
Formative Evaluation: Follow-up activities are noted on the Spicer Assignment Information form at the Spicer Exit Interview.
Summative Evaluation: Follow-up activities are documented as complete on the Spicer Assignment Information form.

CAMPUS GOAL: **VII. O'Bryant Intermediate will promote participation in extra-curricular academic competition.**

OBJECTIVE: **A. Recruit and increase student participation in UIL Academic Contests.**

Strategy (1): Recruit students and provide time during the school day as well as before and/or after school for academic coaches to meet periodically with their UIL students.
Responsibility: Principal, Assistant Principal
Resources: Campus UIL Coordinator, academic coaches
Timeline: Each semester
Formative Evaluation: Schedule of student participation in each event.
Summative Evaluation: Time provided for academic coaches to meet with their students.

Strategy (2): Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic contests.
Responsibility: Principal, Assistant Principal
Resources: Campus UIL Coordinator, academic coaches
Timeline: Fall semester
Formative Evaluation: Consider materials and equipment needed for UIL academic contests.
Summative Evaluation: Purchase the necessary materials and equipment for UIL academic contests.

Appendix A

RtI Data 2017-18

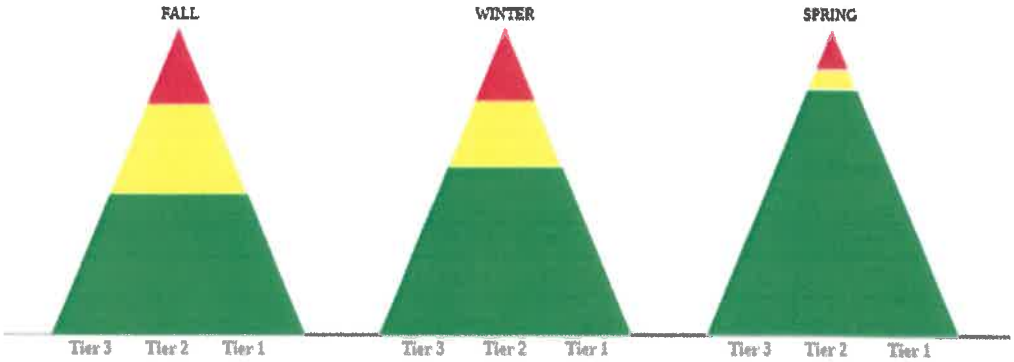
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Print Date: 5/8/2018 Pg. 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Intermediate	4	Reading	2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	34 (25)	41 (30)	63 (46)	33 (23)	31 (22)	77 (55)	18 (13)	9 (7)	110 (80)

Transition Details

Fall to Winter Transition

Fall Tier	N (%)	Winter Tier for Fall Students		
	34 (25)	23	8	3
	41 (30)	9	17	14
	63 (46)	1	6	56
	138	33	31	73

Winter to Spring Transition

Winter Tier	N (%)	Spring Tier for Winter Students		
	33 (23)	14	3	13
	31 (22)	2	6	23
	77 (55)	1	1	72
	141	17	9	108

Fall to Spring Transition

Fall Tier	N (%)	Spring Tier for Fall Students		
	34 (25)	13	6	13
	41 (30)	3	3	31
	63 (46)	1		62
	138	17	9	106

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.55	29	1.4	47	1.00	50
	0.48	36	0.95	50	0.63	47
	1.82	67	0.64	56	1.13	65
	0.95	44	1	50	0.95	53

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Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Intermediate	5	Reading	2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	23 (16)	26 (18)	95 (66)	23 (16)	23 (16)	101 (69)	14 (10)	8 (6)	123 (85)

Transition Details

Fall to Winter Transition

Fall		Winter Tier for Fall Students		
Tier	N (%)			
	23 (16)	19	2	2
	26 (18)	4	13	9
	95 (66)		8	85
	144	23	23	96

Winter to Spring Transition

Winter		Spring Tier for Winter Students		
Tier	N (%)			
	23 (16)	10	5	6
	23 (16)	2	3	18
	101 (69)	2		98
	147	14	8	122

Fall to Spring Transition

Fall		Spring Tier for Fall Students		
Tier	N (%)			
	23 (16)	10	5	6
	26 (18)	2	2	22
	95 (66)	1	1	91
	144	13	8	119

Tier Transition Growth

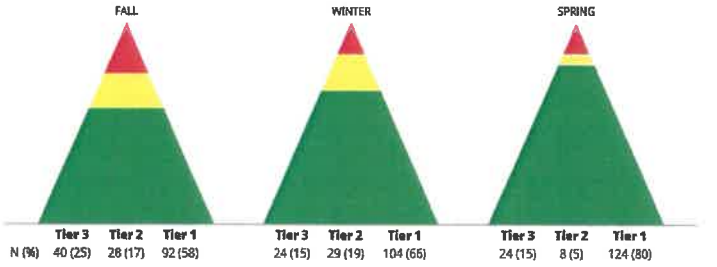
Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	-0.27	27	1.5	47	0.76	35
	-0.46	37	1.02	57	0.43	
	1.48	63	0.66	59	1.03	74
	0.25	42	1.06	54	0.74	36

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Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Intermediate	4	Reading	2018-2019

Tier: Low Risk Moderate Risk High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	40 (25)	28 (17)	92 (58)	24 (15)	29 (19)	104 (66)	24 (15)	8 (5)	124 (80)

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
40 (25)	19	14	4	24 (15)	18	2	3	40 (25)	20	4	12
28 (18)	1	11	15	29 (19)	4	5	20	28 (18)	1	2	24
92 (57)	2	4	84	104 (66)	2	1	101	92 (57)	1	2	87
160	22	29	103	157	24	8	124	160	22	8	123

Tier Transition Growth

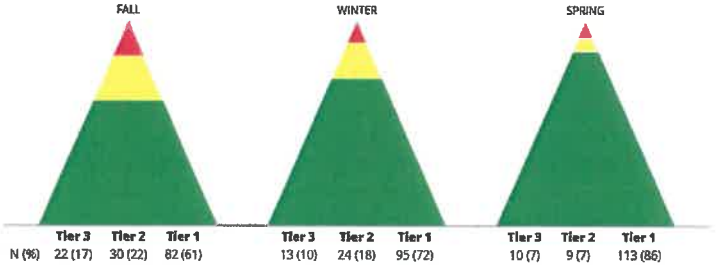
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Print Date: 05/01/2019 Pg. 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Intermediate	5	Reading	2018-2019

Tier: Low Risk Moderate Risk High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	22 (17)	30 (22)	82 (61)	13 (10)	24 (18)	95 (72)	10 (7)	9 (7)	113 (86)

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
22 (17)	7	9	4	13 (10)	6	2	4	22 (17)	7	5	7
30 (22)	5	11	13	24 (18)	4	4	16	30 (22)	2	4	23
82 (61)	1	3	77	95 (72)		3	92	82 (61)	1		80
134	13	23	94	132	10	9	112	134	10	9	110

Tier Transition Growth

Appendix B
Title I, Part A Expenditures

OBI Total $147,754.00

OBI RTI Teachers, Paras, and Substitutes.....$125,556.00
OBI Portion of Elementary Summer School.....$3,900.00
OBI Portion of PBIS (RISE) Teacher.....$27,891.00
OBI Tutor.....$1,200.00

O'Bryant Primary

Campus Improvement Plan



2019-2020

Bellville Independent School District

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-7091.

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Campus Philosophy, Mission Statement, Campus Goals

Campus Planning Committee Members

Needs Assessment Summary Report

Campus Goals and Objectives

Appendix A: AIMSweb RTI data

Appendix B: Title I, Part A Expenditures

O'Bryant Primary School

Philosophy of Education

The staff of O'Bryant Primary School has the philosophy that students on our campus are good students who can achieve and can learn lessons that will prepare them for a successful life. The staff believes that school should be a place where students can have fun in assimilating information and participating in interesting projects and new ideas. The staff believes that students will respond by working hard to attain the skills and knowledge base needed in each grade level. The core curriculum will include Reading, Writing, Mathematics, Social Studies, Science, Health, Language Arts and Physical Education. Other attributes students will attain include patriotism for our nation, responsibility for supplies and textbooks and acceptable social behavior. These students will be prepared to graduate from high school, move into higher education or enroll in other training programs, and ultimately have a productive life.

Mission Statement

The mission of O'Bryant Primary, as the Center of Public Education, is for the parents, teachers, staff, and community to prepare students for a successful and productive life. To accomplish this mission, we will need to provide lessons and experiences so students can successfully utilize problem solving and critical thinking skills for both academic and real life experiences. We believe that all students can learn and want to achieve success. Students have the responsibility of working to achieve success from the high quality, well-rounded education they are provided.

Vision Statement

The vision of O'Bryant Primary School is to commit to utilizing our resources to promote high academic and moral standards for our students. This commitment will prepare our students to successfully compete in an ever changing technological and global society. The staff of O'Bryant Primary believes that all students can learn, can achieve, and can be successful.

Campus Goals

1. O'Bryant Primary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.
2. O'Bryant Primary will provide an environment where all students will be successful by participating in programs that meet their individual needs.
3. O'Bryant Primary will encourage opportunities for parental and community involvement that supports the educational processes of the District.
4. O'Bryant Primary will recruit and hire appropriately certified teachers as required by TEA.
5. O'Bryant Primary will provide a safe, drug free, positive learning and teaching environment for students and staff members.
6. All O'Bryant Primary students will strive to successfully graduate 100% of its students from high school
7. O'Bryant Primary will promote participation in extra-curricular academic competition.

2019-2020 O'Bryant Primary
Decision Making Committee

Teacher Representative	**Tabitha Durbin** **Dixie Hardin**
Support Staff Representatives	**Sandra Sands** **Lois Vasquez**
Parent Representatives	**Jill Brandt** **Jennifer Sampey**
Business/Community Representative	**Angela Hoppe**
Administration Representative	**Natalie Jones** **Kandis Krueger**

O'BRYANT PRIMARY SCHOOL
NEEDS ASSESSMENT DATA, JUNE 2019

Demographics

Enrollment: 560 students
Early Childhood: 18 Pre-Kindergarten: 34 Kindergarten: 111 First Grade: 124
Second Grade: 126 Third Grade: 147

Ethnic Distribution	#	%
African American	61	11%
Hispanic	196	35%
White	284	51%
American Indian/Alaskan	1	0.2%
Two or More	12	2%

Student Group Representation	#	%
Economically Disadvantaged	319	57%
Limited English Proficient (LEP)	74	13%
At-Risk	246	44%
Gifted and Talented Education	32	6%
Special Education	72	13%
Male	264	47%
Female	296	53%

Sources: PEIMS Data (Fall Collection Date)

O'Bryant Primary's Hispanic, At-Risk, and Economically Disadvantaged groups are continually increasing in numbers. These students along with the African American group tend to have lower reading levels and need increased support. We will continue to use our Response to Intervention (RTI) Program for Reading Tiers II and III along with Tier I classroom interventions for these students as well as the other student groups.

Student Achievement

STAAR

Scores Comparison by Sub-Groups Percentage/Sub-Group Meeting Standard

	STAAR Results					
Student Groups	2017 Reading	2018 Reading	2019 Reading	2017 Math	2018 Math	2019 Math
All Students	75	78	77	78	73	80
African American	56	50	64	75	43	55
Hispanic	57	73	68	60	66	74
White	89	89	85	89	86	88
Economically Disadvantaged	63	71	64	68	65	67
Special Education	31	36	39	56	29	28
LEP	40	44	33	56	36	47

Third Grade Reading Additional Objective Data:

Objectives Tested:	Avg. % Correct 2017	Avg. % Correct 2018	Avg. % Correct 2019
1: Understanding Across Genres	75	82	76
2: Understanding / Analysis of Literary Texts	66	67	74
3: Understanding / Analysis of Informational Texts	66	64	60

Objectives Tested:	Average % Correct 2017	Avg. % Correct 2018	Avg. % Correct 2019
1: Numerical Representations & Relationships	68	68	67
2: Computations and Algebraic Reasoning	71	61	68
3: Geometry and Measurement	63	62	72
4: Data Analysis and Personal Financial Literacy	69	64	71

STAAR Three Year Comparison at New Indicators

Math Data	%Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	**78**	**50**	**22**
2018	**73**	**40**	**18**
2019	**80**	**47**	**24**

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	**75**	**45**	**31**
2018	**78**	**42**	**26**
2019	**77**	**47**	**31**

As a staff we will continue to work on raising both our Math and Reading scores. We will continue to implement and improve our RTI program for reading, as well as Tier 1 classroom interventions and in-school and after school tutorials for both math and reading. Formative assessment tools tracked on Eduphoria will also be implemented. We feel this will help strengthen the necessary skills for our students.

TELPAS (Texas English Language Proficiency Standards)

Kindergarten	Reading			Listening			Speaking			Writing			Composite		
Rating	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Beginning	73	33	100	27	6	42	40	17	58	67	28	100	67	17	58
Intermediate	13	28	0	53	56	58	40	50	42	20	56	0	20	44	42
Advanced	13	33	0	13	33	0	20	28	0	13	11	0	13	33	0
Advanced High	0	6	0	7	6	0	0	6	0	0	6	0	0	6	0

First Grade	Reading			Listening			Speaking			Writing			Composite		
Rating	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Beginning	25	19	11	16	6	0	16	6	0	25	19	11	25	6	0
Intermediate	46	56	42	16	50	21	24	63	37	46	56	32	46	63	37
Advanced	13	6	21	52	19	47	44	13	32	13	13	37	13	6	26
Advanced High	17	19	26	16	25	32	16	19	32	17	13	21	17	25	37

Second Grade	Reading			Listening			Speaking			Writing			Composite		
Rating	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Beginning	21	25	12	7	6	12	0	13	12	7	25	18	4	5	0
Intermediate	36	60	53	59	31	41	21	75	41	59	50	53	48	60	59
Advanced	29	10	35	15	44	29	32	6	29	15	13	18	26	35	24
Advanced High	14	5	0	19	19	18	46	6	18	19	0	6	22	0	12

Third Grade	Reading			Listening			Speaking			Writing			Composite		
Rating	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Beginning	20	19	33	13	4	0	13	0	7	13	0	7	13	0	7
Intermediate	40	54	53	6	16	7	0	28	47	20	48	40	20	42	27
Advanced	33	12	7	19	64	40	27	56	20	47	36	47	53	42	60
Advanced High	7	15	7	63	16	53	60	16	27	20	12	0	13	15	7

The TELPAS data shows while we continue to have some weaknesses in reading with these students, most students did show gains from the previous year. Again, utilizing the RTI Program in Reading with tiered interventions for these students is beneficial.

AIMSweb (RTI data)

See Appendix A

Attendance Rate

O'Bryant Primary has maintained a high attendance percentage rate over the past three years and is above the state average.

Attendance Rate for the last 3 Years		
2016-2017	2017-2018	2018-2019
95.89%	96.3%	95.5%

Retention Rate

OBP	2017	2018	2019
K	0	0	1
1	1	3	1
2	2	0	1
3	0	2	0
TOTAL	3	5	3

The number of retentions is kept low due to more rigorous RTI programs, implementation of 504 accommodations and effective ELPS strategies used. Two of the students being retained in

2018 were new to us; one came later in the year with low grades from a previous school. In 2019, the kindergarten student came to us in February and had no prior schooling, the first grader has been referred for special education testing, and the second grader came back to us later in the year with prior schooling in Mexico.

In 2018 and 2019, we evaluated BOY, MOY and EOY data in PST teams and tested several students for dyslexia, dysgraphia, and special education. Many students qualified.

Program Effectiveness

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2019-20 school year. Inclusion classes at O'Bryant Primary will be supported by special education teachers and/or paraprofessional staff members. We have added additional special education teachers. There will be a need for continued training for our special education and general education staff members on effective strategies for both behavior and academics. We will continue to target individualized student academic needs. Identified students with severe behaviors (emotionally disturbed and autistic) continue to grow, so by implementing a more rigorous RtI behavior intervention program (PBIS and RISE) and working with our District behavioral specialist, OBP can ensure our educational environments are conducive to learning. Grade levels with large amount of low level learners will receive additional support and resources for instruction and solutions on how to improve educating these students in a more proficient manner.

Gifted and Talented

Students at O'Bryant Primary School are identified for the gifted and talented program by nominations and testing. Students are served in the program through pull-out classes 2-3 times per week. We continue to offer staff development opportunities for all teachers to become GT certified.

ELL/Bilingual

At OBP our ESL population continues to grow and our ESL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials and after school tutorials. ESL students will need continual support in reading to build fluency, comprehension, and vocabulary which could be achieved through the RtI program and additional tutorials.

Title I

O'Bryant Primary is a Title I school. As evidenced in previous areas in our needs assessment data, students at OBP greatly benefit through the continued implementation of our effective RTI Programs.

State Compensatory Education

State compensatory resources will continue to be utilized to provide highly qualified paraprofessional staff for OBP, after-school tutorials, and summer school which all help to aid in the success of our students. The after-school tutorials and summer school were extremely useful

in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our resources in these areas as well.

Safe and Drug Free Schools

OBP has security cameras monitored regularly in and around the campus building and there is a School Resource Officer on campus daily. We added the WATCH D.O.G.S. Program in 2018-19 and will continue the program. Bullying Prevention procedures are in place through our character education program, are constantly addressed by classroom teachers, and our district and campus website have an online reporting tool for bullying and safety concerns. There is a crossing guard placed at the corner of O'Bryant and Mathews streets for safety purposes as well.

Homeless

During the 2018-19 school year, 4 students were identified as homeless based on information gathered on the Student Residency Questionnaire. Being a school-wide Title I Program, OBP assists homeless students in the areas of instructional supplies, tutoring, and counseling. Homeless students also qualify for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

Dyslexia

O'Bryant Primary has a trained Dyslexia Specialist to provide prescriptive, intense interventions on identified students. Students are referred and tested to qualify for admission to the dyslexia program. In 2018-19, we tested several students and screened all first grade students while reviewing MOY data and all kindergarten students while reviewing EOY data. We ended the year with 33 dyslexia and dysgraphia students. We will continue to provide our dyslexia and dysgraphia services and have added an additional dyslexia specialist for the 2019-20 school year to provide interventions.

Technology

O'Bryant Primary School has a computer lab monitored by an aide who also serves as our Campus Technology Specialist. All students are enriched by participating in classes in the computer lab once weekly for technology application lessons. All teachers are proficient in technology skills and BISD provides ongoing training for teachers in the area of integrating technology. Teachers are responsible for teaching the technology TEKS and those skills are enriched through application in the classroom with chromebooks and ipads as well as utilizing the campus computer lab. All core classrooms at OBP are equipped with Smartboards for teaching purposes.

Curriculum and Instruction

Teachers at O'Bryant Primary School use the TEKS Resource System to ensure the curriculum they are teaching is aligned with the state TEKS. In 2018-19 we added the TEKSGuide component to help teachers with the curriculum. In the All of our teachers are ESL certified or in progress to obtain their ESL certification during the 2019-2020 school year. The certification helps teachers with the challenges of teaching and motivating various instructional learning levels/needs of students in the classroom. Along with our technology, these tools/strategies help teachers with differentiated learning.

Discipline/Character Education

OBP staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program. We have a campus core team trained in Non-Violent Crisis Intervention. Staff members continue to teach good character and educate students about bullying, its effects on students, and our no tolerance for the bullying policy. We will continue year three of the implementation of a school-wide PBIS initiative and the RISE program.

Staff Development Needs

Staff members requested staff development in the areas of vertical teaming/planning, behavior training, literacy centers, and training in the new ELAR TEKS and IMA resources.

Bellville Independent School District Qualified Teacher Plan

Bellville ISD will attract and retain qualified teachers for all BISD campuses. Bellville ISD will post vacancies on the district website and when necessary other employment websites. Campus principals or department directors will review applications for highly qualified status and interview highly qualified applicants for campus teaching positions. Bellville ISD will attend job fairs. BISD will continue to offer stipends for Bilingual, Life Skills, and Foreign Languages. When Bellville ISD is not able to meet the goal of having 100% of teachers qualified, Bellville ISD will implement strategies to attain 100% of qualified teachers by the end of the school year. Bellville ISD will create and monitor professional development plans for teachers that are not highly qualified. These professional development plans will be based on performance data and/or teacher input and will include strategies such as paying for certification testing and preparation coursework. Bellville ISD will continue to provide high quality professional development for teachers including those that are not yet highly qualified.

Staff Quality, Recruitment, and Retention

At O'Bryant Primary, we recruit and interview prospective teachers and staff members that are appropriately certified as required by TEA for vacant positions. The principal and district staff also encourage paraprofessionals to become certified classroom teachers.

Parental Involvement

The collaboration between school and active parental involvement is key to the success of our students. OBP conducts a "Meet the Teacher" Night before classes begin, an Open House in September to explain the Title Program (student/parent/teacher compacts and parent and family engagement policy), ESL FIESTA meetings every six weeks, the WATCH D.O.G.S. program, as well as numerous opportunities for parents to be involved and/or attend school. OBP staff members communicate with parents by phone, email, personal contact, our campus web page and/or monthly newsletters concerning academics, discipline and positive news. PTO (Parent

Teacher Organization) is also very active on campus and encourages on-going parental involvement with the school. OBP has set up a remind account for parents to receive texts to their cell phones from the school.

Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. OBP is fortunate to have RAP (Raising Academic Performance) trained mentors working with students, PALS (Peer Assistance and Leadership Students) from Bellville High School working in numerous classrooms and numerous parents, The Methodist Church "Listeners" who came to listen to our 1st and 2nd grade students read, as well as grandparents and community members volunteering their time at the school in the library. The Bellville Lions Club assists our school nurse with vision screenings for our young students. Our school assemblies are also open to the public and we strongly encourage community support through attendance.

DISTRICT GOAL:	**I. Bellville ISD will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**
CAMPUS GOAL:	**1. O'Bryant Primary will meet will State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**
OBJECTIVE:	**A. All student accountability groups grade 3, will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.**

Strategy (1): Train students in test-taking strategies.
Responsibility: First, Second and Third grade teachers
Resources: ESC VI and local funds.
Timeline: School year 2019-2020
Formative Evaluation: Monitor student use of strategies during class.
Summative Evaluation: Scores on assessments (benchmark tests, classroom tests throughout the year)

Strategy (2): Schedule benchmark tests for third grade students to identify strengths and weaknesses, and disaggregate data for class performance improvement.
Responsibility: Principal, Assistant Principal, Third Grade Teachers
Resources: Eduphoria, Teacher-made exams, TEKS Resource System, Released State Exams, State Compensatory funds
Timeline: Each Semester
Formative Evaluation: Practice exams administered and scored
Summative Evaluation: 2020 STAAR scores in math & reading

Strategy (3): Offer math and reading after-school tutorials for third grade students.
Responsibility: Principal, Assistant Principal, Teachers and aides working with grade 3 students
Resources: State Compensatory and local funds
Timeline: School Year 2019-20
Formative Evaluation: Tutorial student sign-in log
Summative Evaluation: Reading and Math grades passing with 70% or greater; STAAR scores

Strategy (4): Students identified as Homeless, "At-Risk" or "Economically Disadvantaged" will receive supplemental instructional techniques and supplies.
Responsibility: Principal, Assistant Principal, Counselor, Teachers and Aides
Resources: State Compensatory and local funds
Timeline: School Year
Formative Evaluation: RTI tiers and after-school Tutorial student sign-in log
Summative Evaluation: Reading and Math grades passing with 70% or greater, STAAR scores

Strategy (5): Continue Response to Intervention (RTI) in Reading and develop in Math as appropriate.
Responsibility: Principal, Executive Director of Special Programs, Assistant Principal, Teachers and aides
Resources: Read Naturally, Seeing Stars, Sound Partners, Visualizing and Verbalizing, State Compensatory and local funds.
Timeline: Each six weeks
Formative Evaluation: AIMSweb Benchmark progress monitoring and benchmarks
Summative Evaluation: Reading and Math grades; STAAR exam results, & EOY AIMSweb Benchmark test scores

Strategy (6): Students in grades K-3 will use writing strategies to build and develop grade appropriate writing skills.
Responsibility: Principal, Teachers, Aides
Resources: Local funds; *Empowering Writers*, New ELAR TEKS and IMA resources
Timeline: Each six weeks
Formative Evaluation: Writing skills evident in writing assignments as well as writing projects on display in the hallways
Summative Evaluation: Writing assessments

Strategy (7): Disaggregate data (AIMSweb and STAAR) and then develop education plans for at-risk students.
Responsibility: Principal, Assistant Principal, Classroom teachers, and counselor
Resources: Summary reports from AIMSweb, STAAR
Timeline: Beginning, middle and end of the year benchmarks
Formative Evaluation: Report cards and benchmark assessments
Summative Evaluation: Increased STAAR and AIMSweb academic results

Strategy (8): Increase Level III: Masters Grade Level on the STAAR test for reading and math.
Responsibility: Principal & Classroom teachers
Resources: TEKS Resource System; ESC VI
Timeline: Each Six Weeks
Formative Evaluation: Methods for increasing high levels of achievement identified
Summative Evaluation: State assessment results meet State Level III: Masters Grade Level

DISTRICT GOAL:	**I. Bellville ISD will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**
CAMPUS GOAL:	**O'Bryant Primary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**
OBJECTIVE:	**B. All students will be taught in an instructional classroom environment that utilizes technology for the purpose of teaching and learning.**

Strategy (1): Teach technology application skills to grades Pre-K through 3.
Responsibility: Principal; District Technology Instructional Specialist; All classroom teachers, Campus Technologist
Resources: Computer lab, projectors / Smart Boards, iPads and mobile chromebook labs
Timeline: Each six weeks
Formative evaluation: Continuous monitoring of skills covered by each teacher
Summative Evaluation: Increased student application of technology; student projects; technology test at BOY & EOY.

Strategy (2): Integrate technology TEKS to enhance academic instruction.
Responsibility: Principal, District Technology Instructional Specialist, Classroom Teachers
Resources: TEKS Resource System, Computer lab, Classrooms with Smart Boards or projectors & Technology Instructional Specialist lessons, chromebooks
Timeline: Each six weeks
Formative Evaluation: Continuous monitor student technology projects and student work
Summative Evaluation: Increased student application of technology and student projects

Strategy (3): Continue to expand technology availability (where possible) to enhance student learning
Responsibility: Principal, Technology Director, Instructional Technology Specialist, Technology Committee
Resources: Local funds
Timeline: School Year
Formative Evaluation: Monitor student technology projects and student work
Summative Evaluation: Increased student application of technology and student projects; EOY technology test

DISTRICT GOAL: **I. Bellville ISD will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

CAMPUS GOAL: **O'Bryant Primary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

OBJECTIVE: **C. All students will explore and develop career pathways and post-secondary career opportunities.**

Strategy (1): Expose students to a variety of job opportunities and skills.
Responsibility: All classroom teachers; Counselor
Resources: Computer lab, library, textbooks and community members as guest presenters to classrooms
Timeline: Each semester
Formative evaluation: Lesson plans and visitor sign-in
Summative Evaluation: Increased student awareness of career opportunities

Strategy (2): Bring guests of multiple careers into the classrooms
Responsibility: Classroom teachers; Principal
Resource: Parents of students and community members
Timeline: All year
Formative Evaluation: Scheduling of guests
Summative Evaluation: Classroom Discussion and Participation in speaker's visits

DISTRICT GOAL:	**II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
CAMPUS GOAL:	**O'Bryant Primary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
OBJECTIVE:	**A. All students who are identified as having a disability as defined by Special Education will be provided an instructional classroom environment that meets their individual needs.**

Strategy (1): Inclusion of students of diverse populations in regular classroom activities.
Responsibility: Director of Special Education, Principal, Classroom teachers, resource teachers, specialty teachers, aides, and volunteers
Resources: Local Funds
Timeline: School Year
Formative Evaluation: Schedule of individual special education student's needs is completed for each campus
Summative Evaluation: Special Education students' course grades, benchmark results

Strategy (2): Achievement of STAAR objectives will be emphasized for special education students.
Responsibility: Special education teachers, regular education teachers, Special Education Director, Principal
Resources: Training, campus budget
Timeline: School year
Formative Evaluation: Identify Special Education students below grade level.
Summative Evaluation: Special Education scores on STAAR tests; report cards, IEP progress reports

Strategy (3): Provide accommodations for 504 students who learn in non-traditional ways.
Responsibility: Principal, Counselor, Classroom teacher, Counselor, Director of Special Education, Dyslexia Teacher
Resources: Campus Budget
Timeline: School Year
Formative Evaluation: Monitor student progress toward completion
Summative Evaluation: Report card grades

Strategy (4): Alternative behavior management strategies and techniques are used and documented prior to discipline placement and behavior improvement plans being developed and used.
Responsibility: Principal, Assistant Principal, Behavior Specialist, LSSP, RISE teacher/aides
Resources: Campus Budget
Timeline: Each six weeks
Formative Evaluation: Monitor student progress toward completion
Summative Evaluation: Report card grades

DISTRICT GOAL:	**II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
CAMPUS GOAL:	**O'Bryant Primary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
OBJECTIVE:	**B. All students who are identified as English Language Learners will be provided an instructional environment that meets their individual needs.**

Strategy (1): ESL Instructional Aides and classroom Teachers will provide in-class and small group support for students identified as ELL.
Responsibility: ESL Teachers and aides, ESL Specialist
Resources: State Compensatory and local funds
Timeline: School Year
Formative Evaluation: Progress Reports and Report cards
Summative Evaluation: Successful end of year report card

Strategy (2): 100% of classroom teachers will be ESL certified and utilize daily strategies to successfully meet the needs of ELL learners.
Responsibility: Principal, ESL Specialist, Executive Director of Special Programs
Resources: local funds
Timeline: Every three weeks
Formative Evaluation: Progress Reports and Report Card grades
Summative Evaluation: Successful end of year report card, Passing certification certificate of teacher

Strategy (3): Offer math and reading tutorials for students in school and after school.
Responsibility: Principal, Assistant Principal, Classroom Teachers, and aides
Resources: State Compensatory and local funds
Timeline: Monthly
Formative Evaluation: Tutorial student sign-in log
Summative Evaluation: Reading and Math grades

Strategy (4): Continue tiered intervention strategies for all students in grades K through 3.
Responsibility: Principal, Assistant Principal, Counselor, teachers, Problem Solving Team (PST) Committee
Resources: Principal, Executive Director of Special Programs, Director of Special Education and RTI Academic Interventionists
Timeline: All Year
Formative Evaluation: Pre-referral conference as needed
Summative Evaluation: Intervention strategies designed and in use at campus level

Strategy (5): Disaggregate data for AIMSweb and STAAR then develop education plans for at-risk students.
Responsibility: Principal, Classroom teachers, Executive Director of Special Programs, RTI Academic Interventionists and counselor
Resources: Summary reports from AIMSweb, STAAR & Title I
Timeline: Beginning, middle and end of the year
Formative Evaluation: Report cards and benchmark assessments
Summative Evaluation: Increased STAAR and AIMSweb results

DISTRICT GOAL: **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

CAMPUS GOAL: **O'Bryant Primary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **C. All students' enrollment in a Title I school-wide campus will be provided an instructional classroom environment that meets their individual needs.**

Strategy (1): Continue three tiered intervention strategies for all students in grades K through 3.
Responsibility: Principal, teachers, PST Committee, RTI Academic Interventionists
Resources: Principal, special education and Title I
Timeline: Each six weeks
Formative Evaluation: Pre-referral conference as needed
Summative Evaluation: Intervention strategies designed and in use at campus level

Strategy (2): Offer math and reading tutorials for students in school and after school
Responsibility: Principal, Teachers and aides
Resources: State Compensatory and local funds
Timeline: Monthly
Formative Evaluation: Tutorial student sign-in log
Summative Evaluation: Reading and Math grades

Strategy (3): Disaggregate data for AIMSweb and STAAR then develop education plans for at-risk students.
Responsibility: Principal, Executive Director of Special Programs, Classroom teachers, RTI Academic Interventionists and counselor
Resources: Summary reports from AIMSweb and STAAR
Timeline: Beginning, middle and end of the year
Formative Evaluation: Report cards and benchmark assessments
Summative Evaluation: Increased STAAR and AIMSweb benchmark results

Strategy (4): Utilize supplemental phonics program to improve phonemic awareness.
Responsibility: Kindergarten, First Grade, and Second Grade Teachers
Resource: Local Funds
Timeline: All year
Formative Evaluation: Saxon Phonics program for Kindergarten through Second Grade
Summative Evaluation: AIMSweb results, benchmark tests and report cards

Strategy (5): Continue implementation RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers
Resources: Local funds
Timeline: 2018-19 School Year
Formative Evaluation: Behavior Documentation Data
Summative Evaluation: Improvement of student behavior, Increased student achievement.

DISTRICT GOAL: **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

CAMPUS GOAL: **O'Bryant Primary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **D. All students who are identified as Gifted and Talented will be provided an instructional environment that meets their individual needs.**

Strategy (1): Encourage teachers to obtain / maintain Gifted/Talented certification or endorsement.
Responsibility: Principal, Executive Director of Special Programs, Executive Director of Administration
Resources: Staff development budget, local funds
Timeline: School year
Formative Evaluation: Certificates on file
Summative Evaluation: 100% of GT teachers will obtain and maintain their certification

Strategy (2): Present GT Showcases to display GT work.
Responsibility: Principal, Gifted and Talented Teacher
Resource: Local funds
Timeline: Each semester
Formative Evaluation: Development of projects; matrix and timeline checkpoints
Summative Evaluation: Projects displayed, attendance at showcase

Strategy (3): Increase the number of students reading books above their current grade level.
Responsibility: Classroom teachers and Librarian
Resources: Read N Quiz program, Texas Bluebonnet Program, books from the library and classroom instruction
Timeline: All year
Formative Evaluation: Students participating in the Read N Quiz program and Texas Bluebonnet Program
Summative Evaluation: Increased STAAR Reading scores & AIMSweb benchmark results

Strategy (4): All second grade students will be screened for the Gifted / Talented Program.
Responsibility: Classroom teachers, GT teacher & Counselor
Resources: NNAT screening test
Timeline: February 2019
Formative Evaluation: Screening Test
Summative Evaluation: Students previously not identified for GT screened for the program

DISTRICT GOAL: III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.

CAMPUS GOAL: O'Bryant Primary will encourage and provide opportunities for parental and community involvement in the educational processes of the District.

OBJECTIVE: A. Maintain the positive relationships developed between the school district and the local business community and other community groups.

Strategy (1): Utilize the local newspaper, the district website, campus marquee, online grade book Remind and PTO Newsletter for communication purposes.
Responsibility: Principal and classroom teachers
Resources: All local media outlets, local funds
Timeline: Ongoing throughout the year
Formative Evaluation: Announcements, student recognition, newspaper articles, PTO newsletters
Summative Evaluation: Better communication between school and community

Strategy (2): Provide Honor Roll recognition every six weeks in the newspaper.
Responsibility: Teachers and Assistant Principal
Resources: Local newspaper
Timeline: Each six weeks
Formative Evaluation: Names given to office
Summative Evaluation: Newspaper articles

Strategy (3): Teachers will invite community/parent readers to their classroom.
Responsibility: Classroom teachers
Resources: Community/Parents
Timeline: School year
Formative Evaluation: List of readers to classroom.
Summative Evaluation: Increased involvement of classroom readers

Strategy (4): Produce Progress Reports to send home the third week of each six weeks period.
Responsibility: Principal, Teacher, Parent
Resources: local funds, computer grade books
Timeline: Third week of each six weeks period
Formative Evaluation: Progress Reports signed and returned by parent or guardian
Summative Evaluation: 100% of progress reports signed and returned by parent or guardian

Strategy (5): Send folders home with students daily to increase parent communication.
Responsibility: Teacher
Resources: Campus budget, local funds
Timeline: School Year
Formative Evaluation: Signed folder
Summative Evaluation: Increased communication between school and home

Strategy (6): Utilize the *Emergency* message system to notify parents of important and urgent school announcements via phone and email & text.
Responsibility: Principal, Superintendent
Resources: *Emergency* message system and Remind
Timeline: As needed in 2019-2020
Formative Evaluation: Messages sent at necessary times during the year
Summative Evaluation: Increased communication between school and home

Strategy (7): Encourage classroom and library volunteers to work with children.
Responsibility: Principal, Teachers and Librarian
Resource: Library books
Timeline: All school year
Formative Evaluation: volunteer sign-up sheet
Summative Evaluation: list of active volunteers from teachers and librarian

Strategy (8): Implement WATCH D.O.G.S. Program on campus.
Responsibility: Principal, Assistant Principal, Counselor, PTO
Resource: Safe and Drug Free Funds
Timeline: All school year
Formative Evaluation: volunteer sign-up sheet, roster and logs
Summative Evaluation: volunteer logs, volunteers in place as often as possible

DISTRICT GOAL: III. Bellville ISD will encourage and provide opportunities for parental and community involvement that supports the educational processes for the District.

CAMPUS GOAL: III. O'Bryant Primary will encourage and provide opportunities for parental and community involvement that supports the educational processes of the District.

OBJECTIVE: **B. Provide opportunities for parental / community involvement in school activities.**

Strategy (1): Increase membership in the PTO organization with a membership drive.
Responsibility: PTO officers, principal and teachers
Resources: PTO officers
Timeline: August 2019
Formative Evaluation: Identify all current parent and community members belonging to OBP PTO
Summative Evaluation: Greater percentage of parental and teacher membership in OBP PTO

Strategy (2): Invite family members and others to lunch for special occasions (Grandparents Day, Thanksgiving).
Responsibility: Teachers, students and principal
Resources: *Bellville Times*, PTO Newsletters, Remind & notes sent home
Timeline: School Year
Formative Evaluation: Sign in logs/Raptor
Summative Evaluation: Sign in logs/Raptor

Strategy (3): Encourage parental participation during Field Day activities and school programs.
Responsibility: PTO and P.E. teachers
Resources: Phone calls, notes sent home through students.
Timeline: May 2020
Formative Evaluation: Parents volunteer to assist with Field Day Parent sign-in for programs
Summative Evaluation: Parent participation during Field Day

Strategy (4): Hold informative meeting for new and returning students and parents to our school at Open House.
Responsibility: Principal, Assistant Principal
Resources: Student Code of Conduct, Student Handbook and Campus maps
Timeline: September 2019
Formative Evaluation: Agenda for meeting
Summative Evaluation: Parent sign in sheets

Strategy (5): Coordinate a transition orientation with the Intermediate school for our third grade students.
Responsibility: Principal, Assistant Principals, Third Grade Teachers
Resource: Intermediate staff
Timeline: May 2020
Formative Evaluation: Hold orientation
Summative Evaluation: Students walk around with teachers and familiarize themselves on the Intermediate campus

Strategy (7): Arrange parent conferences to discuss student successes and to sign Title I Compacts.
Responsibility: Principal, Assistant Principal, counselor, classroom teachers, specialty teachers
Resources: Personal telephone calls, text messages, email & local funds
Timeline: September/October 2019

Formative Evaluation: Teacher conference logs
Summative Evaluation: Teacher conference logs

Strategy (8): Plan ESL Breakfast (FIESTA) for parents each six weeks.
Responsibility: Principal, ESL Specialist
Resources: local funds
Timeline: Once each six weeks
Formative Evaluation: Parental notification of meeting and meeting agenda
Summative Evaluation: Sign-in attendance sheets

Strategy (9): Have a "Meet the Teacher" night to orient new students and parents with our school, Title I programs, Parental and Family Engagement Policy and Teachers
Responsibility: Principal, Teachers, Food Service & Transportation
Resource: O'Bryant Primary Staff & local funds
Timeline: August 2019
Formative Evaluation: Parent sign in sheets
Summative Evaluation: Parent attendance

DISTRICT GOAL: III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.

CAMPUS GOAL: O'Bryant Primary will encourage and provide opportunities for parental and community involvement in the educational processes of the District.

OBJECTIVE: C. Provide awareness of higher education opportunities for all students.

Strategy (1): Encourage college and higher education awareness through College Day Activities.
Responsibility: Principal, Assistant Principal, Teachers, and Staff
Resource: Announcements, Bulletin Boards
Timeline: Each Six Weeks
Formative Evaluation: Scheduled days prior to each six weeks (progress report dates)
Summative Evaluation: All students and staff participate in wearing favorite college/high education t-shirt

DISTRICT GOAL: IV. Bellville ISD will recruit and hire appropriately certified teachers as required by TEA.

CAMPUS GOAL: O'Bryant Primary will recruit and hire appropriately certified teachers as required by TEA.

OBJECTIVE: A. All teachers will complete necessary requirements for state certification.

Strategy (1): Maintain and update all teacher personnel files for highly qualified compliance.
Responsibility: Principal, Executive Director of Administration
Resources: Central Office staff, Region VI
Timeline: All year
Formative Evaluation: Conduct review of existing files
Summative Evaluation: Personnel files are updated to meet compliance

Strategy (2): Attend job fairs to recruit highly qualified teachers.
Responsibility: Principal and Executive Director of Administration
Resources: Job Fairs and ESC VI
Timeline: Spring semester, June 2019
Formative Evaluation: Select opportunities to attend job fairs
Summative Evaluation: Attend job fairs and recruit highly qualified candidates

Strategy (3): Develop partnerships with paraprofessionals to become certified teachers.
Responsibility: Superintendent, Executive Director of Administration and Principal
Resources: local funds
Timeline: All Year
Formative Evaluation: Number of partnerships created
Summative Evaluation: Number of paraprofessionals that become certified teachers

Strategy (4): Retain effective, high quality teachers.
Responsibility: Superintendent, Executive Director of Administration and Principal
Resources: local funds
Timeline: School Year
Formative Evaluation: T-TESS evaluations
Summative Evaluation: Number of teachers retained

DISTRICT GOAL: IV. Bellville ISD will recruit and hire appropriately certified teachers as required by TEA.

CAMPUS GOAL: O'Bryant Primary will recruit and hire appropriately certified teachers as required by TEA.

OBJECTIVE: B. All teachers and staff will participate in meaningful professional development based on campus and district needs.

Strategy (1): Professional development programming will be directed to meet the needs of the campus, as well as district-wide needs.
Responsibility: Executive Director of Administration, Executive Director of Special Programs and Principal
Resource: Principal, state/federal requirements, curriculum state assessment data, Title IIA funds, local funds
Timeline: August 2019, Summer 2020
Formative Evaluation: Input from individual campuses received; state/federal requirements
Summative Evaluation: Professional Development program based on needs assessment

Strategy (2): Continue to make teachers aware of TEA recertification requirements every five years.
Responsibility: Teachers
Resource: local funds, ESC VI, TEA, Executive Director of Administration, Principal
Timeline: All year
Formative Evaluation: Inform, remind teachers of SBEC requirements for recertification
Summative Evaluation: Teachers keep their own personnel documentation file and reapply for certification as needed.

DISTRICT GOAL: IV. Bellville ISD will recruit and hire appropriately certified teachers as required by TEA.

CAMPUS GOAL: O'Bryant Primary will recruit and hire appropriately certified teachers as required by TEA.

OBJECTIVE: C. Bellville ISD will employ a highly diverse instructional faculty and staff that are reflective of the student populations.

Strategy (1): Recruit and Interview teachers and staff who are reflective of the diverse student population.
Responsibility: Executive Director of Administration, Superintendent, Principal
Resources: Applications submitted to the Central Office
Timeline: All year
Formative Evaluation: Diverse candidates reflective of OBP's student population are interviewed for available positions.
Summative Evaluation: Positions hired are reflective of OBP's student population.

Strategy (2): District personnel to attend job fairs in search of teachers and staff who are reflective of OBP's diverse student population.
Responsibility: Superintendent, Executive Director of Administration and Principal
Resources: Job Fairs
Timeline: All Year
Formative Evaluation: Number of recruited personnel
Summative Evaluation: Number of personnel hired

DISTRICT GOAL: V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.

CAMPUS GOAL: O'Bryant Primary will provide a safe, drug free, positive learning and teaching environment for students and staff members.

OBJECTIVE: A. Provide a positive school culture and climate.

Strategy (1): All students participate in Red Ribbon Week Activities.
Responsibility: Principal, Teachers, PTO
Resource: local funds, PTO

Timeline: October 2019
Formative Evaluation: Number of participants
Summative Evaluation: Student knowledge and awareness of drugs and Bullying

Strategy (2): Expose all students to our Character Education Program
Responsibility: Counselor
Resource: local funds and *Character Counts!* Curriculum Daily Words of Wisdom
Timeline: All year.
Formative Evaluation: Daily words of wisdom
Summative Evaluation: Number of students exposed to program; question/apply to choices during school day

Strategy (3): Educate all students about Bullying and its effects on students and provide an online reporting tool.
Responsibility: Counselor / Principal / Director of Technology
Resource: local funds, Character curriculum, Stay Alert
Timeline: All year
Formative Evaluation: *Character Counts!* lessons taught in classrooms, Stay Alert reporting tool available
Summative Evaluation: Number of discipline and bullying, Stay Alert referrals

Strategy (4): Display school-wide expectations in classrooms and throughout building and reinforce appropriate choices throughout the school year.
Responsibility: Principal, Assistant Principal, PBIS Team
Resources: Printed rules
Timeline: All Year
Formative Evaluation: Monitor student behavior
Summative Evaluation: Report Card Conduct grades, # of Referrals & PEIMS End-of-year report

Strategy (6): Provide group and individual counseling for students.
Responsibility: Counselor
Resources: Local funds
Timeline: All year
Formative Evaluation: student participation in counseling
Summative Evaluation: Counseling log of student counseling sessions.

Strategy (7): Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers
Resources: Local funds
Timeline: School Year
Formative Evaluation: Behavior Documentation Data
Summative Evaluation: Improvement of student behavior, Increased student achievement

Strategy (8): The campus will have a School Resource Officer daily who will monitor security cameras in and around the building as well as patrol the school area throughout the day.
Responsibility: Principal, Assistant principal, Director of Technology (cameras)
Resources: Local funds
Timeline: All School Year
Formative Evaluation: SRO visible daily

Summative Evaluation: SRO schedule

Strategy (9): Review and update crisis management plan & campus emergency procedures, train staff and students, and perform regular drills according to the ALICE protocol.
Responsibility: Principal, Campus Crisis Management Committee
Resources: Original plan, ESC, Region VI, Executive Director of Administration
Timeline: August 2019, ongoing throughout the year
Formative Evaluation: Receiving plan from administration, drills
Summative Evaluation: Committee meeting agenda and sign-in sheet, drill logs

DISTRICT GOAL: V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.

CAMPUS GOAL: O'Bryant Primary will provide a safe, drug free, positive learning and teaching environment for students and staff members.

OBJECTIVE: B. Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.

Strategy (1): Monitor student activity on campuses during the school day with assistance from the School Resource Officers and security cameras.
Responsibility: Campus administrators, SROs
Resources: Director of Technology, security cameras
Timeline: Daily
Formative Evaluation: Complete installation of security cameras on campus, SRO visibility
Summative Evaluation: Monitor multiple areas on each campus

Strategy (2): Teach good character using character education program.
Responsibility: Counselor
Resources: Local funds, Character Counts!
Timeline: Each year
Formative Evaluation: Character lessons taught
Summative Evaluation: Discipline referral data

Strategy (3): Reduce the number of bullying incidents on campus.
Responsibility: Principal, Assistant Principal, Counselor, Teachers
Resources: Website, District Bullying Stay Alert Reporting link, Local funds
Timeline: School Year
Formative Evaluation: Discipline referrals, reports of bullying
Summative Evaluation: Number of bullying incidents verified

Strategy (4): Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers
Resources: Local funds
Timeline: School Year
Formative Evaluation: Behavior Documentation Data

Summative Evaluation: Improvement of student behavior and Increased student achievement

Strategy (5): Review and update the crisis management plan & emergency procedures
Responsibility: Principal, Superintendent and Executive Director of Administration
Resources: Crisis management plan
Timeline: School Year
Formative Evaluation: Reminders/updates each semester
Summative Evaluation: Success of drills.

Strategy (6): All students and staff will participate in safety drills.
Responsibility: Principal, Assistant Principal
Resources: Crisis management plan
Timeline: School Year
Formative Evaluation: Scheduled drills
Summative Evaluation: Participation and success of drills

DISTRICT GOAL: VI. Bellville ISD will strive to successfully graduate 100% of its students from High School.

CAMPUS GOAL: **O'Bryant Primary students will strive to achieve 100% success rate.**

OBJECTIVE: **A. The District will achieve a drop-out rate of less than 2.0% and an attendance rate of more than 96%.**

Strategy (1): Recognition of students for perfect attendance for the year.
Responsibility: Teachers, aides, secretary, assistant principal and principal
Resources: local funds
Timeline: Each semester
Formative Evaluation: Perfect attendance list of students on file
Summative Evaluation: Perfect attendance awards

Strategy (2): Attendance Incentives for perfect attendance each six weeks and each semester
Responsibility: Teachers, aides, secretary, assistant principal and principal
Resources: local funds
Timeline: Each grading period and again at semester
Formative Evaluation: Perfect attendance list of students on file
Summative Evaluation: Perfect attendance awards

Strategy (3): Communication to parents when a student demonstrates absence tendencies.
Responsibility: Teachers, Principal & Assistant Principal
Resources: Campus PEIMS Data
Timeline: Each grading period and again at semester
Formative Evaluation: Monitor Individual student absences
Summative Evaluation: Contact made with the student and parent to address issues related to excessive absences.

Strategy (4): Reduce retention rate of students in grades 1, 2 and 3.
Responsibility: Principal, Teachers, staff and parents

Resources: Local funds and programs throughout the year, TEA research/effective practices
Timeline: School Year
Formative Evaluation: Progress Reports, six weeks report cards, in-school tutorials
Summative Evaluation: Number of students retained

Strategy (5): Recognition of students for their individual achievements at the end of the school year.
Responsibility: Classroom teachers, specialty teachers, assistant principal, and principal.
Resources: local funds
Timeline: Certificates awarded at End of Year Grade Level Assemblies
Formative Evaluation: Monitor progress toward completion
Summative Evaluation: Increase number of promoted students

Strategy (6): Provide after-school tutorials for At-Risk students in third grade.
Responsibility: Principals and Teachers
Resources: Local funds and State Compensatory funds
Timeline: each month
Formative Evaluation: Tutoring offered after school on campus and student logs of attendance
Summative Evaluation: Number of students retained is reduced

Strategy (7): Provide summer school for grades 1-3 for at-risk students.
Responsibility: Principal and Teachers
Resource: Title I, State Compensatory and local funds
Timeline: June 2020
Formative Evaluation: Summer school offered to at-risk students
Summative Evaluation: Success of those students the following school year

Strategy (8): Encourage daily attendance. Send home letters and conference with parents when necessary.
Responsibility: Teachers, aides, secretary, assistant principal and principal
Resources: Local funds
Timeline: Each grading period
Formative Evaluation: Announce classes with perfect attendance during morning announcements
Summative Evaluation: Student attendance rate at or above 96%

Strategy (9): Review students during BOY, MOY and EOY during PST meetings to identify needs.
Responsibility: Principal, Assistant Principal, Counselor, RTI Interventionists, ESL Specialist, classroom teachers
Resources: AIMs Web, Istation, TxKEA data
Timeline: September 2019, January 2020, May/June 2020
Formative Evaluation: Monitor students
Summative Evaluation: Plan interventions for students

DISTRICT GOAL: VII. Bellville ISD will promote participation in extra-curricular academic competitions.

CAMPUS GOAL: O'Bryant Primary will promote participation in extra-curricular academic competitions.

OBJECTIVE: A. Actively participate in UIL academic competitions.

Strategy (1): Students will participate in UIL events.
Responsibility: UIL Coaches in each event. Principal and judges for UIL contest
Resources: UIL materials and local funds
Timeline: Spring 2019
Formative Evaluation: Student participation
Summative Evaluation: Records, placement, and scores of those participating in the UIL events

APPENDIX A RTI Data 2017-2018



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Print Date: 5/8/2018 Pg 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Primary	K	Early Literacy	2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary

N (%)	Tier 3	Tier 2	Tier 1
Fall	41 (36)	30 (26)	43 (38)
Winter	42 (35)	40 (34)	37 (31)
Spring	22 (19)	11 (10)	80 (71)

Transition Details

Fall to Winter Transition

Fall		Winter Tier for Fall Students		
Tier	N (%)			
	41 (36)	26	13	2
	30 (26)	10	16	4
	43 (38)	1	12	30
	114	37	33	36

Winter to Spring Transition

Winter		Spring Tier for Winter Students		
Tier	N (%)			
	42 (35)	15	4	20
	40 (34)	7	5	27
	37 (31)		2	33
	119	22	11	80

Fall to Spring Transition

Fall		Spring Tier for Fall Students		
Tier	N (%)			
	41 (36)	12	5	16
	30 (26)	4	2	23
	43 (38)	3	2	38
	114	19	9	76

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	2.11	45	1.58	48	1.81	46
	3.07	65	1.13	47	1.84	49
	2.87	72	0.92	45	1.87	58
	2.72	60	1.21	46	1.77	51



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Print Date: 5/8/2018 Pg 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Primary	1	Early Literacy	2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary

N (%)	Tier 3	Tier 2	Tier 1
Fall	66 (53)	17 (14)	41 (33)
Winter	31 (25)	22 (18)	69 (57)
Spring	23 (19)	11 (9)	88 (72)

Transition Details

Fall to Winter Transition

Fall		Winter Tier for Fall Students		
Tier	N (%)			
	66 (53)	30	18	18
	17 (14)		3	14
	41 (33)		1	40
	124	30	22	69

Winter to Spring Transition

Winter		Spring Tier for Winter Students		
Tier	N (%)			
	31 (25)	20	4	5
	22 (18)		6	16
	69 (57)	1	1	66
	122	21	11	87

Fall to Spring Transition

Fall		Spring Tier for Fall Students		
Tier	N (%)			
	66 (53)	21	10	31
	17 (14)		1	16
	41 (33)			41
	124	21	11	88

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.06	62	0.91	64	0.97	62
	1.38	73	1.25	55	1.48	73
	2.30	78	1.23	53	1.88	68
	1.77	71	1.13	54	1.50	67

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Print Date: 5-8-2018 Pg 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Primary	2	Reading	2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary



N (%)	Tier 3	Tier 2	Tier 1
FALL	39 (27)	33 (22)	75 (51)
WINTER	38 (26)	21 (14)	88 (60)
SPRING	28 (20)	8 (6)	107 (75)

Transition Details

Fall to Winter Transition

Fall Tier	Fall N (%)	Winter Tier for Fall Students		
	39 (27)	28	9	2
	33 (22)	9	7	17
	75 (51)		5	67
	147	37	21	86

Winter to Spring Transition

Winter Tier	Winter N (%)	Spring Tier for Winter Students		
	38 (26)	26	4	5
	21 (14)	2	3	16
	88 (60)		1	83
	147	28	8	104

Fall to Spring Transition

Fall Tier	Fall N (%)	Spring Tier for Fall Students		
	39 (27)	24	4	9
	33 (22)	4	3	26
	75 (51)		1	70
	147	28	8	104

Tier Transition Growth

Tier	F to W ROI	F to W SGP	W to S ROI	W to S SGP	F to S ROI	F to S SGP
	1.5	31	1.95	42	1.94	15
	3.51	60	1.52	47	2.28	
	2.34	67	1.45	55	2.2	
	2.92	52	1.61	48	2.14	6

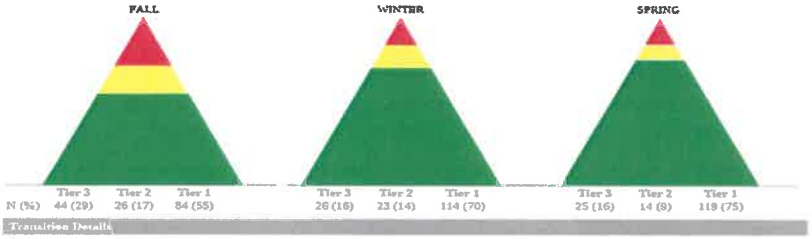
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Print Date: 5-8-2018 Pg 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Primary	3	Reading	2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary



N (%)	Tier 3	Tier 2	Tier 1
FALL	44 (29)	26 (17)	84 (55)
WINTER	26 (16)	23 (14)	114 (70)
SPRING	25 (16)	14 (9)	119 (75)

Transition Details

Fall to Winter Transition

Fall Tier	Fall N (%)	Winter Tier for Fall Students		
	44 (29)	23	11	9
	26 (17)	1	8	17
	84 (55)		3	81
	154	24	22	107

Winter to Spring Transition

Winter Tier	Winter N (%)	Spring Tier for Winter Students		
	26 (16)	17	4	5
	23 (14)	4	6	12
	114 (70)	2	4	103
	163	23	14	118

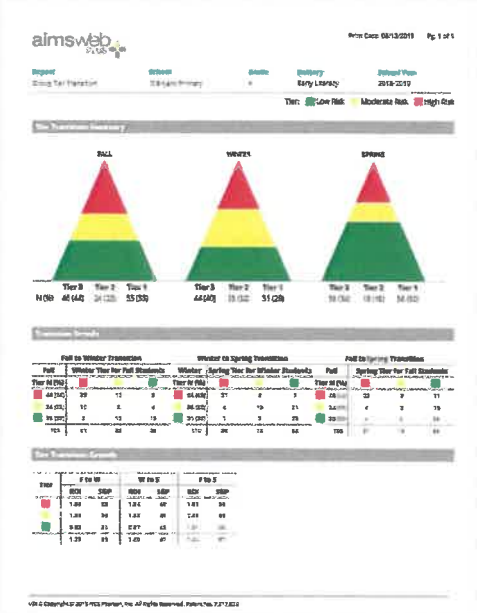
Fall to Spring Transition

Fall Tier	Fall N (%)	Spring Tier for Fall Students		
	44 (29)	20	5	13
	26 (17)	2	4	19
	84 (55)	1		81
	154	23	11	113

Tier Transition Growth

Tier	F to W ROI	F to W SGP	W to S ROI	W to S SGP	F to S ROI	F to S SGP
	2.29	52	1.15	42	1.32	42
	3.28	69	0.7	44	1.72	78
	3.29	75	0.53	46	1.6	72
	2.95	65	0.79	43	1.61	61

RTI Data 2018-2019



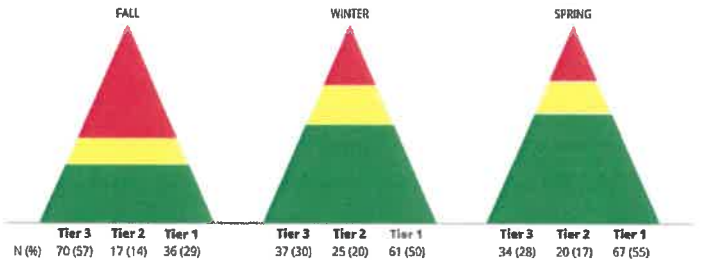
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Print Date: 06/12/2019 Pg. 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Primary	1	Early Literacy	2018-2019

Tier: Low Risk Moderate Risk High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	70 (57)	17 (14)	36 (29)	37 (30)	25 (20)	61 (50)	34 (28)	20 (17)	67 (55)

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
70 (57)	35	19	13	37 (30)	30	5	1	70 (57)	30	16	20
17 (14)	1	5	11	25 (20)	3	[illegible]	11	17 (14)	[illegible]	[illegible]	12
[illegible]			35	61 (50)		4	[illegible]	[illegible]			[illegible]

aimsweb PLUS

Print Date: 06/12/2019 Pg 1 of 1

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Primary	2	Reading	2018 2019

Tier: Low Risk Moderate Risk High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	30 (24)	31 (25)	64 (51)	25 (20)	11 (9)	90 (71)	24 (19)	10 (8)	92 (73)

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
30 (24)	17	6	5	25 (20)	18	4	3	30 (24)	17	5	6
31 (25)	6	5	20	11 (9)	4	2	5	31 (25)	5	3	22
64 (51)	1		62	90 (71)	1	3	84	64 (51)		1	62

Report	School	Grade	Battery	School Year
Group Tier Transition	O'Bryant Primary	3	Reading	2018-2019

Tier: Low Risk Moderate Risk High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	33 (22)	25 (17)	89 (61)	24 (17)	17 (12)	103 (71)	24 (17)	16 (11)	104 (72)

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
33 (22)	22	8	2	24 (17)	16	7	1	33 (22)	20	8	4
25 (17)	2	8	14	17 (12)	4	8	5	25 (17)	2	7	14
89 (61)		1	85	103 (71)	3	1	97	89 (61)	1	1	83
147	24	17	101	144	23	16	103	147	23	16	101

Tier Transition Growth

	F to W	W to S	F to S

Appendix B

Title I, Part A Expenditures

OBP Total $338, 964.00

OBP RTI Teachers, Paras, and Substitutes.....$266,156.00
OBP Portion of Elementary Summer School.....$9,100.00
OBP Portion of PBIS (RISE) Teacher.....$63,708.00

West End Elementary Bellville ISD

Campus Improvement Plan

2019-20

Campus Improvement Plan Members 2019-20

Lindsey Witte, Parent
Melanie Grafe, Parent
Kathy Kucera, Community and Business
Allen Kuehn, Community Member
Tony Hancock, Principal
Jodie Koehl, Faculty support (Counselor)
Kari Orduna, 2nd Teacher
Becky Krenek, Kinder Teacher
Brenda Blezinger, 3/4/5 Teacher
Bernadette Armand, 1st Teacher
Felicia King, RTI instructional aide

BELLVILLE INDEPENDENT SCHOOL DISTRICT
WEST END ELEMENTARY

PHILOSOPHY OF EDUCATION

The staff of West End Elementary School believes that each child has potential for greatness. Our philosophy is that children have a right to a high quality education which builds on their strengths. Through the collaborative efforts of home, school, and community, our students will be prepared for a successful life, academically and emotionally.

MISSION STATEMENT

WE inspire students to make learning a lifelong adventure!

WEST END ELEMENTARY SCHOOL
NEEDS ASSESSMENT DATA
JUNE 2019

Demographics

Enrollment: 150 students
Kindergarten: 24
Grade 1: 31
Grade 2: 19
Grade 3: 25
Grade 4: 22
Grade 5: 29

Ethnic Distribution	%
African American	2.70
Hispanic	14.19
White	80.41
Asian/Pac. Islander	0.0
Two or More	2.70

Student Group Representation	%
Economically Disadvantaged	35.14
English Language Learners (ELL)	5.41
At-Risk	31.08
Mobility	0
Gifted and Talented Education	27.03
Special Education	6.08

Sources: PEIMS Data
West End's Hispanic and Economically Disadvantaged groups are continually increasing in numbers. These students tend to have lower reading levels due to possible language deficiencies and need increased support. We will continue to use our Response to Intervention (RTI) Program for Reading for these students as well as other student groups.

Student Achievement

STAAR

Scores Comparison by Sub-Groups Percentage/Sub-Group Meeting Standard
**** Denotes no data reported for fewer than five students**

Third Grade

	2016		2017		2018	
Groups Tested:	Reading	Math	Reading	Math	Reading	Math
All Students	82	83	82	95	92	72
African American	100	*	100	100	*	*
Hispanic	100	67	60	100	*	*
White	78	97	88	94	100	81
Econ. Disadv.	89	78	83	100	67	50
Special Education	100	*	*	*	*	*
ELL	100	*	67	100	*	*

Fourth Grade

	2016			2017			2018		
Groups Tested:	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	74	74	58	89	93	68	95	77	86
African American	*	*	*	*	*	*	*	*	*
Hispanic	50	75	0	67	100	33	100	60	60
White	86	79	64	96	96	74	94	88	94
Econ. Disadv.	60	70	50	78	89	67	100	73	82
Special Education	*	*	*	*	*	*	*	*	*
ELL	33	67	33	*	100	*	*	*	*

Fifth Grade

	2016			2017			2018		
Groups Tested:	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science
All Students	94	94	83	84	95	84	100	97	86
African American	100	100	100	*	*	*	*	*	*
Hispanic	83	80	80	*	*	*	*	*	*
White	84	87	82	93	93	86	100	100	88
Econ. Disadv.	71	75	72	80	90	80	100	88	86
Special Education	100	50	67	*	*	*	*	*	*
ELL	100	100	80	*	*	*	*	*	*

TELPAS

(All students tested on TELPAS were in the Hispanic, Economically Disadvantaged, and ESL subgroups.)

**** Denotes no data reported for fewer than five students**

2018-2019 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
K	0	0	0	**	**	**	**	**	**
1	3	0	3	**	**	**	**	**	**
2	1	0	1	**	**	**	**	**	**
3	0	0	0	**	**	**	**	**	**
4	3	2	1	**	**	**	**	**	**
5	1	1	0	**	**	**	**	**	**

2016-2017 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
K	3	1	2	**	**	**	**	**	**
1	1	0	1	**	**	**	**	**	**
2	5	3	2	2.9	0	20	40	40	2.9
3	1	1	0	**	**	**	**	**	**
4	4	1	3	**	**	**	**	**	**
5	1	0	1	**	**	**	**	**	**

2017-2018 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
K	4	0	4	**	**	**	**	**	**
1	2	1	1	**	**	**	**	**	**
2	0	0	0	**	**	**	**	**	**
3	3	1	2	**	**	**	**	**	**
4	1	1	0	**	**	**	**	**	**
5	3	1	2	**	**	**	**	**	**

The TELPAS data shows that our students show improvement from year to year.

PBMAS

West End Elementary did not receive any violations related to PBMAS. However, West End Elementary will continue to help students maintain appropriate discipline and behavior choices through our character education program. Students will also receive additional support in their classes through inclusion for 2019-2020 as we hope to alleviate frustration with support that ultimately leads to poor behavior choices.

Attendance Rate

West End's attendance rate increased in several demographic groups during the 2018-2019 school year. This coming school year, we will implement creative attendance incentives each six weeks to encourage students to attend school regularly.

Year	Campus	Af. Am.	His.	White	Male	Female	Sp. Ed.	ELL
2012-13	95.6	95.2	95.3	95.7	95.8	95.4	95.3	96.1
2013-14	96.1	97.2	96.0	96.0	96.5	95.7	93.2	95.5
2014-15	96.4	95.9	95.9	96.6	96.3	96.5	96.1	96.5
2015-16	96.1	96.2	95.0	96.2	96.3	95.8	94.4	95.6
2016-17	96.2	96.2	95.0	96.3	96.4	95.9	94.5	95.6
2017-18	96.5	91.0	95.7	96.9	96.9	96.2	95.7	95.9
2018-19	97.9	93.3	97.0	96.8	97.0	96.5	96.6	96.2

Retention Rate

West End Elementary did retain one student for the 2018-19 school year.

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	0	0	1	0	1	0	1
1	1	1	0	1	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	1	0	0	0	0	0
5	0	0	0	0	0	0	0

Program Effectiveness

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2019-20 school year. Inclusion classes at West End Elementary will be supported by a special education teacher and/or paraprofessional staff members. There will be a need for continued, ongoing training for our special education and general education staff members in the upcoming school years. Based on previous years STAAR data, special education students scored lower on reading and math assessments which we feel can be supported through the tiered interventions in our Response to Intervention (RTI) Program for our third, fourth, and fifth grade students. With the numbers of students on the autism spectrum increasing, we do have a need for a behavioral specialist to work with these students and staff members to ensure environments that are conducive to learning.

Gifted and Talented

Students at West End Elementary are identified for the gifted and talented program by nominations and testing. Students are served in the program through pull-out classes two times per week. West End currently serves students in the gifted and talented program and these students continue to score at or above standard and achieve commended performance on district level benchmarks and state assessments. We continue to offer staff development opportunities for all teachers to become GT certified.

ESL/Bilingual

Our ESL population continues to grow and our ESL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials. Based on 2019 STAAR and TELPAS data, ESL students will need continual support in reading to build fluency, comprehension, and vocabulary. In addition to the RTI tiered program, we are also exploring the possibility of implementing a computerized program to assist in building vocabulary for students in grades 1 and above. The will be an increasing assistance in developing appropriate programs to assist our growing ESL population.

Title I

West End Elementary is not served as a Title I Program.

State Compensatory Education

During the 2019-20 school year, state compensatory resources will continue to be utilized to provide highly qualified paraprofessional staff for West End, after-school tutorials, and summer school which all help to aid in the success of our students. The before and after-school tutorials and summer school are extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in these areas as well.

Safe and Drug Free Schools

West End has security cameras monitored regularly in and around the campus building. New, electronically controlled security gates were installed to help maintain a safe and secure learning environment for our students and staff. A majority of our staff has been trained in CPI and deescalating procedures for our students.

Homeless

During the 2018-19 school year, we had a total of 4 students qualify as homeless. All students were offered services through our district and our local churches and other community organizations provided school supplies and other needed items.

Dyslexia

West End Elementary has a trained Dyslexia Specialist to provide prescriptive, intense interventions on identified students. Students are referred and tested to qualify for admission to the dyslexia program. In 2018-19, we served 4 dyslexia students.

Technology

West End Elementary School has a computer lab monitored by a paraprofessional who also serves as our Campus Technology Specialist. All classrooms have at least one student computer and all of our general education classrooms have a SMART board. Our campus also has an iPad cart with Wi-Fi access and 30 iPads for enrichment activities. All students are enriched by participating in classes in the computer lab twice weekly, once for technology application lessons usually integrated with science and social studies and once for technology enhanced instruction in language arts and/or math. Teachers complete STaR charts annually and have proficient to advanced technology skills. West End will continue to provide technology and support for the future with the advancement of technology in newer textbook adoptions and resources for learning. There are 55 Chromebooks on two portable carts with Wi-Fi capabilities. We will be adding more Chromebooks and Chrome carts in the future. All students can utilize and benefit from this technology.

Curriculum and Instruction

Teachers at West End use TEKS Resource System to ensure the curriculum they are teaching is aligned with the TEKS. As discussed previously, all of our classroom teachers are ESL certified. We also highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels/needs of students in the classroom. Along with our technology, these tools/strategies help teachers with differentiated learning.

Discipline/Character Education/PBIS

Based on 2018-19 Student Disciplinary Data, West End had a total of 5 recorded discipline incidents for the school year. Of the incidents, 2 were full day in school suspensions, 0 were partial day in school suspensions, 3 were full day out of school suspensions and 0 were partial day out of school suspensions. One of the students was in special education.

West End staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program. The Project Wisdom program is used daily on the morning announcements. Continue implementation of phase one of PBIS (Brahma PRIDE) for Tier 1 and 2 in Grades PK-8.

The campus counselor visits classrooms and P.E. classes to continue to teach good character and educate students about bullying, its effects on students, and our no tolerance for bullying.

Within Special Education population, we had 1 student restraints. Restraints are used as a last resort, to prevent the student from harming themselves or others. We have a campus core team trained in Non-Violent Crisis Intervention and we continue to provide staff development and behavior strategy implementation for our autistic students to improve their overall behavior and ultimately lower the need for restraints.

Staff Development Needs

Based on staff surveys, faculty meeting discussions, and summative conferences, West End has the need for additional and/or continued training in the areas of classroom management, student behavior, technology, inclusion for special education and regular education staff, de-escalation strategies for use with our ED/Autistic students, English Language Proficiency Standards (ELPS) training, working with ADD and ADHD students, and research based instructional strategies in all core subjects.

Staff Quality, Recruitment, and Retention

At West End, we recruit and interview prospective teachers and staff members that are fully certified/qualified for vacant positions. The principal and district staff also encourages paraprofessionals to become certified classroom teachers. As of now, West End has four former paraprofessionals who are now employed as fully certified teachers.

Parental Involvement

At West End, parent involvement is an integral part of our success. Our students are provided with student planners (assignment books) for every student in grades 4/5 for daily use to ensure increased communication about academics and discipline between school and home. All other grade levels use take-home folders for daily communication with parents. West End conducts a "Meet the Teacher" evening before classes begin, parent orientation for each grade level within the first two weeks of school, an Open House in September, and PTO monthly meetings throughout the year. There are numerous opportunities for parents to be involved in school activities and programs. We have an extensive volunteer program and parent volunteers are on campus assisting teachers and students on a daily basis. Our staff members communicate with parents either by phone or personal contact concerning academics, discipline and positive news. We are very fortunate to have a very involved parent base for our students and we make a point of honoring our volunteers with a Volunteer Brunch every year.

Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. West End is fortunate to have RAP (Raising Academic Performance) trained mentors working with students. Our local businesses have been very generous in supporting our school with monetary donations for various projects including field trip expenses. Many of the "extras" we provide to our students would not be possible without the assistance of our community.

West End Elementary
Campus Improvement Plan
2019-2020

DISTRICT GOAL:	**I. Bellville ISD will meet State Accountability Goals as defined by TEA and ESEA.**
CAMPUS GOAL:	**I. West End Elementary will meet State Accountability Goals as defined by TEA.**
ESEA GOALS:	**1 & 2**
OBJECTIVE:	**A. All student groups and special populations, grades 3-5 will achieve as indicated on the STAAR (State of Texas Assessment of Academic Readiness).**
(1) **Strategy:**	Administer STAAR formatted benchmarks to all students to identify strengths/weaknesses.
Responsibility:	Principal, classroom teachers, specialty teachers
Resources:	Asst. Supt., Released State Exams
Timeline:	Each Six Weeks
Formative Evaluation:	Data analysis of completed benchmarks
Summative Evaluation:	2018-19 STAAR scores
(2) **Strategy:**	Tutorials will be offered for students performing below expectations on classwork and benchmarks.
Responsibility:	Staff
Resources:	SCE funds
Timeline:	May, 2020
Formative Evaluation:	SCE budget, local budget
Summative Evaluation:	Tutorial sign-in sheets
(3) **Strategy:**	The campus will continue RTI reading program & Study Island
Responsibility:	RTI campus coordinator, Principal
Resources:	RTI models, Region VI, district personnel
Timeline:	Each Six Weeks
Formative Evaluation:	RTI Growth Charts, Assessments
Summative Evaluation:	RTI Growth Charts
(4) **Strategy:**	Disaggregate data for AIMS Web, AR STAR test for grades 4/5, Study Island, previous year's STAAR scores, and then develop educational plans for at-risk students.
Responsibility:	RTI campus coordinator, Principal, teachers
Resources:	Summary Reports from AIMS Web, and STAAR
Formative Evaluation:	Report Cards and benchmark assessments
Summative Evaluation:	STAAR and RTI results
(5) **Strategy:**	Explore ways to expand RTI Math for grades K-5 including progress monitoring.
Responsibility:	RTI campus coordinator, Principal, teachers
Resources:	AIMS Web
Timeline:	Ongoing, yearlong
Formative Evaluation:	Plan created to implement Math RTI program

Summative Evaluation:	RTI Plan
DISTRICT GOAL:	**I. Bellville ISD will meet Federal Accountability Goals (as defined by ESEA.)**
CAMPUS GOAL:	**I. West End Elementary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals (as defined by ESEA.)**
OBJECTIVE:	**All students will be taught in an instructional classroom environment that utilizes technology for the purpose of teaching and learning.**
(1) **Strategy:**	Technology skills as identified in the TEKS will be taught in grades 1-5.
Responsibility:	Teacher, Computer lab aide, faculty
Resources:	Lab, EZ tech software, Technology TEKS standards, Campus iPad cart, Chromebook carts.
Timeline:	May, 2020
Formative Evaluation:	Computer lab weekly schedule, unscheduled lab time
Summative Evaluation:	Principal summative evaluation form for technology
(2) **Strategy:**	Integrate technology in the use of TEKS Resource System for all teachers.
Responsibility:	Principal
Resources:	District
Timeline:	May, 2020
Formative Evaluation:	Lesson Plans
Summative Evaluation:	Classroom Observations
(3) **Strategy:**	Integrate technology TEKS to enhance the academic instruction in the classrooms.
Responsibility:	Classroom teacher
Resources:	Campus computers, iPads, hardware and software programs, SmartBoards
Timeline:	Ongoing - Yearlong
Formative Evaluation:	Lesson plans
Summative Evaluation:	Classroom Observations
(4) **Strategy:**	Develop BYOD policy for grades 4 and 5. Develop acceptable use for wireless networks, iPads, and Chromebooks.
Responsibility:	Principal, 4/5th grade teachers, and CIT committee
Resources:	District BYOD policy
Timeline:	2019-2020
Formative Evaluation:	Classroom Observations
Summative Evaluation:	Classroom Observations

DISTRICT GOAL:	**I. Bellville ISD will meet all Federal Accountability Requirements as defined by ESEA.**
CAMPUS GOAL:	**I. West End Elementary will meet State Accountability Goals as defined by TEA and Federal Accountability Requirements as defined by ESEA.**
OBJECTIVE:	**All students will explore and develop career pathways and post-secondary career opportunities.**
(1) **Strategy:**	Continue career awareness activities in grades K - 5.
Responsibility:	Staff
Resources:	Community, District Career Awareness materials, Career Day
Timeline:	All Year
Formative Evaluation:	Teacher lesson plans
Summative Evaluation:	Teacher lesson plans
(2) **Strategy:**	Continue to provide speakers that promote career opportunities.
Responsibility:	West End staff
Resources:	District, campus, and community leaders
Timeline:	All Year
Formative Evaluation:	Campus calendar
Summative Evaluation:	Participation
DISTRICT GOAL:	**II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
CAMPUS GOAL:	**II. West End Elementary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
OBJECTIVE:	**All students who are identified as having a disability as defined by Special Education will be provided an instructional class environment that meets their individual needs.**
(1) **Strategy:**	Inclusion of students of diverse populations in regular classroom activities.
Responsibility:	Classroom teachers, Special Ed Teacher, aides
Resources:	Special education budget
Timeline:	Each Six Weeks
Formative Evaluation:	Observation of student participation in the classroom
Summative Evaluation:	Student Grades
(2) **Strategy:**	Provide differentiated instruction in all core subject areas.
Responsibility:	Faculty
Resources:	Inclusion Teacher, Reading & Math Technology programs
Timeline:	All Year
Formative Evaluation:	Teacher lesson plans
Summative Evaluation:	Summative reading and math assessments
(3) **Strategy:**	Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement

	plans are developed and used.
Responsibility:	Principal
Resources:	Inclusion Teacher, Classroom teachers, LSSP, Behavior Specialist, Principal
Timeline:	Each six weeks
Formative Evaluation:	Documentation of strategies and techniques used.
Summative Evaluation:	The behavior improvement plans are developed and used.

DISTRICT GOAL:	**II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
CAMPUS GOAL:	**II. West End Elementary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
OBJECTIVE:	**All students who are identified as English Language Learners will be provided an instructional environment that meets their individual needs.**
(1) **Strategy:**	Recruit and hire elementary bilingual teachers through 5th grade.
Responsibility:	Elementary Principals, Superintendent
Resources:	Executive Director of Special Programs, Online Job Postings, Region VI
Timeline:	August 2019
Formative Evaluation:	Bilingual jobs are posted on district website.
Summative Evaluation:	Bilingual teachers are hired and teaching in bilingual classrooms.
(2) **Strategy:**	All classroom teachers will be ESL certified and utilize daily strategies to successfully meet the needs of ELL learners.
Responsibility:	Classroom Teachers
Resources:	District ESL personnel
Timeline:	All Year
Formative Evaluation:	Report Cards
Summative Evaluation:	Report Cards, TELPAS, and STAAR Results
(3) **Strategy:**	Tutorials will be made available for all at-risk students.
Responsibility:	Staff
Resources:	SCE funds
Timeline:	All Year
Formative Evaluation:	SCE budget, local budget
Summative Evaluation:	Tutorial sign-in sheets, student grades
(4) **Strategy:**	All At-Risk K-5 students reading below grade level, based on district-level assessments will receive interventions using the Response to Intervention (RTI) model.
Responsibility:	K-5 teachers, principal
Resources:	RTI , district benchmark assessments(AIMS web)
Timeline:	All Year
Formative Evaluation:	Teacher lesson plans, RTI teacher documentation forms
Summative Evaluation:	End of Year assessments

DISTRICT GOAL:	**II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
CAMPUS GOAL:	**II. West End Elementary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
OBJECTIVE:	**All students who are identified as Gifted and Talented will be provided an instructional environment that meets their individual needs.**
(1) **Strategy:**	Encourage teachers to obtain Gifted/Talented certification or endorsement.
Responsibility:	Principal, Executive Director of Special Programs, G/T teacher
Resources:	Staff Development budget, local funds
Timeline:	May 2020
Formative Evaluation:	Certificates on file
Summative Evaluation:	100% of teachers will become trained.
(2) **Strategy:**	Increase methods used to identify more African American and Hispanic students who have GT characteristics
Responsibility:	Principal, Executive Director of Special Programs, G/T teachers
Resources:	TEA
Timeline:	May 2020
Formative Evaluation:	% of Special Populations being referred for GT testing
Summative Evaluation:	Increase from previous year
(3) **Strategy:**	Provide families with an overview of the assessment procedures and services for GT students.
Responsibility:	Principal, G/T teacher
Resources:	Student Handbook
Timeline:	October 2019
Formative Evaluation:	Parental Feedback
Summative Evaluation:	Parental Feedback
(4) **Strategy:**	All second grade students will be screened for the Gifted/Talented Program.
Responsibility:	Principal, G/T teacher,
Resources:	NNAT screening test
Timeline:	February 2020
Formative Evaluation:	Testing Results
Summative Evaluation:	Students previously not identified for GT added to the program.
DISTRICT GOAL:	**III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**
CAMPUS GOAL:	**III. West End Elementary will encourage and provide opportunities for parental and community involvement in the educational processes of the Campus and District.**
OBJECTIVE:	**Maintain the positive relationships developed between the school district and the local business community and other community groups.**
(1) **Strategy:**	Sponsor joint celebrations and projects with community leaders.
Responsibility:	Staff
Resources:	Community and staff

Timeline:	May, 2020
Formative Evaluation:	Committee agenda notices
Summative Evaluation:	Post newspaper and online articles

(2) **Strategy:**	Explore ways to recognize business/community leaders who support our campus.
Responsibility:	Staff
Resources:	Community and staff
Timeline:	May, 2020
Formative Evaluation:	Committee agenda notices
Summative Evaluation:	Post newspaper and online articles

(3) **Strategy:**	Develop a comprehensive list of student involvement in the community.
Responsibility:	Staff
Resources:	Community and staff
Timeline:	May, 2020
Formative Evaluation:	Committee agenda notices
Summative Evaluation:	Post newspaper and online articles

DISTRICT GOAL:	**III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**
CAMPUS GOAL:	**III. West End Elementary will encourage and provide opportunities for parental and community involvement in the educational processes of the Campus and District.**
OBJECTIVE:	**Provide opportunities for parental/community involvement in school activities.**

(1) **Strategy:**	Register parents who attend campus functions and submit list of attendees and summary sheet of activities to the superintendent's office.
Responsibility:	Principal
Resources:	Region VI
Timeline:	May, 2020
Formative Evaluation:	Sign-in sheets
Summative Evaluation:	Summary sheets of activities

(2) **Strategy:**	Ensure parent/community participation on all required campus committees or activities.
Responsibility:	Principal
Resources:	Community, district
Timeline:	May, 2020
Formative Evaluation:	Campus committee agendas
Summative Evaluation:	Campus committee sign-in sheets

(3) **Strategy:**	Encourage parents to participate in classroom activities and to volunteer with school activities.
Responsibility:	Staff
Resources:	PTO organization
Timeline:	May, 2020
Formative Evaluation:	Sign-in Sheets

Summative Evaluation:	Parent participation report to district
(4) **Strategy:**	Continue to use community members as readers, mentors, and tutors.
Responsibility:	Principal, staff
Resources:	Parent volunteer coordinator, community organizations
Timeline:	May, 2020
Formative Evaluation:	Volunteer registration sheets
Summative Evaluation:	Volunteer sign-in sheets
(5) **Strategy:**	Provide training for volunteers and mentors.
Responsibility:	Principal, volunteer coordinator, mentor coordinator
Resources:	Region VI, RAP
Timeline:	May, 2020
Formative Evaluation:	Notice of training sessions posted
Summative Evaluation:	Volunteer sign-in sheets
(6) **Strategy:**	Continue to use the RAP program for adult mentors
Responsibility:	Principal, volunteer coordinator, mentor coordinator
Resources:	RAP mentor
Timeline:	May, 2020
Formative Evaluation:	Sign-in sheets in office
Summative Evaluation:	RAP contact hour report
DISTRICT GOAL:	**III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**
CAMPUS GOAL:	**III. West End Elementary will encourage and provide opportunities for parental and community involvement in the educational processes of the Campus and District.**
OBJECTIVE:	**Provide awareness of higher education opportunities for all students.**
(1) **Strategy:**	Make parents aware of higher education opportunities for their children.
Responsibility:	Principals, Counselors
Resources:	District website, TEA
Timeline:	Each Semester
Formative Evaluation:	Campus/District Webpage
Summative Evaluation:	Public awareness of higher education opportunities.
(2) **Strategy:**	Expose students to various higher education establishments by wearing College t-shirts on progress report and report card days.
Responsibility:	Principals, Counselors, Teachers
Resources:	Campus website, Morning Announcements, College Signs
Timeline:	Every three weeks
Formative Evaluation:	Campus Participation
Summative Evaluation:	Public awareness of higher education opportunities
DISTRICT GOAL:	**IV. Bellville ISD will recruit and hire highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**
CAMPUS GOAL:	**IV. West End Elementary students will be taught by highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**

ESEA GOAL:	**3**
OBJECTIVE:	**All teachers will attain complete certification and meet the requirements for the highly qualified standard and state certification.**
(1) **Strategy:**	West End Elementary site-based interview committee will screen all applications to ensure only highly qualified teachers are interviewed and recommended for employment.
Responsibility:	Principal, campus interview committee
Resources:	District central office
Timeline:	May, 2020
Formative Evaluation:	Teacher application
Summative Evaluation:	Teacher certificate indicating the employed teacher meets the standard for highly qualified teacher
(2) **Strategy:**	District personnel attend area job fairs to hire qualified teachers.
Responsibility:	Central administration
Resources:	District central office, area colleges and universities personnel departments
Timeline:	May, 2020
Formative Evaluation:	Job fair calendars
Summative Evaluation:	Teacher applications and number of HQ staff hired and retained at end of year.
(3) **Strategy:**	Develop partnerships with paraprofessionals to become certified teachers.
Responsibility:	Central administration
Resources:	District central office, area colleges and universities personnel departments
Timeline:	May, 2020
Formative Evaluation:	Number of partnerships created
Summative Evaluation:	Number of paraprofessionals that become certified teachers.
DISTRICT GOAL:	**IV. Bellville ISD will recruit and hire qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**
CAMPUS GOAL:	**IV. West End Elementary students will be taught by highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**
OBJECTIVE:	**All teachers and staff will participate in meaningful professional development based on campus and district needs.**
(1) **Strategy:**	Faculty will be encouraged to attend workshops to meet individual professional needs.
Responsibility:	Principal, faculty
Resources:	Region VI, other P.D. Resources
Timeline:	All year
Formative Evaluation:	Workshop registration forms
Summative Evaluation:	Certificates of attendance and completion of 150 hours as appropriate.
(2) **Strategy:**	Campus development activities will reflect campus needs.
Responsibility:	Principal, staff

Resources:	campus assessment of needs, faculty/student surveys, state assessments, demographic review of student folders.
Timeline:	May, 2020
Formative Evaluation:	CIT meetings/recommendations
Summative Evaluation:	In-service agenda
(3) **Strategy:**	Faculty will receive training on new technology/curriculum programs to be implemented on campus.
Responsibility:	Principal
Resources:	District technology coordinator, commercial vendors
Timeline:	May, 2020
Formative Evaluation:	Campus planning calendar
Summative Evaluation:	In-service campus sign-in sheets
DISTRICT GOAL:	**IV. Bellville ISD will recruit and hire highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**
CAMPUS GOAL:	**IV. West End Elementary students will be taught by highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**
OBJECTIVE:	**Bellville ISD will employ a highly diverse instructional faculty and staff that are reflective of the student populations.**
(1) **Strategy:**	Continue to ensure that all recruitment and application processes are in compliance with the Federal Equal Employment Opportunity Laws.
Responsibility:	Principal, Superintendent
Resources:	US Equal Employment Opportunity Commission, TEA, Region VI
Timeline:	June, 2020
Formative Evaluation:	
Summative Evaluation:	All recruitment and application processes continue to not discriminate according to applicable federal laws.
(2) **Strategy:**	Aggressively search for minority staff by contacting colleges and universities historically serving minorities.
Responsibility:	Superintendent, Principal
Resources:	Region VI, local colleges and universities
Timeline:	June, 2020
Formative Evaluation:	
Summative Evaluation:	
(3) **Strategy:**	Continue to make teachers aware of the State recertification requirement every five years.
Responsibility:	Teachers
Resources:	Deputy Supt., Principal
Timeline:	Each Semester
Formative Evaluation:	Inform/remind teachers of SBEC requirement for recertification.
Summative Evaluation:	Teachers must maintain their own personal documentation file for recertification purposes.

DISTRICT GOAL:	**V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.**
CAMPUS GOAL:	**V. West End Elementary will provide a safe, drug free, positive learning and teaching environment for students and staff members.**
ESEA GOAL:	4
OBJECTIVE:	**Provide a positive school culture and climate.**
(1) **Strategy:**	Review and Update Crisis Management Plans
Responsibility:	Campus Emergency Crisis committee
Resources:	District personnel, Region VI Safe School resources
Timeline:	Ongoing
Formative Evaluation:	Emergency Crisis committee recommendations
Summative Evaluation:	Updated Emergency Crisis Plan
(2) **Strategy:**	Publish school policy, expectations, and consequences in the student handbook.
Responsibility:	Principal
Resources:	Student handbook
Timeline:	August, 2019
Formative Evaluation:	Student handbook
Summative Evaluation:	Signed acknowledgment of handbook receipt form
(3) **Strategy:**	Provide morale boosters for staff and students periodically during the year.
Responsibility:	Principal
Resources:	Parent volunteers, campus budget, PTO
Timeline:	Ongoing
Formative Evaluation:	Campus calendar
Summative Evaluation:	Campus budget
(4) **Strategy:**	Provide group and individual counseling for students.
Responsibility:	School Counselor
Resources:	Counselor
Timeline:	All-Year, Ongoing
Formative Evaluation:	Counselor daily schedule
Summative Evaluation:	Campus discipline referral log
(5) **Strategy:**	Educate all students with strategies to deal with Bullying.
Responsibility:	Faculty, principal
Resources:	District/campus anti-bullying plans, student surveys
Timeline:	Ongoing
Formative Evaluation:	Campus anti-bullying plan
Summative Evaluation:	Discipline annual report
(6) **Strategy:**	Continued emphasis on character education through the Character Counts: "Six Pillars of Character" program.
Responsibility:	Counselor
Resources:	"Character Counts" curriculum, counselor
Timeline:	Ongoing
Formative Evaluation:	Teacher lesson plans
Summative Evaluation:	Counselor's calendar of events
(7) **Strategy:**	Provide programs for students on safety, anti-violence, and drug awareness.

Responsibility:	Principal, staff
Resources:	Local community leaders, Region VI, Character Assemblies
Timeline:	Ongoing
Formative Evaluation:	Campus calendar
Summative Evaluation:	Campus calendar

DISTRICT GOAL:	**V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.**
CAMPUS GOAL:	**V. West End Elementary will provide a safe, drug free, positive learning and teaching environment for students and staff members.**
OBJECTIVE:	**Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.**
(1) Strategy:	Maintain certification requirements for campus Crisis Prevention Intervention team.
Responsibility:	Principal
Resources:	District special education department, Region VI
Timeline:	December, 2019
Formative Evaluation:	Region VI workshops, District special education training
Summative Evaluation:	Sign-in sheets at training

(2) Strategy:	Continue emphasis on character development through the *"Character Counts"* program.
Responsibility:	Principals, counselors
Resources:	Executive Director of Administration, principals, counselors, teachers, character attributes
Timeline:	Each six weeks
Formative Evaluation:	Character attributes promoted throughout the school district.
Summative Evaluation:	Character Counts identified attributes are emphasized with all students.
(3) Strategy:	Improve and expand drug awareness programs such as Red Ribbon Week activities.
Responsibility:	Principals, counselors, teachers
Resources:	Region VI
Timeline:	Each semester
Formative Evaluation:	Drug awareness programs are reviewed and expansion and improvements are planned.
Summative Evaluation:	Drug awareness programs take place on each campus.
(4) Strategy:	Continue implementation of phase one of PBIS for Tier 1 and 2 in Grades PK-8.
Responsibility:	PBIS District Committee, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers
Resources:	LSSP, Executive Director of Administration, Region VI
Timeline:	Each Semester
Formative Evaluation:	District PBIS Framework is being implemented.
Summative Evaluation:	Consistent implementation of District PBIS Framework is evident.
Strategy (5):	Continue implementation of phase one of RISE (a Tier 3 behavior intervention program) in PK-8.
Responsibility:	RISE Teachers, RISE Paraprofessionals, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers
Resources:	LSSP, Executive Director of Administration, Region VI, Title IA funds, Title IVA funds, local funds
Timeline:	Each Semester

Formative Evaluation:	RISE Guidelines are being implemented.
Summative Evaluation:	RISE Guidelines are implemented at the campus level.

(3) **Strategy:**	Monitor all activity on campus during the school day with assistance from security cameras.
Responsibility:	Principal
Resources:	Director of Technology, security cameras
Timeline:	Ongoing
Formative Evaluation:	Complete Installation of Security Cameras
Summative Evaluation:	Monitor multiple areas on campus with security cameras.

(4) **Strategy:**	Prevent bullying at school through an ongoing awareness campaign.
Responsibility:	Executive Director of Special Programs
Resources:	ESC VI, Principal
Timeline:	Ongoing
Formative Evaluation:	Update Campus Bullying Plans
Summative Evaluation:	Bullying awareness campaign is implemented.

(5) **Strategy:**	All students and staff will participate in safety and security drills.
Responsibility:	Principal
Resources:	Crisis Management Plan
Timeline:	All Year
Formative Evaluation:	Scheduled Drills
Summative Evaluation:	Participation and success of drills.

DISTRICT GOAL:	**VI. Bellville ISD will strive to successfully graduate 100% of its students from High School.**
CAMPUS GOAL:	**V. West End Elementary will establish a foundation to successfully graduate 100% of its students from high school.**
ESEA GOAL:	**5**
OBJECTIVE:	**The District will achieve a drop-out rate of less than 2.0% and an attendance rate of 96%**

(1) **Strategy:**	Monitor attendance and notify parents if their child is in danger of exceeding state mandated attendance requirements.
Responsibility:	Principal
Resources:	Daily attendance records
Timeline:	All Year
Formative Evaluation:	Notification letters to parents
Summative Evaluation:	Final attendance records for 2018-2019

(2) **Strategy:**	Recognition of students with perfect attendance each six weeks.
Responsibility:	Teachers, Secretary, Principal
Resources:	Daily attendance records
Timeline:	Each Six Weeks
Formative Evaluation:	Perfect attendance list of students on file.
Summative Evaluation:	Perfect attendance awards at end of year

(3) **Strategy:**	Provide tutorials for At-Risk students.
Responsibility:	Teachers, Principal
Resources:	Local funds and State Compensatory funds
Timeline:	All School Year
Formative Evaluation:	Tutoring Logs
Summative Evaluation:	Increase in test scores and decrease in retentions.

DISTRICT GOAL:	**VII. Bellville ISD will strive to promote participation in extra-curricular academic competitions.**
CAMPUS GOAL:	**VII. West End Elementary will promote participation in extra-curricular academic competitions.**
OBJECTIVE:	**Actively participate in UIL academic competition**

(1) **Strategy:**	Campus will continue to participate in the annual district elementary UIL academic meet.
Responsibility:	Principal, campus UIL coordinator
Resources:	staff, district UIL coordinator
Timeline:	June, 2020
Formative Evaluation:	District UIL event participation forms
Summative Evaluation:	Final results of district UIL participation results

(2) **Strategy:**	Promote participation through an assembly to explain all available contests.
Responsibility:	Campus UIL coordinator
Resources:	staff, UIL handbook
Timeline:	October, 2019
Formative Evaluation:	campus calendar
Summative Evaluation:	campus participation contest sign-up sheets

(3) **Strategy:**	Recognize UIL participants at campus annual awards program
Responsibility:	Principal, campus UIL coordinator
Resources:	staff
Timeline:	June, 2020
Formative Evaluation:	campus calendar
Summative Evaluation:	awards program agenda

(4) **Strategy:**	Provide an incentive for those students who participated in UIL district meet.
Responsibility:	Principal, campus UIL coordinator
Resources:	staff, district UIL coordinator
Timeline:	June, 2020
Formative Evaluation:	district UIL event participation forms
Summative Evaluation:	Final results of district UIL participation results

APPENDIX "A"

The following list of activities is being retained on an active maintenance list to be monitored during the course of each school year. These practices have been demonstrated to be successful in their use as related to improved student achievement. As long as an activity is considered to be of value in this context, it will continue to be used.

- Tutorial program
- DEAR (Drop Everything and Read) Time on a daily basis
- Book-It program
- Read Across America program
- Student Council program
- Weekly Positive Postcards
- Grade-level parent orientation
- Open House
- Muffins with Mom
- Donuts with Dad
- Parent/Teacher conferences on report cards in kindergarten
- PTO programs
- Incentive programs (Weekly PBIS rewards, field trips, End-of-Month treats, Awards programs – Perfect Attendance and Honor Roll, Harvest Festival, Running of the Bulls, Walk Across America, STAR students)
- Volunteer Brunch
- Hosting High School Pep-Rally
- Six Weeks school newsletter
- Student handbook
- "Everybody Reads Day"
- Grandparents Day
- Career Day
- Ag in the Classroom
- Safety Day
- Veteran's Day program
- Red Ribbon week activities
- Soil and Water Conservation Contest
- Jump Rope for Heart/Hoops for Heart
- Walk Across Texas
- Small Town Christmas Coloring Contest
- Faculty Lunch & Learn In-service
- UIL
- Houston Chronicle Spelling Bee
- Science Fair
- Administer district adopted reading assessments (AIMSweb)
- Internet usage and on-line card catalog
- Christmas Caroling at the Park
- Austin County Fair Parade (Kinder Float)
- Senior Walk – West End Seniors

Dr. Nicole Poenitzsch
Superintendent

Bellville Independent School District

To: Board of Trustees
From: Dr. Nicole Poenitzsch
Subject: "No Pass-No Play" course exemption list
Date: July 2019

The following Bellville High School courses have been identified as advanced for the 2019-2020 school year, and as such, they are eligible for exemption:

ADVANCED PLACEMENT (AP)
AP English III, IV
AP Calculus
AP Statistics
AP Biology
AP Chemistry
AP Physics

DUAL CREDIT
English IV
US History
Federal Government
Psychology
Any added classes

HONORS
Pre-AP English I, II
Pre-AP Geometry
Pre-AP Algebra II
Pre-AP Pre-Calculus
Pre—Calculus
Calculus
Physics
Anatomy & Physiology
Medical Microbiology
Forensic Science
Pre-AP Biology
Pre-AP Chemistry
Pre-AP Physics
Pre-AP World History
Latin III, IV
Spanish III, IV

Thank you for your consideration of this important issue.

Updates/Edits to Bull's Eye Handbook for 2019-2020

- Changed all dates to 2019-2020 specific dates
- Changed/updated all names
- Spelling and grammatical corrections throughout
- Changed cheerleading tryout date for academic eligibility to the 4th 6-weeks - page 8
- Added "home" language to volleyball and basketball games for cheerleader participation - page 8
- Added the word "leggings" under dress and grooming - page 10
- Added "approved medical absences" to exam exemption policy and criteria - page 15
- Added "and/or band" under Physical Examinations - page 20
- Edited "two or more discipline referrals" under NHS membership criteria which now matches the by-laws for BHS NHS - page 19
- Edited 2.0 to "3.0" for cumulative GPA for Student Council officer candidates - page 24
- Updated district calendar - page 30

THE BRAHMA BULL'S EYE

Bellville High School

Student Handbook



2019-2020

REMEMBER, *Wherever You Go*

You Represent . . .
Yourself
Your Family
Your Community
Your School
Your Country

Administration

Dr. Nicole Poenitzsch – Superintendent
Dennis Jurek — Assistant Superintendent of Finance & Operations
Dr. Michael Coopersmith – Executive Director of Administration
Matthew Mahlmann - Director of Special Programs
Dr. Megan Pape – Director of Special Education
Casey Hollomon — BHS Principal
Amy Avant – BHS Assistant Principal
James Dristas – BHS Assistant Principal

B.I.S.D. – Administration Office – (979) 865-3133
Bellville High School – (979) 865-3681

School Board Members

Grant Lischka – President
Dusty Yantis – Vice President
Kenneth Stein – Secretary
Jim Batson
Andy Murrell
Vince Ruffino
Karen Winn

GREETINGS

To Students and Parents:

Welcome to school year 2019-2020. Education is a team effort, and we know that students, parents, teachers, and other staff members all working together will make a successful year for our students.

The Bellville High School Student Handbook contains information that you are likely to need during the school year. The information is listed in alphabetical order. Each section has a Quick Reference component to serve as a guide for day-to-day questions that may arise.

Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for the student.

Both students and parents should become familiar with the Bellville ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere of learning. Every student is issued a copy of the student code of conduct.

The student handbook is designed to be in harmony with Board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in the policy or other rules that affect student handbook provisions will be made available to students and parents through newsletters or other communications.

In case of conflict between Board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of Board policy or the Student Code of Conduct that were most recently adopted by the Board are to be followed.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal. Also, please complete and return the directory information along with the parental acknowledgment and consent/opt-out forms so that we have a record of your choices.

Please note that references to alphabetical policy codes are included so that parents can refer to current policy. A copy of the District's policy manual is available in the superintendent's office.

Nondiscrimination Notice

BHS does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

The following District staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Compliance Coordinator – Dr. Nicole Poentizsch
- Section 504 Coordinator for concerns regarding disability discrimination – Dr. Megan Pape.

MISSION STATEMENT

The mission of Bellville Independent School District, as the center of public education, is to provide a high quality, well-rounded education that prepares all students for success.

VISION STATEMENT

BISD commits to developing an exceptional educational community which dedicates its resources to promoting high academic and moral standards. This commitment prepares our students to successfully compete in an ever changing technological and global society.

DISTRICT MOTTO

"Learners Today, Leaders Tomorrow"

DISTRICT WEBSITE

www.bellvilleisd.org

ASBESTOS

The U.S. Congress passed and President Ronald Reagan signed into law in 1986, the Asbestos Hazard Emergency Response Act (AHERA), concerning asbestos-containing material and asbestos-containing building material in the public schools. The purpose of this law was to require local education agencies to test for asbestos in areas within the school districts in the interest of the public health of the students, teachers and school workers. The law directed the EPA to promulgate regulation for addressing asbestos problems in the public and private schools. The law also established certain milestones and deadlines for the schools to adhere to in responding to this act.

As such, Bellville Independent School District employed the service of an accredited Asbestos Inspector to inspect, take samples and prepare an inspection report to determine if asbestos was contained within the school district buildings. The inspection results revealed asbestos in certain parts of the school buildings. The Bellville Independent School District, working within the framework of the law, employed an accredited Asbestos Management Planner to work with the District Administration, and has developed a management plan to abate (remove) and manage the asbestos.

The school district, in compliance with the law, has developed a schedule and program for abatement and management of the asbestos. This plan is now in place and can be reviewed during the normal business hours at the School Administration Building at 518 South Mathews Street or at any of the school campuses.

ASSEMBLIES

Students are required to conduct themselves in assemblies as they do in class. Students who are tardy or who do not abide by District rules of conduct during an assembly will be subject to disciplinary action and will lose their privilege to attend future assemblies.

ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education, to benefit from teacher-led activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

State law requires that a student between the ages of six and 18 attend school as well as District-required tutorial sessions and any applicable accelerated instruction programs unless the student is otherwise excused from attendance or legally exempt. A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21.

If a student 19 or older has more than five unexcused absences in a semester, however, the District may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing.

Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission, from any class; from required special programs, or from required tutorials, will be considered truant and subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents.

If a student is absent from school on 10 or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period:

1. the student's parent is subject to prosecution under Section 25.093; and
2. the student is subject to prosecution under Section 25.094 or to referral to a juvenile court in a county with a population of less than 100,000 for conduct that violates that section.

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

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and documented health-care appointments will be considered days of attendance for this purpose. [See policies at FEB]

A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.

The committee will consider the acceptability and authenticity of documented reasons for the student's absences.

The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.

The committee will consider the extent to which the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL). The actual number of days a student must be in attendance in order to receive credit will depend on whether the class is for a full semester or for a full year.

Parent Note

When a student must be absent from school, the student-upon returning to school-**must bring a note** within 5 school days, signed by the parent, that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted.

Driver License Attendance Verification

To obtain a driver license, a student between the ages of 15 and 18 must provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student must come to the front office to obtain this verification of enrollment.

BELLVILLE ISD HEALTH POLICIES

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:
Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container provided by the parent, along with a written request including name of student, name of medication, dosage, date, and parent signature. Medication will not be administered differently than the label specifies without a new prescription or written documentation from the physician.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request including name of student, name of drug, dosage, date, and parent signature. Medication will be administered based on the manufacturer's recommendations for age and/or weight.
- Herbal or dietary supplements provided by the parent only if required by the student' s individualized education program (IEP) or Section 504 plan for a student with disabilities.

The district does not accept or administer medications that contain narcotics for the safety of the student(s) and in compliance with the district drug abuse policy. If a student has been prescribed medication in this category for pain, cough etc, they are asked to remain at home until they are able to replace the medication with an over-the-counter product or a non-narcotic prescription medication while at school for symptom control.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only in accordance with the guidelines developed with the district's medical advisor and when the parent has previously provided written consent for emergency treatment on the district's form.

- **All medications are to be kept in the nurse's office.**
- Medications will be kept in a locked cabinet. When dispensing medications, the person administering will keep records indicating the date, time, dosage and signature of the student and person administrating. Initials may be used in lieu of full signature.
- Medications that exceed the expiration date will not be administered.

Students violating this procedure will be subject to disciplinary action under the district's drug abuse policy.

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

- Students that present to the nurse with symptoms of a possible contagious nature or with a temperature of 100 degrees or higher will be sent home.
- **The district requests that students not return to school until they have been symptom free and fever free (less than 100 degrees) for 24 hours without a fever reducing medication such as Tylenol or Ibuprofen.**
- The student may be required to present a note from their doctor stating that they have been examined and released before they will be allowed to return to school.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at **http://webds.dshs.state.tx.us/immco/affidafvit.shtm**. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Exemptions have to be renewed every two years. Refer to district policy for required immunizations. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate

must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: **http://www.dshs.state.tx.us/immunize/school/default.shtm.**

Asthma/Allergic Reaction

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal. ***Parents are required each year to provide the school nurse with the students' individual health asthma management plan.*** See school nurse for forms.

Diabetes

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

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may by found on the UIL Web site at: **http://www.uiltexas.edu/athletics/health/steroid_information.html.**

Injury/Restriction Policy

- If a student requires physical restrictions or supportive equipment such as, crutches, supportive braces or ace bandage, a written note from the parent is required indicating the restriction(s) and time frame of restriction.
- The request will be honored for three (3) days. If more than 3 days is required, a doctor's note must be presented to the nurse.
- Once released by the doctor, written authorization to return to normal activity level is required.
- Please present all notes to the nurse. The nurse will inform homeroom teacher and coaches.
- Students in athletics should refer to the athletic policy.

Lice Policy

- Students found to have live lice will be sent home for treatment and removal of nits with an approved lice killing treatment.
- The student may return to school after treatment is completed and all live lice have been removed.
- Once the student has been sent home, they are to report to the nurse with a parent or legal guardian for re-assessment before returning to the classroom.
- The district does not adhere to a no-nits policy but does reserve the right not to allow the student(s) back in the classroom if there is not adequate evidence that the situation is being addressed and monitored.

OTHER HEALTH-RELATED MATTERS

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- **What is meningitis?**

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- **What are the symptoms?**

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- **How serious is bacterial meningitis?**

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

- **How is bacterial meningitis spread?**

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of

the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- **How can bacterial meningitis be prevented?**

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- **What should you do if you think you or a friend might have bacterial meningitis?**

You should seek prompt medical attention.

- **Where can you get more information?**

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, , and the Department of State Health Services, .

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year parents will be given the results of the assessment.

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council held meetings. Additional information regarding the district's School Health Advisory Council is available from the Superintendent. [See also policies at BDF and EHAA.]

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the campus principal or Food service Director. [See policies at CO and FFA.]

Tobacco Prohibited

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the ***Student Code of Conduct*** and policies at FNCD and GKA.]

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Central Administration office. If you have any questions, please contact the Director of Operations at 979-865-3133.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the head of maintenance at 979-865-3133.

BACKPACKS

We continue to encourage use of the clear/mesh backpacks for safety reasons, although the use of regular student backpacks is allowed for the 2019-2020 school year.

BUILDING ACCESS

Building access will be automated at all campuses to increase safety and security measures for all students and staff. Access to the building after the start of the school day (8:00am) will be through the main entrance in the front of the building only. Any student arriving after the start of the school day will need to come through the main entrance in the front of the building and sign-in at the attendance office.

BULLYING OR TAUNTING BEHAVIORS

Students must not participate, either individually or in a group, in bullying or taunting behaviors toward another student. Such behaviors may include repeated teasing or ridicule, name-calling, threats, theft, gossip, rumors, or physical intimidation of any kind. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct.

CAFETERIA SERVICES

The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See Mrs. Owen in the front office for an application.

CAMERAS

For safety purposes, video/audio equipment will be used to monitor student behavior on buses and in common areas on campus. Students will not be told when the equipment is being used. The administrators will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

A parent who wants to view a videotape of the incident leading to the discipline of his or her child may request access in accordance with policy FL in the District's policy manual.

CAMPUS REGULATIONS

1. Students arriving on campus are expected to remain on campus until school is dismissed unless special permission is granted by the administration.
2. Speed Limit in the parking lot is 15 m.p.h. and should be observed by all students and personnel.
3. Loud talking or any "horse-play" will not be permitted at any time inside the main building.
4. Students should not be in any part of the school building other than those areas specifically authorized.
5. BHS is a closed campus. **Students will not be allowed off campus for lunch.**
6. Drink machines are provided for the convenience of the students. The machines are to be used only during lunch, or before and after school. Bottles are not to be taken on school buses for regular bus runs or into hallways of the school.
7. Students are not allowed in the parking lot before or during school hours.
8. Physical contact such as hugging, kissing, arms around waist, or holding hands is not allowed in school.
9. Bellville High School administration reserves the right to deny access to school property before, during, or after school hours. This includes all current students as well as the general public.

CHEATING/PLAGIARISM/ACADEMIC DISHONESTY

Copying another person's work, such as homework, classwork, or a test, is a form of cheating. Plagiarism, which is the use as one's own of another person's original ideas or writing without giving credit to the true author, will also be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well, according the Student Code of Conduct.

CHEERLEADER AND MASCOT TRY-OUT REQUIREMENTS

1. Students trying out for cheerleader & mascot must be passing all subjects. Any cheerleader who fails to maintain a passing average in each subject will abide by the Extracurricular No Pass-No Play Rule. To be eligible to try-out for cheerleader the overall grade average in each subject must be a 70 or above at the end of the 4th sixth weeks.
2. Twelve cheerleaders will be selected for the Varsity Squad and twelve cheerleaders will be selected for the Junior Varsity Squad by a vote consisting of 30% popular vote and 70% will be a judged vote. The popular vote will consist of the student body in the present 8th, 9th, 10th and 11th grades. The popular vote will be counted by an appointed committee composed of faculty. The judged vote will be by three impartial individuals who have been associated with cheerleading. The vote will be combined and the twelve with the highest point totals will become cheerleaders.

CHEERLEADER REQUIREMENTS - VARSITY

1. Only those students who are in present grades tenth and eleventh are eligible.
2. Cheerleaders will be required to yell at all pep rallies, all varsity football games, all home varsity volleyball games, and all home varsity basketball games. Cheerleaders will be required to cheer at any playoff contest involving these same sports. Cheerleaders will be required to be in attendance at all banquets. Attendance in uniforms is urged for all other athletic events.
3. Letter awards can be awarded to any varsity cheerleader or mascot who meets or exceeds the following requirements:
    a. One full year as varsity cheerleader or mascot.
    b. Attendance and participation in all official cheerleading activities.
4. Cheerleaders may be required to participate in several money raisers periodically during the school year.

CHEERLEADER REQUIREMENTS - JUNIOR VARSITY

1. Only those students who are present eighth and ninth grade students are eligible for J.V. cheerleader.
2. Junior Varsity Cheerleaders will be expected to cheer at all HOME Freshmen and J.V. football games, also home volleyball and basketball games as assigned.
3. Junior Varsity Cheerleaders will be expected to help prepare spirit fence signs and spirit decorations for the school. They will be expected to help fill a void in some varsity contests when some varsity cheerleaders may not be able to attend, due to participation in the actual contest. They will be expected to support pep rallies and help with money raisers for cheerleaders.

See cheerleader constitution for further requirements.

CLASS ORGANIZATION

Your class will organize by electing a president, vice-president, secretary, and treasurer at the first of the school year. The class sponsors are held responsible for the elections of these officers. A list of elected officers should be turned in to the principal's office. All class or club announcements should carry the sponsor's signature of approval. Students may not serve as both class officers and Student Council officers.

CLASSIFICATION

A student is assigned to specific grade levels or classifications according to the number of credits earned and on record by August 1, 2018. Classification is determined at the beginning of the school year and remains the same for the entire school year. Classification of students is as follows:

Senior ..... 18 credits and scheduled to graduate
Junior .....12 – 17.5 credits
Sophomore .....6 – 11.5 credits
Freshman.....0 – 5.5 credits

CLASS RANKING

All students will be ranked at the end of each semester according to their grade point averages. A student's grade point average is based on core academic subjects only. Core academics include classes in English, mathematics, science, social studies, and foreign languages. Extra weight is given to courses deemed more rigorous.

1. Exams for Acceleration or Credit by Exam (test grade) will not be counted in Grade Point Average.
2. Junior High courses taken for high school credit will not count toward grade point calculations.
3. Distance Learning or Correspondence Courses will not be used in calculating grade point averages.
4. When transferring to Bellville High School, course names will be added to the student's transcript as named from the previous district. However, for the purposes of calculating grade point average, students will receive the corresponding higher grade weighting only for those courses that are a part of the curriculum of Bellville High School.
5. For graduating seniors, averages will be computed at the close of the fifth six weeks to determine ranking order for graduation purposes only. ***Walking Rank will not be calculated until Blinn grades are final approximately May 15,2020.*** Final averages will be computed at the end of the sixth six weeks and placed on the Final transcript.

CLUBS

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

CO-CURRICULAR ACTIVITIES

It appears to be the general consensus that a well-rounded co-curricular program is an essential part of education. The extent of participation in the activity program is determined by the scholastic standard of the pupil. This co-curricular program includes: Student Council, National Honor Society, music, journalism, science, drill team and dramatic activities as well as all Interscholastic League activities, Career and Technology Student Organizations and sports.

COLLEGE ADMISSION REQUIREMENTS

During the 80th Texas Legislature, a requirement was added that students meet one or more of the following thresholds in order to be considered for admissions to any general academic teaching institution, including those with open enrollment policies:

1. Successfully complete the Foundation Plus Endorsement Program;
2. Successfully complete a curriculum that is equivalent in content and rigor to an advanced high school program at a high school that does not offer such a program.
3. Satisfy the College Readiness Benchmarks on the ACT assessment; or
4. Earn a score of at least 1000 out of 1600 on the SAT assessment.

The statue does not apply to students entering public junior and community colleges. Once admitted and credit earned at the junior college level, students may then apply and transfer to a general academic teaching institution.

COLLEGE ADMISSION – STEPS TO FOLLOW

1. Check the admissions requirements of schools in which you have an interest. University and college catalogs are now generally available online.
2. Complete an application for enrollment. Most schools in Texas use the online application available at **www.applytexas.org**.
3. Start a calendar with all the deadlines: application, financial aid, and scholarships.
4. Check testing requirements for admission. Four-year universities usually require either the ACT or SAT to be considered for entrance. Registration for these tests occur online.
   SAT – **www.collegeboard.org**
   ACT – **www.act.org**
   Be sure to list the school code for Bellville High School so that we may receive your results: 440575
5. Make sure you meet Texas Success Initiative standards. Students entering a state-supported institution of higher learning must demonstrate academic skills at a certain level in order to enroll and earn credit in college courses. The TSIA (Texas Success Initiative Assessment) test measures these skills.
   Register online: **www.thecb.state.tx.us/DE/TSI**
6. Arrange for college visits. Be sure to make appointments with an academic advisor and the financial aid office.
7. Complete the FAFSA (Free Application for Federal Student Aid) after January 1 of the senior year in high school.
8. Check for the availability of scholarships. Stop by the counseling office on a regular basis. Also check the BHS webpage for local scholarship opportunities.
9. Finalize your college plans. Notify the school of your choice by the appropriate deadline.

10. Attend summer orientation programs if available.

COLLEGE AND CAREER FAIR

Each year Bellville High School invites colleges and universities, as well as local businesses to visit with students about planning for the possibilities beyond high school. For 2019-2020, the event is scheduled for Monday, September 30, 2019 to be held at the Austin County Fair Convention and Expo Center from 8:30 to 11:30. BHS juniors and seniors will be traveling to the fairgrounds during the school day. In addition, approximately 700 students from other area high schools are scheduled to attend.

COLLEGE CLASSES /DUAL CREDIT

Senior & Junior students can attend on campus college classes with administrative approval and a 3.0 GPA average. These courses will count as college credit and High School credit. The only dual credit courses that count toward GPA are those listed as core courses. Passing or being exempt from the THEA test is also required by the college.

COLLEGE VISITS

It is recommended that students be aware of the visiting school's academic calendar. Do not choose dates during final exams or prior to major holidays such as Thanksgiving and spring break. Do not choose a date during the first semester after December 13th or during second semester after May 15th. Academic deans and other campus offices may not be available during these times. Students wanting to visit an institution of higher learning during a school day must adhere to the following guidelines:

1. Student must obtain prior approval from the principal and parent/guardian.
2. Student must present documentation of the visit to the attendance clerk immediately upon his/her return to the high school campus.
3. Documentation must be on school letterhead and signed by an academic advisor, dean, or athletic representative stating the nature of the visit.
4. College days **not counted as an absence** are limited to two days during a student's junior year and two days during a student's senior year.
5. Visits to an institution of higher learning that exceed two per year **will be** counted as an excused absence.

COMPLAINTS AND CONCERNS

Complaints or concerns by students or parents about instructional materials, loss of credit on the basis of attendance, removal to alternative education programs, expulsion, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in those particular areas. To review relevant policies or obtain further information, see the principal.

A student and/or parent with a complaint regarding possible discrimination in any school program on the basis of sex should contact the building principal.

A complaint or concern regarding the placement of a student with disabilities who is not eligible for special education or about the District's programs and services available to the student should be brought to the building principal.

On all other matters, a student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested within 5 calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within 30 calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Trustees, in accordance with Board policy.

COMPUTER ACCESS - ACCEPTABLE USE AND CODE OF CONDUCT

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications resources such as the Internet. The complete District Acceptable Use Policy is located in the Student Code of Conduct.

Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers - either their own or another person's; or using the network in a way that would disrupt use by others.

Students who want to use computers in the library must have special computer passes stating their assignments as well as the signature of the teacher making the assignments. This rule does not apply when a teacher accompanies an entire class to the library to work on a project.

Computers may be used only for research in connection with classroom assignments. Students may not use personal email.

If a parent does not want to allow his/her child access to the Bellville ISD computer network and the Internet, the parent needs to send a note to the campus office. The note needs to state that the parent does not want the student to participate in the electronic educational resources that Bellville ISD provides through the Internet.

CONDUCT BEFORE AND AFTER SCHOOL

Teachers and administrators have full authority over student conduct at before-or after-school activities on District premises and at school-sponsored events off District premises, such as play rehearsal, club meetings, athletic practice, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

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

CONFERENCES

Parents and teachers are encouraged to establish and maintain frequent communication about student progress. A student or parent who wants information or wants to raise a question or concern is encouraged to talk with the appropriate teacher, counselor, or principal. A parent who wants to meet with a teacher may call the office for an appointment during the teacher's conference period or may request that the teacher call the parent during a conference period or at another mutually convenient time.

Students and parents may expect teachers to request a conference (1) if the student is not maintaining passing grades or achieving the expected level of performance (See REPORTS CARDS on page 23), (2) if the student presents any other problem to the teacher, or (3) in any other case the teacher considers necessary.

CORRESPONDENCE COURSES

Correspondence courses are also referred to as Distance Learning. The institutions offering correspondence courses must be either the University of Texas at Austin or Texas Tech University. Guidelines to note:

1. It should be cautioned that the regularly- prescribed yearly load per student is seven (7) credits. Correspondence courses would add additional work into a student's schedule.
2. An interested student and parent should always consult with the counselor prior to registration.
3. Distance learning and correspondence courses should be used for emergencies or enrichment only and should not Become a substitute for residence work.
4. Final exams are administered on the high school campus. Students should allow at least five weeks from the time the Exam is taken until official grade notification is received on the home campus.
5. Seniors wishing to graduate in June must have taken their final exam by April 15th if they desire to participate in commencement exercises.

CORPORAL PUNISHMENT

Corporal punishment may be used as a discipline management technique in accordance with the Student Code of Conduct.

COUNSELING

Students and their parents are encouraged to talk with school counselors, teachers, or principals in order to learn more about course offerings, graduation requirements, and various school programs.

All students and their parents shall be notified about the recommended courses for students preparing to attend college and be advised annually when choosing classes for the coming school year. Counselors can also assist with entrance examinations required by colleges and universities, as well as provide information about financial aid and housing.

A school counselor may also be able to help students with a wide range of personal matters. Often, the counselor is familiar with community resources and may direct students to other sources of information and assistance for personal or family concerns.

Conferences with a counselor can be made by calling 865-3681, ext. 126.

CREDITS

Academic and elective credits will be awarded on the basis of one-half credit per semester.

1. One full credit will be given if the fall and spring semester grades averaged together to equal a final yearly grade of 70 or above.
2. If the average of the two semesters falls below 70, then:
   a. The student will have the option to make up the failed semester(s) in summer school or
   b. The student will repeat one or both semesters during the following school year.

CREDIT BY EXAMINATION

A student who has had prior formal instruction as determined by the District on the basis of a review of the student's educational records and who has failed a course with a grade of no less than 60 for the semester grade may gain credit for the course by passing an examination on the essential elements of the course. In addition, a student transferring from an unaccredited high school may also be eligible for testing to earn state credit that will apply toward graduation requirements. The counselor should be consulted prior to ordering exams and the student and parent are responsible for any associated costs. At no time should a student use credit by exam to regain eligibility to participate in extracurricular activities.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Examples of prohibited sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Retaliation

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

DEPARTMENT OF CAREER & TECHNOLOGY EDUCATION

Bellville High School offers Career & Technology programs in Marketing Education, Automotive Technology, Agricultural Science, Family-Consumer Science, and Business Education. Admission to these programs are based on age, interest, and ability to profit from the gained knowledge.

It is the policy of Bellville Independent School District not to discriminate on the basis of sex, handicap, race, color, and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504 and Title VI.

Bellville High School will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Nicole Poenitzsch at 518 S Mathews St, 865-3133, or the Section 504 Coordinator, Dr. Megan Pape at 518 S Mathew St, 865-7012.

DISRUPTIONS

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person-student or nonstudent-who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disrupts classes while on District property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending a

required class or activity; entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
- Interferes with the transport of students in District vehicles.

DISTRIBUTION OF MATERIAL

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher and campus principal.

Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated or distributed on any school campus by students or nonstudents without the approval of the principal.

All such material over which the District does not exercise editorial control and that is intended for distribution to students shall be submitted to the principal for review and approval. If the material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student shall have a reasonable period of time to present his or her viewpoint.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Any student in violation of the dress code will be assigned one (1) day of In Building Suspension. Yoga pants and leggings are not permitted. (Board policy FNCA)

DRILLS

There are fire drill instruction charts posted in each room and throughout the building. Fire drills are held periodically. You should follow instructions carefully and promptly. There should be no talking when leaving or re-entering the building. Everyone should move out well away from the building. Do not slow down upon reaching the exit.

There are two types of drills: (1) Obstructed and (2) Unobstructed. If you find the exit by which you are assigned to leave blockaded or locked, the drill is an Obstructed Drill and you should leave by the nearest available exit in an orderly manner.

Each classroom in the building is assigned a designated area to take cover during a disaster or disaster drill. You should follow the instructions of your teacher carefully and promptly.

Tornado - move to the designated classroom as directed by your teacher. Secure the tornado disaster position.

DRILL TEAM

BRAHMADORA MEMBERSHIP

1. Requirements for auditions
   a. Students must be entering grades 9-12.
   b. Students must meet district requirements for participation in extra curricular activities.
2. Requirements for membership
   a. Members must be full time students of Bellville High School.
   b. Students must maintain the eligibility requirements as outlined for extracurricular activities.
   c. Members must be able to take the Brahmadora class period.
3. Selection for Membership
   a. A clinic will be held prior to tryouts and the candidates will be taught two routines on which they will be judged; a specified jazz routine and a high kick routine. Candidates will also be required to execute right and left splits.
   b. All members will be expected to tryout every year.
   c. The number of candidates selected shall be 25 or the closest natural break in the scores.
   d. No Spectators will be allowed to attend tryouts.
   e. A parent or guardian must sign the tryout permission slip prior to tryouts.
4. Rules of Membership
   a. Each Brahmadora will be given a Code of Conduct they will be expected to sign and follow.

See the Brahmadora constitution for policies on grades, conduct, membership rules, and officer tryouts.

DRUG TESTING

The district has determined a need to implement a program of random drug testing of students in grades 9-12 as a condition of their participation in competitive after school extracurricular activities and/or as a condition of obtaining/ maintaining a permit to park on campus. The district's drug-testing program is designed to identify students in need of help and provide them and their parents/guardians with the necessary resources to deal with substance abuse and other issues. The drug testing program is not intended to be a punitive measure. This provision becomes effective the first day of instruction and school year. The drug-testing program is only one part of a comprehensive Safe and Drug Free School and Community Program.

DUAL CREDIT

Dual Credit is one method by which high school students may earn college credit. In conjunction with Blinn College, Dual Credit is offered in English and Social Studies. Blinn College provides the instructors with classes being taught in the same manner as a typical college course. Bellville ISD provides the facilities with classes meeting on the high school campus. Students are dually enrolled in both institutions and will be eligible to receive both high school and college credit. In order to be eligible, students must meet the following criteria:

1. Complete the sophomore year of high school.
2. Earn a minimum GPA of 3.0.
3. Complete and turn in all the necessary enrollment paperwork to Blinn College, including application for Admission and parent permission.
4. Pay tuition to Blinn College by the posted deadline.
5. Earn a passing mark on the appropriate TSI Assessment.

EARLY GRADUATION

Students desiring to graduate from Bellville High School in three years shall submit a written request to the principal prior to the start of the student's third year stating the reasons for early graduation. This request is subject to the approval of the superintendent. These students will not be eligible to be Valedictorian or Salutatorian, and will share ranks with four-year graduates.

EMERGENCY MEDICAL TREATMENT

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school would need to have written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teachers need to know.

EMERGENCY SCHOOL CLOSING INFORMATION

If Bellville ISD must close school for any emergency reasons, please listen to the Brenham radio stations (KWHI, KULF) for this information.

EXAMINATION FOR ACCELERATION

A student in any grade may take an examination for acceleration to be advanced one grade level or to gain credit for a course he or she has not formally taken for credit. A grade of 90 or higher is required to grant credit. Exams may be ordered at any time, but must be ordered about 30 days prior to testing. Our official testing "windows" are the second week of December and the third week of June. For additional information, contact the counseling office at 865-3681, ext. 126.

EXTRA-CURRICULAR ACTIVITIES

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; however, participation is a privilege, not a right.

Eligibility for participation in many of these activities is governed by state law as well as rules of the University Interscholastic League (UIL) - a statewide association overseeing inter-district competition.

- A student who receives at the end of a grading period a grade below 70 in any academic class - other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language - may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individual education plan (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 13 absences not related to post-district competition, a maximum of five absences for post-district competition, prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Students assigned to IBS will not participate in extra-curricular contests until they have completed their IBS assignment.

FEES

Materials that are part of the basic educational program are provided without charge to students. Students are expected to provide their own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including:

1. Cost for materials for a class project that the student will keep.
2. Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
3. Security deposits.
4. Personal physical education and athletic equipment and apparel.
5. Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
6. Voluntarily purchased student accident insurance.
7. Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
8. Personal apparel used in extracurricular activities that becomes the property of the student.
9. Parking fees and student identification cards.
10. Fees for damaged library books and school-owned equipment.
11. Fees for optional courses offered for credit that require use of facilities not available on District premises.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal.

FINAL EXAMS

Students will be administered final exams during both fall and spring semesters. The exams will count as 1/7 of the student's semester grade and will be administered during the final week of the semester. The schedule for exams will be at the discretion of school administration.

FINAL EXAM EXEMPTION CRITERIA

The student must report to class for attendance accounting and check out requirements at the start of the first period each exam day to be exempt from taking any exam. Failure to report to the first period class each exam day will result in a zero as

the grade for the examination. If the student has a pass for an excused absence, he/she will be allowed to take the make-up examination on the scheduled date. Extra-curricular, Co-curricular, College Visits, Approved Medical, and Funeral/Bereavement absences will not count for exemption purposes.

Seniors and Juniors:

1) May exempt up to four exams in the Fall and all exams in the Spring
2) Must have 3 or less absences for the semester in the class which they choose to exempt
3) 90+ semester grade and no more than 3 absences in the class student is exempting or
   85-89 semester grade and no more than 2 absences in the class student is exempting or
   80-84 semester grade and no more than 1 absence in the class student is exempting
4) No major infractions resulting in IBS, Saturday School, Out of School Suspension, or DAEP placement
5) If a student takes an AP exam in the class they may automatically exempt the spring semester exam for that class
6) A student may not exempt a final exam for a course that has a STAAR/EOC exam.

Sophomores and Freshmen:

1) May exempt up to two exams in the Fall and up to four exams in the Spring
2) Must have 3 or less absences for the semester in the class which they choose to exempt
3) 90+ semester grade and no more than 3 absences in the class student is exempting or
   85-89 semester grade and no more than 2 absences in the class student is exempting or
   80-84 semester grade and no more than 1 absence in the class student is exempting
4) No major infractions resulting in IBS, Saturday School, Out of School Suspension, or DAEP placement
5) A student may not exempt a final exam for a course that has a STAAR/EOC exam.

Weighted Courses:

For final exam exemptions, the following courses will use their weighted grades. For example, if a student is in Calculus and has a grade of 75, the weighted grade of 85 will be used to determine exemption eligibility.

+10 points - All Pre-AP and AP courses, Blinn Dual-Credit Classes, Spanish III, Latin III

+5 points - Calculus, Pre-Calculus, Physics, Anatomy & Physiology, Ind. Study - College Algebra, Latin II, Spanish II, Forensic Science, Medical Microbiology

FIRST-AID/ ILLNESS

Students needing first-aid or becoming ill during school should report to the office. Parents must be contacted before the student will be allowed to go home. This is one reason why we must have a telephone number where parents can be reached during the school day.

FUND RAISING

Student groups or classes, outside organizations, and/or parent groups may occasionally be permitted to conduct fund raising drives. An application for permission must be made to the principal at least 10 days before the event.

Except as approved by the principal, fund raising is not permitted on school property.

GANG-FREE ZONES

For the pursoses of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GOVERNMENTAL AUTHORITIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

1. The principal will verify and record identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
2. The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
3. The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

1. To comply with an order of the juvenile court.
2. To comply with the laws of arrest.
3. By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
5. To comply with a properly issued directive to take a student into custody.
6. By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to block a custody action, notification will most likely be after the fact.

The District is also required by the state to notify

1. All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
2. All instructional and support personnel who have regular contact with a student who has been convicted or Adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

For further information, see policy GRA.

GPA AND RANK

REGULAR	ACADEMIC	ADVANCED
4.0 Scale	**4.5 Scale**	**5.0 Scale**
English 1, 2, 3, 4		English 1, 2 PreAP *** AP English 3, 4 *** Dual Credit English 4
Algebra 1 Geometry Mathematical Models Algebra 2	Pre-Calculus Ind Study #1 - College Agebra Ind Study #1 - Calculus	Geometry PreAP *** Algebra II PreAP *** Pre-Calculus PreAP *** AP Calculus *** AP Statistics ***
IPC Biology Chemistry Principles of Technology Aquatic Science Environmental Systems	Physics Anatomy & Physiology Medical Microbiology Forensic Science	Biology PreAP *** Chemistry PreAP *** AP Biology II *** AP Chemistry II *** AP Physics I***
World Geography World History US History Federal Government Economics		World History PreAP *** Dual Credit US History Dual Credit Government
Latin 1 Spanish 1	Latin 2 Spanish 2	Latin 3, Latin 4 *** Spanish 3, Span 4 ***

Bellville High School's GPA and associated Class Rank are based on core academic subjects only. Academic core subjects include English, mathematics, science, social studies and foreign language courses. Extra weight is given to courses deemed more rigorous. The list above contains the names of the courses offered at Bellville High used in determining class rank and their corresponding weights.

Students who transfer into Bellville Independent School District will earn grade points based on this system as well.

*** If student is assigned to DAEP, these courses will receive weighting on the Academic scale.

Grade Weighting Table

Numerical Grade	ADVANCED	ACADEMIC	REGULAR
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0

Modified Content and Life Skills, see counselor for Grade Weighting Table.

GRADING POLICIES

No one grade can count more than 25% of the six-week's average. Semester grades are determined by averaging each 6-weeks grade twice with the semester test averaged once. The yearly grade is evaluated by averaging the first and second semesters together.

If a student meets the Bellville I.S.D. requirements of credits to graduate but does not master the state assessments, he/she will be allowed to walk, but will receive a certificate of attendance. If a student does not meet the district's requirement of credits, they will not be allowed to walk at graduation.

GRADUATION REQUIREMENTS

To receive a high school diploma from the district, a student must successfully complete the required number of credits and pass the state assessments.

HONOR GRADUATE POLICY

Honor graduates must graduate on the Recommended or Distinguished Achievement Plan. ***Walking rank will not be calculated until Blinn Grades are final approximately May 15, 2020.*** Students with GPA's of 3.0 or higher will be recognized as Honor Graduates. Honor Graduates will then be assigned the following title designations according to their rank:

GPA	*Designation*
4.0 and above	Summa Cum Laude
3.75 – 3.9	Magna Cum Laude
3.5 – 3.74	Cum Laude
3.0 – 3.49	Honor Graduate

Valedictorian and Salutatorian

Valedictorian will be the 4th year senior with the highest ranking grade point average and Salutatorian will be the 4th year senior with the second highest grade point average.

Valedictorian and Salutatorian must have attended Bellville High School from the beginning of the spring semester of their Junior year and continuously through their Senior year until graduation.

INSURANCE

Under state law, the District cannot pay for medical expenses associated with a student's injury. The District does make available, however, an optional, low-cost accident insurance program for students to assist parents in meeting medical expenses. A parent who desires coverage for his/her child will be responsible for paying insurance premiums and for submitting claims through the office.

LIBRARY

Students are encouraged to make full use of the school library. Every effort is made to provide books, magazines, and other materials required for the completion of classroom assignments and for personal enjoyment as well.

All books except reference books may be checked out for a period of two weeks, and arrangements may be made with the librarian to check out reference books for overnight use. These are to be picked up the last period of the school day and returned at the beginning of the next school day.

Fines are assessed on overdue books at the rate of $.10 per school day. However, the fines on overnight materials, computer software, and audiovisual materials will be $.50 per day. Fines for overdue materials are excused only when the student is sick or when emergency conditions arise. Clearance should be made as early as possible after the student returns to school.

Fines may also be assessed for damage to books and other learning resource materials. If the materials are damaged beyond repair, the student is then required to pay the purchase price of the material.

Students in the library should be with their teacher or have a library pass.

Students who want to use computers in the library must have special computer passes stating their assignments as well as the signature of the teacher making the assignment. This does not apply when a teacher accompanies an entire class to the library to work on a project.

LOCKERS

Combination lockers are furnished by the school for the protection of your personal property. Lockers are expected to be closed, locked and clean. Periodic checks will be made during the year to see if the lockers are being kept clean by students. Only items approved by the administration may be posted on the interior or exterior of the locker.

Lockers remain under the jurisdiction of the school even when they are assigned to individual students. The school reserves the right to inspect all lockers. Students have full responsibility for the security of lockers and are responsible for making certain they are locked and that the combination is not available to others. Searches of lockers may be conducted at any time there is reasonable cause to do so whether or not students are present.

LOST AND FOUND PROPERTY

All articles found should be taken to the Principal's office. If you lose articles, it should be reported to a teacher and the office immediately. You are urged to write your name in ink on all of your books and notebooks.

Students should never carry large sums of money at school. The school will not be held responsible for lost or stolen valuables (including money).

MAKEUP WORK

Routine and In-Depth Makeup Work Assignments

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. (For further information, see policy EIAB)

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

NATIONAL HONOR SOCIETY

Membership in the Bellville Chapter of the National Honor Society is limited to students in the junior and senior classes. Students must have been in attendance at Bellville High School for at least one semester.

Selection is based on four criteria: scholarship, leadership, character, and service. To fulfill the scholarship requirement, juniors and seniors must have a cumulative GPA of 3.5 and be enrolled in or have completed Biology, Chemistry, Algebra I, and Algebra II or Geometry.

Members are selected in the Fall of each school year. The following procedures will be used.

1. The school office will make a list of the juniors and seniors who have a cumulative grade point average of 3.5.
1. Students who have been issued two or more discipline referrals that resulted in IBS, OSS, and/or DAEP will not be considered for membership.
3. To be considered for membership and to maintain membership, students must participate in at least two extra-curricular areas each year of their high school career. Areas include athletics, U.I.L. academic competition, fine arts, clubs, church and community activities, etc.
4. Students who are eligible for membership will be asked to complete an activity information form and a discipline form to be used by the Faculty Council to assist with the selection process. Completion of these forms does not guarantee selection. The Faculty Council shall assume that a candidate who does not return these forms by the due date is not interested in being considered for membership.
5. All teachers will be asked to complete an evaluation form for students they have taught who are eligible scholastically for membership.
6. The Faculty Council will meet to discuss each candidate and to review verifiable data about each candidate including the evaluation sheets completed by teachers, the student activity information form, and the discipline form.
7. Students who are selected by the Faculty Council will be given a letter stating that they have been selected for membership and explaining the responsibilities of membership.
8. Students who are selected must accept or decline membership by signing a form at the bottom of their notification letters and returning these forms to the N.H.S. advisor by the date stated on the letter.
9. Students who accept membership will be inducted at a formal induction ceremony.

Once selected, members must maintain the grade point average required for their selection and continue to demonstrate the qualities of scholarship leadership, service, and character. Members who fall below the standards which were the basis for their selection will be warned by the Chapter Adviser, except that in the case of flagrant violation of school rules or civic laws, a member does not necessarily have to be warned. A member may receive only one warning letter. Members who face dismissal will be given an opportunity to address the faculty council about their infraction before they are dismissed.
Members who fall below the scholastic requirement will be warned and given one semester to correct the deficiency.

OFF-CAMPUS ACTIVITY REGULATIONS

Students who are participating in a school activity or under the jurisdiction of the school must travel with a school approved chaperone. Students violating this policy will be subject to suspension or disciplinary action.

PARENTAL INVOLVEMENT AND RESPONSIBILITIES

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. The school asks parents to: Sign and return to the school the written statement that the parent understands and consents to the responsibilities outlined in the Discipline Management Plan.

Parents are asked to encourage their children to put a high priority on education and to commit themselves to making the most of the educational opportunities the school provides. Parents can stay informed on school activities by visiting the school website and online calendar. BHS hosts an "Open House" in the Fall, and parent/booster club meetings provide good opportunities for learning more about the school. The activities are varied, ranging from band boosters to the campus committee formulating campus performance objectives fostering improved educational opportunities for all students. For more information about becoming a volunteer contact Renee Owen at 979-865-3681. Parents can monitor their children's progress by logging in to the student portal and contacting the teachers if needed. In addition, after receipt from TEA, the school will provide all parents a copy of the "school report card" containing a comparison of the school's performance in relation to the District, the State, and a comparable group of schools. For further information, contact Mr. Casey Hollomon.

PARKING PERMIT

Students driving automobiles or motorcycles to school must have parking permits. Students will need a permit for each vehicle he/she brings to school. These may be purchased in the front office for $2.00 each. Vehicles brought on campus without a permit will be given one warning. The next violation will result in disciplinary action being taken by the administration. Permits will be placed on the windshield, or the vehicle may be towed. Please be aware of the areas designated for student parking. Students may not re-use a parking tag which has previously assigned to another student.

PHYSICAL EXAMINATIONS

A student desiring to participate in UIL athletic or band competition shall submit annually a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic and band program. The District may provide additional screening as District and community resources permit.

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

PLAN OF STUDY

Our school is accredited by the Texas Education Agency for all subjects taught. This means that grades received on all subjects taught in our school will be recognized at their face value by all colleges and universities.

It is possible that even though our high school is affiliated with the above agency, a graduate may not have the necessary requirements as set forth by a specific college or university for a particular field of study. Students and parents are strongly encouraged to investigate post-secondary options and choose a field of study as early as the freshman year to make certain that required subjects are included within the four years of high school. The school administration will be happy to help determine the necessary requirements upon request.

In the spring of the eighth grade year, students and parents meet with counseling staff to design an individualized plan called a Texas Achievement Plan. The TAP identifies a course of study for each student in order to promote college and workforce readiness and facilitate the transition from high school to post-secondary education. The TAP is kept on file and should be reviewed and approved each following year to adjust according to changing interests and academicprogress.

PLEDGES OF ALLEGIANCE AND A MOMENT OF SILENCE

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A moment of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that moment so long as the silent activity does not interfere with or distract others. [See policy EC for more information.]

POSTERS

Signs and posters that a student wishes to display must first be approved by the Principal. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval shall be subject to disciplinary action.

PRAYER

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

PREGNANT STUDENTS

Students who become pregnant are to report their condition to the school nurse, counselor or principal. Pregnancy Related Services (PRS) are support services a pregnant student receives to help her adjust and stay in school during the prenatal and postpartum periods. These services are provided

- While the student is still attending classes on her assigned campus
- When the pregnancy prevents the student from attending her regular classes
- During the postpartum period

Pregnancy related services include:

- Documentation of parent and physician contact
- Communication with parents as to specific services provided
- School nurse having regular contact with student to record statistics (i.e. blood pressure, weight) and for counseling on health issues
- Academic counseling
- Compensatory Education Home Instruction (CEHI) during any prenatal confinement period that is documented as a medical necessity by a medical practitioner licensed to practice in the United States as well as during the postpartum confinement period
- One final follow-up visit with the school nurse within 3 days of students return to school after delivery to complete documentation and withdraw the student from PRS

PRIVATE LESSONS

Students will not be allowed to leave school to take any type of private lessons such as music, art, etc...

PROGRESS REPORTS

Progress reports will be given to students the third week of each grading period. Faculty members desire and appreciate comments or suggestions from parents which may help the teacher better understand the student and any special problems he/she may have regarding a particular subject. Faculty members also welcome personal conferences.

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out procedures. Unless the Principal or Superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning or have a parent call the school to request the student to leave. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS

Report cards with each student's grades and absences in each subject shall be given to students at least once every six weeks. The last report card of the year will be mailed home to the student's address on file on the Friday following the last day of school.

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

Tutorials are recommended for a student who receives a grade below 70 in a class or subject.

SAFETY

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of the students.

SCHEDULE CHANGES/DROPPING COURSES

A student may exit a course he/she is enrolled in and move to another course (e.g., exit Speech and enroll in Art I) if done by Sept 6th for the 1st semester and by Jan 17th for the 2nd semester, provided there is space available in the desired course along with teacher conference, parent permission, and counselor approval. The student will be responsible for making up all missed work.

Students may elect out of Pre-AP and AP classes with parent/guardian permission at the end of the 1st six weeks grading period or at the end of the 1st semester. In this case, students will be transferred to an equivalent academic core course that is available. Grade points are awarded for courses at semester. If a student moves at the end of the first six weeks, the grade transfers "as is" to the next class. If a student moves at the end of the semester, the semester grade will receive the weighted grade points.

SCHOLARSHIPS

Assistance to help pay for college expenses is available for all students in the form of scholarships from universities and other organizations. All information received in the counseling office is made available to students in the form of public announcements during the school day and posting on the high school website. Students are encouraged to visit the counseling center on a regular basis to check the latest information. Students should also contact the financial aid office of their college. Furthermore, it is recommended that all students apply for financial aid using the FAFSA (Free Application for Federal Student Aid) during the spring of their senior year.

SCHOOL BUSES (STATE REGULATIONS)

Students being transported in school-owned vehicles shall comply with the Student Code of Conduct. Any student who fails to comply with that code or established rules of conduct while on school transportation may be denied transportation services and shall be subject to disciplinary action. Students are only to be transported to their proper destination which is defined as the registered physical address on file with the school.

The following rules shall apply to student conduct on school transportation:

1. Passengers shall follow the driver's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner at the designated bus stop nearest their home.
3. Passengers shall not stand if there is a seat available. If a passenger must ride standing, the passenger shall face the front, and hold on to the seat rails.
4. Passengers shall keep books, band instrument cases, feet, and other objects out of the aisle of the bus.
5. Passengers shall not deface the bus and/or its equipment.
6. Passengers shall not extend head, hands, arms or legs out of the window nor hold any object out of the window nor throw objects within or out of the bus.

7. Passengers shall not possess or use any form of tobacco on school buses.
8. Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
9. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity.

1. A conference involving the principal, the student passenger, the driver, and the parent(s) may be required.
2. The principal may suspend the student's bus-riding privileges. If such suspension occurs, the parents will be notified prior to the time the suspension takes effect.
3. In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to put the student off the bus or to call for law enforcement assistance; the principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a Conference involving all persons listed above has been held.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP) for students considered disabled under IDEA or the individually designed program for students considered disabled under Section 504.

While Waiting or Going to or from the Bus:

1. Pupils must be on time; the bus cannot wait for those who are tardy.
2. Pupils must never stand in the roadway while waiting for the bus.
3. When leaving the bus, pupils must observe directions of the bus patrol.
4. Students going to and from the bus stop will walk on the left hand side of the highway on the shoulder.
5. In crossing the highway, pupils should walk at right angles to the road and clear the pavement as quickly as possible.

In Case of an Accident

Any damage to the bus must be reported at once to the driver and/or principal. Disciplinary sanctions and changes in transportation for a handicapped student shall be made in accordance with the provisions of the student's Individual Education Plan (IEP).

Emergency Situations

In the event of an emergency, a student is permitted to ride another bus to an existing stop if they have an official Bellville ISD bus pass signed by the campus administrator only. No other bus passes will be accepted. Emergency situations are defined as situations that cannot be planned for. Going home with a friend is not an emergency and a bus pass will not be issued.

Transportation Policies

For any other questions about transportation policies please visit the transportation webpage at http://www.bellvilleisd.org/departments/transportation_department/transportation_policies/.

NOTE: FOR VIOLATION OF ANY OF THE ABOVE RULES, A PUPIL WILL BE REPORTED TO THE SCHOOL PRINCIPAL. TEMPORARY OR PERMANENT SUSPENSION FROM RIDING THE BUS CAN RESULT.

SCHOOL FACILITIES

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended - both this year and in the coming years - littering, defacing, or damaging school property is not tolerated. Students will be required to make restitution for damages they cause and shall be subject to disciplinary consequences in accordance with the Student Code of Conduct.

SCHOOL PARTIES AND PUPIL ACTIVITIES

All parties and other student activity events must be arranged by the teachers through the Administration.

The rules of good conduct and grooming shall be observed for school social events. Guests will be expected to observe the same rules as students attending the event; the person inviting the guest will share responsibility for the conduct of the guest. Students attending a party or social may be asked to sign out when leaving before the end of the party; anyone leaving before the official end of the party will not be readmitted.

SEARCH BY TRAINED DOGS

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs **when students are not present**. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

SMOKING

Students may not possess, smoke or use tobacco products including electronic cigarettes on school property or at a school-related or school-sanctioned activity, on or off school property. See the Student Code of Conduct for information regarding disciplinary sanctions.

SOCIAL EVENTS

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

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

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact a high school counselor.

Providing Assistance to Students Who Have Learning Difficulties or Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with **prior written notice** that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the ***Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities***. Additional information regarding the IDEA is available from the school district in a companion document ***A Guide to the Admission, Review, and Dismissal Process***.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

* **Texas Project First**
* **Partners Resource Network**

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

Contact Person: Dr. Megan Pape
Phone Number: 979-865-7012

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

STUDENT CODE OF CONDUCT

In the printed philosophy of the Bellville Independent School District, it is stated that the district always must have as one of its goals - "Productive Citizens". This philosophy continues in the belief that the individual teacher is the most dynamic force in the education process. Effective teacher and pupil relationships are a common bond for proper classroom decorum. Discipline is one of the elements that aids the process of maturing, and becoming a productive member of society. Developing habits of self-discipline characterizes the move of an individual from extensive external control toward becoming an effective self-directed adult in a democratic society.

Superintendent of Schools, as the chief executive officer of the Board of Trustees, is charged with implementing the Board's policies and enforcing state and local laws pertaining to student conduct and behavior. The district administrative staff assists the Superintendent in supporting the administrative rules and regulations, which represent implementation of Board policies. The Board of Trustees further recognizes the need for the Superintendent to provide for periodic review of the rules and regulations by the district's professional staff. The building principal is charged by the Superintendent of Schools with developing and maintaining an appropriate climate for learning, and the building principal is further responsible for establishing and enforcing effective disciplinary procedures which support that climate. The principal may delegate to the assistant principal such duties as the building principal may deem necessary for the maintenance of appropriate conduct, but the building principal coordinates the effort of school administrators, guidance counselors, and teachers, in their contact with parents to insure the optimum in achieving cooperation for appropriate student conduct.

For all disciplinary procedures refer to Bellville I.S.D. Discipline Management Plan-Student Code of Conduct. This will be handed out to all students at the beginning of the school year. The Certificate of Understanding should be signed and returned to the school.

STUDENT COUNCIL

The Student Council is an organization designed to provide student leadership opportunities and to promote good rapport among the students and between the student body and the faculty and administration. The membership of the council is made up of five officers elected from the student body at large and representatives elected from each class, grades 9 through 12.

The Student Council Constitution states the following concerning membership:

1. Each class, grades 9 through 12, elects seven representatives, with representation remaining at this number until total enrollment of the school reaches 800.
2. One additional representative from each class shall be appointed by a committee composed of faculty members. The faculty committee shall be appointed by the principal. Students appointed by this committee must have run for representative in the election.

The Student Council president must be a senior and must have served at least one term on the Student Council. The vice president may be a junior or a senior and have served at least one term on Student Council. Any student is eligible to be a candidate for all other offices. All officers must maintain a cumulative high school GPA of 80 (3.0 GPA) or above.

STUDENTS' DESKS AND LOCKERS

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

STUDENT RECORDS

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

- Attendance records
- Test Scores
- Grades
- Disciplinary records
- Counseling records

STUDENT RIGHTS

Obtaining Information and Protecting Student Rights

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation - funded in whole or in part by the U.S. Department of Education – that concerns:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Opting Out of Surveys and Activities

As a parent, you have a right to receive notice of and deny permission for your child's participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.

Displaying a Student's Artwork and Projects

The district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

SUMMER SCHOOL

Summer school will be offered through Bellville High School. Students will have the opportunity to make up credit in a required academic course that was failed previously in order to remain on target for graduation. Details regarding specific dates and times are generally available in May. Counselor approval should be sought prior to registration. Parents should contact the counseling office if their child fails a course during the school year to determine if summer school is advised.

TARDIES – (per six weeks)

We encourage students to be responsible for getting himself/herself to class promptly on a consistent basis. It is extremely important for students to arrive to all classes on time in order that they do not interfere with the learning process or infringe on the teachers' time for instruction.

TARDY POLICY – Total (All classes, per 6-Weeks)

4th Tardy	1 hour detention	8th Tardy	3 Days IBS
5th Tardy	3 hour Saturday detention	9th Tardy	5 Days IBS
6th Tardy	1 Day IBS	10tn Tardy	Long term IBS/DAEP
7th Tardy	2 Day IBS		

TECHNICAL SCHOOL ADMISSION

1. Check admission requirements of schools in which you have an interest. School catalogs are now generally available online.
2. Complete an application for enrollment.
3. Make sure you meet Texas Success Initiative standards if attending a state-supported school. Students must demonstrate academic skills at a certain level in order to enroll and earn credit in college courses. The THEA (Texas Higher Education Assessment) test measures these skills. Register online: www.thea.nesinc.com
4. Arrange for college visits. Be sure to make appointments with an academic advisor and the financial aid office.
5. Complete the FAFSA (Free Application for Federal Student Aid) after January 1 of the senior year of high school.
6. Check for the availability of scholarships. Stop by the counseling office on a regular basis. Also check the BHS webpage for scholarship opportunities.
7. Finalize your college plans. Notify the school of your choice by the appropriate deadline.
8. Attend summer orientation programs if available.

TELECOMMUNICATION DEVICES, Including Mobile Telephones

Bellville ISD – BYOD Policy

Bellville School District is committed to assisting students and staff in creating a 21st century learning environment. We are beginning a BYOD(Bring Your Own Device) policy which will assist our district in reaching this goal. We will now be incorporating the use of such items as laptops, iPads, netbooks and cell phones with browsing capabilities for **educational purposes only**. Students will not be required to bring in outside technology to school. All students will continue to be able to utilize our school equipment. No student will be left out of the instruction process.

By allowing students to use their own technology on campus we are hoping to increase the access all students have to the technology they need to be successful.

For intentions of BYOD, "device" means a privately-owned wireless and/or portable electronic hand held equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices,

Personal Digital Assistants (PDAs), hand held entertainment systems or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/ storing, etc.

Student Expectations:

- Students will follow the Student Guidelines. Students may bring their own technology devices and utilize personal electronic communication devices at school in the classroom when the teacher deems them appropriate for educational purposes. All devices must remain off and put away unless being used within a lesson during class time.
- Internet access is filtered by the District on personal telecommunication devices in the same manner as District-owned equipment. If network access is needed, connection to the filtered, wireless network provided by the District is required.
- Personal devices are the sole responsibility of the student owner. The campus or District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- Personal devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on District property, including school buses.
- Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any District staff diagnose, repair, or work on a student's personal telecommunication device.
- Telecommunication devices will not be used as a factor in grading or assessing student work. Students who do not have access to personal telecommunication devices will have access to comparable District-owned equipment or given similar assignments that do not require access to electronic devices.
- Telecommunication devices are only to be used for educational purposes at the direction of a classroom teacher or as stated for specific age groups.
- All teachers will have the ability to allow students to use personal wireless communication devices during their instructional period. If a personal wireless device is not needed or is not deemed educationally appropriate students will not be allowed to use the device. The classroom teacher has the discretion to allow or not allow the use of a personal device in their classroom environment.
- If the assignment/lesson requires the use of technology, the teacher will need to make arrangements for all students to have access to required technology. Personal devices can be used, but no student can be excluded from the assignment/lesson due to the fact that they do not have the required technology.

- Campus administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e. campus presentations, theatrical performances, testing days/ periods, or guest speakers) that occur during the school day.
- An appropriately-trained administrator may examine a student's personal telecommunication device and search its contents, in accordance with disciplinary guidelines.

Students;
The same procedures and school rules apply to using your cell phone and other electronic devices during class. If you are participating in the BYOD program, your teacher will monitor and give permission for you to use your device at certain times in class. You are only permitted to use your mobile device for programs, websites, and tools specified by your teacher. The same school rules apply. If your teacher finds you using your mobile device for off-task activities, you may lose your privilege to use your mobile device at your teacher's discretion. The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole. Students and parents/guardians participating in BYOD must adhere to the Student Code of Conduct, as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety Policies. Violation of this policy will result in the following consequences:

- Telecommunication device will be confiscated.
- A $15.00 administrative fee will be assessed each time the phone is confiscated.
- Parent must pick up phone from a campus administrator.
- Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. Aconfiscated device may be turned over to law enforcement to determine whether a crime has been committed.

Security and Damages
Responsibility to keep the device secure rests with the individual owner. **The School System, nor its staff or employees, is not liable for any device stolen or damaged on campus.** If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations.

The Bellville ISD BYOD program will enable students to become information producers, self-directed learners as well as team players. In creating a technology rich learning environment with the devices students will depend on in their professional lives our students will have the skills to be a productive digital citizen.

Other Electronic Devices
Students are not permitted to possess such items as radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, or games unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items at the end of the day or to contact parents to pick up the items.

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

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

TELEPHONE

The school phone is for the purpose of school business. In case of illness or emergency, students are to use the telephone in the Reception Office ONLY.

No student will be called to the phone during class hours except in the case of an emergency. A message will be delivered to the student at the close of a class period in non-emergency cases.

TESTING DATES

Please see school website for testing dates.

TEXTBOOKS

State approved textbooks are provided free of charge for each subject or class, the only exceptions are college courses. Textbooks and book covers will be issued by teachers at the first meeting of each class period. Books will be covered at all times. Students will be responsible for textbooks as follows:

1. Fines will be assessed for damages to books.
2. Any textbooks not returned to the school (regardless of the reason) will be paid for by the student.

TOP TEN PERCENT RULE

Texas students who are in the top ten percent of their graduating class are guaranteed automatic admission to all state-funded universities provided they complete one of the two criteria:

1. Complete the Distinguished level of achievement under the Foundation High School Program.
2. Satisfy the ACT college Readiness Benchmarks.
3. Receive a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test and a minimum score of 530 on the mathematics test (no combined score) if the SAT was administered on or after March 5, 2016.

Students must make certain that they also submit an application to the Texas public university for admission before the appropriate deadline. This ruling applies only to admissions, students are not guaranteed acceptance into their desired choice of major. Keep in mind that most students will apply to college during the fall semester of their senior year. Therefore, the ranking that will be seen when applying is determined after the second semester of the junior year, or also known as the sixth-semester ranking.

Exemption to the Top Ten Percent Rule –

Senate Bill 175 changed the Top Ten Percent Rule as it applies to the University of Texas at Austin ONLY. Each Fall, UT-Austin must notify secondary schools of its intentions for the coming school year. For those entering as freshmen in the Summer/Fall of 2019 and Spring 2020 sessions, the top 6% of their graduating class will be admitted automatically.

TRANSCRIPTS

An Academic Achievement Record, also known as a transcript, is a student's record of semester grades and credit earned in high school. The transcript includes a student's grade point average and rank in class.

All post-secondary schools will require this information in order to be considered for admission. In order to request that a transcript be sent to a college or university, a student must either complete a request form in the counseling office or request online via the Bellville High School web page, list the school(s) where information will be sent, and sign indicating permission to send information. Three school days should be allowed to process this request. Transcripts sent through the electronic system, called TRex, will be sent at no cost to the student. Transcripts that must be mailed through the postal system or transcripts requested for personal use will be available for a charge of $1.00.

A paper version of a transcript may also be requested. In order to be considered official, the transcript must be enclosed in a sealed envelope and stamped. Students should follow the same procedure when requesting a paper copy of their transcript: complete a request form, list that the transcript will be for personal use, and sign for permission. Students must also indicate if the transcript should be official or non-official. Three school days should be allowed process the request. Senior students will be provided free copies of their official transcript at the beginning of each semester to be used at their own discretion. Beyond these copies, a charge of $1.00 will be assessed for each paper transcript requested.

TRAVEL - SCHOOL SPONSORED

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or the parent presents - no later than the day before the scheduled trip - a written request that the student be permitted to ride with an adult designated by the parent.

USE OF BUILDING AFTER SCHOOL HOURS

If a student wishes to remain after school hours to do additional work, to work out in the gym, to practice in the band hall, etc. that student must be accompanied by an authorized school person who must stay with that student or students during the time the building is in use.

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his/her vehicle and must make certain that it is locked and that the keys are not given to others.

Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons that are found in their cars and will be subject to disciplinary action. Students must adhere to campus speed limit of 15 m.p.h. and designated parking areas. Any violation of these rules or reckless driving in the parking lot will result in loss of privilege to bring a vehicle on school grounds.

VISITORS

Parents and other visitors are welcome to visit District schools. Building access will be automated at all campuses to increase safety and security for all students and staff. All visitors must enter through the main entrance in the front of the building and report to the front office to sign-in. If arriving after the start of the school day (8:00 am), you will need to proceed to the main entrance, be buzzed in by the front office and then report in to the front office to sign-in. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Students may not have student visitors.

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

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2019-2020 SCHOOL CALENDAR

August 26	First Day of School
September 2	Labor Day Holiday
October 9	Early Release Austin County Fair
October 10 - 11	Austin County Fair Holidays
November 25 - 29	Thanksgiving Holidays
December 20	Early Release Christmas Holiday
December 23 – January 6*	Christmas Holidays
January 20	MLK Holiday
February 17*	Holiday/Staff Development Day
March 9 - 13	Spring Break
April 10	Easter Holiday
May 25	Memorial Day Holiday
May 27	Last Day of School
May 28 - 29	Bad Weather Make-Up Days
May 29	Graduation Ceremony

*Students are not in school on teacher workdays and staff development days.



SCHOOL SONG

Hail, Bellville High School
Hats off to you.
Ever you'll find us loyal and true.
Firm, and undaunted always we'll be,
hail to the School we love,
Here's a toast to thee!

Bellville Junior High School

"Expect Success, Nothing Less!"

Principal: Daniel Symm
Assistant Principal: Marcus McLemore
Counselor: Karen Peschel
Counselor: Andrea Hollomon

518 S. Mathews St.
Bellville, TX 77418
979-865-5966 Phone
979-865-7060 Fax

2019-20 Proposed BJHS Student Handbook Summary of Changes

Changes:

- Appropriate names, dates, and formatting have be changed
- **Pg. 2: Corrected the following hyperlink:**
  - That document is a separate document which is available in the Principal's office or on the BISD website by clicking on the following link: BISD Student Code of Conduct.
- **Pgs. 3,4: Paragraph deleted – STAAR-A, STAAR Alt 2, and STAAR L are no longer offered.**
  - ~~Certain students – some with disabilities and some English language learners – may be eligible for exemptions or accommodations. STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis. STAAR Alternate 2, for students receiving special education services who meet certain state-established criteria, will be available for eligible students, as determined by the student's ARD committee. STAAR-L is a linguistically accommodated assessment that is available for certain ESL students, as determined by the student's Language Proficiency Assessment Committee (LPAC). For more information, see the principal, counselor, or special education director.~~
- **Pgs. 4,5: "Advanced Performance" changed to "Masters Grade Level"**
- **Pg. 9: Paragraph edited to reflect changes in the Model Student Handbook.**
  - Enrollment is also available online. Parents will be notified if their child qualifies for this program. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.
- **Pg. 9: Language added from BISD Student Code of Conduct pg. 24**
  - In order for the device to be released to the owner, a $15.00 administrative fee will be assessed before it will be returned.
- **Pg. 10: Paragraph edited to reflect changes in the Model Student Handbook.**
  - available on the district's website at https://pol.tasb.org/Home/Index/143.
- **Pg. 13: Section Added to reflect changes in the Model Student Handbook.**
  - **DELIVERIES**
  - Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.
- **Pg. 20: Paragraph edited to reflect changes in the Model Student Handbook.**
  - Note: Insect repellant is considered a nonprescription medication.
- **Pg. 22: Subsection added to reflect changes in the Model Student Handbook.**
  - Temporary Restriction from Participation in Physical Education
  - Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.
- **Pg. 25: Paragraph edited to reflect changes in the Model Student Handbook.**

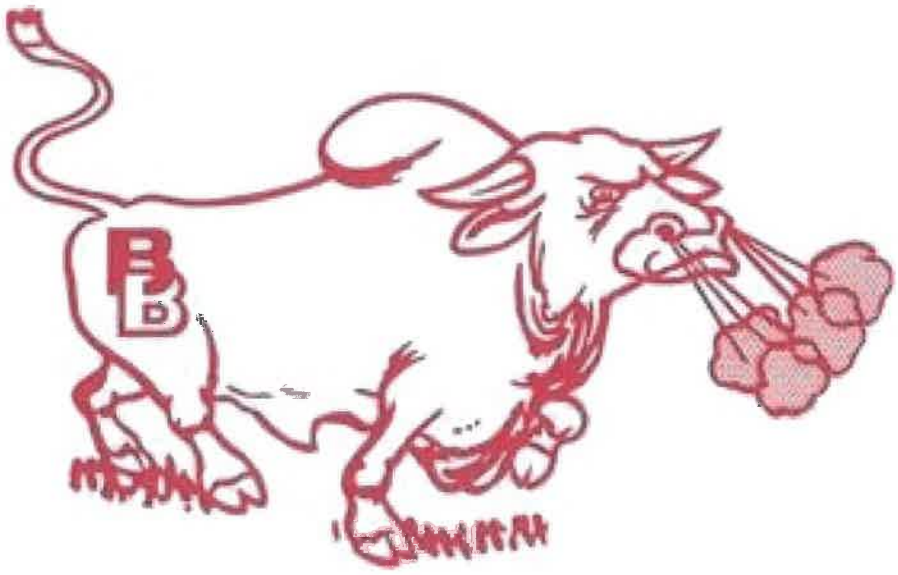
- Parents who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the head Building Operator at 979-865-3133.

- **Pg. 26: Paragraph deleted to reflect changes in the Model Student Handbook**
  - ~~Lockers remain under the jurisdiction of the school even when they are assigned to individual students. The school reserves the right to inspect all lockers. Searches of lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not students are present. The parent will be notified if any prohibited items are found.~~
- **Pg. 28: Paragraph moved from pg. 33.**
  - Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.
- **Pg. 31: Subsection added to reflect changes to the Model Student Handbook.**
  - SCHOOL-SPONSORED FIELD TRIPS
  - The district periodically takes students on field trips for educational purposes.
  - A parent must provide permission for a student to participate in a field trip.
  - The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.
  - The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.
- **Pgs. 31, 32: Subsections added and paragraphs deleted to reflect changes to the Model Student Handbook.**
  - ~~School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.~~
  - ~~In the interest of promoting student safety and attempting to ensure that schools are safe and drug-free, District officials may from time to time conduct searches.~~
  - District Property
  - Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.
  - Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.
  - Searches in General
  - In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.
  - District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.
  - In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.
  - If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.
  - ~~Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are responsible for the security and contents of the assigned desks and lockers.~~
  - ~~Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by District policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.~~
  - Metal Detectors
  - To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.
  - Trained Dogs

- The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.
- Telecommunications and Other Electronic Devices
- Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]
- Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.
- [See policy FNF(LEGAL) and TECHNOLOGY on page 35 for more information.]

- **Pg. 33: Hyperlinks deleted to reflect changes to the Model Student Handbook.**
  - ~~http://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-11~~
  - ~~http://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2~~
- **Pg. 33: Paragraph moved to pg. 28.**
  - ~~Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.~~
- **Pg. 35: Hyperlink corrected to reflect changes to the Model Student Handbook.**
  - The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.
- **Pg. 35: Paragraph edited to reflect changes to the Model Student Handbook.**
  - Excessive tardies will result in conferencing with the assistant principal, notifying parents, and may be assigned to detention or given another appropriate consequence.
- **Pg. 36: Paragraph edited to reflect changes to the Model Student Handbook.**
  - Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.
- **Pg. 38: Paragraph added to reflect changes to the Model Student Handbook.**
  - In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or the Executive Director for Administration, who the district has designated to coordinate the implementation of and compliance with this law.
- **Pg. 38: Paragraphs added to reflect changes to the Model Student Handbook.**
  - When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.
  - A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.
  - Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

BELLVILLE JUNIOR HIGH SCHOOL



"Expect Success, Nothing Less!"

Student Handbook 2019 - 2020

Mailing: 518 S. Mathews Physical: 1305 S. Tesch St.
Bellville, Texas 77418
Telephone: (979) 865-5966

Daniel Symm, Principal
Marcus McLemore, Assistant Principal
Karen Peschel, Counselor
Andrea Hollomon, Counselor

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-5966.

August, 2019

Dear Students and Parents:

Welcome to the 2019-2020 school year! At BJHS we take great pride in being a BRAHMA and encourage you to become an active participant in your school and to support it in any way possible. The staff of BJHS is dedicated to providing our students with the best possible education in an environment that is safe and conducive to learning for all students. Education is a team effort, and at Bellville Junior High we believe that students, parents, teachers, and other staff members all working together will make this a successful school year! Parent and family involvement in education is essential to the educational growth and achievement of each one of our students. At Bellville Junior High we want to work with parents and families to establish partnerships that support student's learning and improve the performance of our school.

The Bellville Junior High School Student Handbook is designed to provide a resource for some of the basic information that students and families will need during the school year. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In an effort to make it easier to use, the handbook is divided into general alphabetized sections. Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents must be familiar with the Bellville ISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document is a separate document which is available in the Principal's office or on the BISD website by clicking on the following link: BISD Student Code of Conduct.

The student handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the student handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect student handbook provisions will be made available to students and parents through the website, newsletters, and other communications. In case of conflict between board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of board policy or the Student Code of Conduct that were most recently adopted by the board are to be followed.

We encourage parents to review the entire student handbook with their children and keep it as a reference during this school year. If you or your child have questions about any of the material in this handbook, please contact a teacher, a counselor, the assistant principal, or the principal. Also, please complete and return the **Parental and Student Acknowledgement Form** (p.39) to your child's homeroom teacher. If we can be of service or help you at any time during the year, please do not hesitate to come by or call us at (979) 865-5966.

Sincerely,

Daniel Symm, Principal
Bellville Junior High School

BELLVILLE JUNIOR HIGH SCHOOL MISSION STATEMENT

Bellville Junior High School strives to educate students through high expectations, parental and community involvement combined with a positive educational environment that fosters active learning so that they may be productive and moral citizens for a changing world.

ACADEMIC ACHIEVEMENT IN REGARDS TO PROMOTION, RETENTION, AND PLACEMENT

In grades 6-8 promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course level, grade-level standards (essential knowledge and skills) for all subject areas; a grade of 70 or above in English language arts, mathematics, science and social studies is required for promotion to the next grade level.

The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the District as soon as practical of any summer program available in the District that may permit the student to successfully complete the failed subject or courses.

In addition, eighth grade students will be required to pass the Mathematics and Reading portions of the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school any day between January 1 and the date of the first administration of the STAAR. In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

Parents of a student in grades 6-8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside the normal school year.

A student in grade 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

If a student in grade 8 is enrolled in Algebra I which is a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

ACCIDENT INSURANCE

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

ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at http://www.tea.state.tx.us/index2.aspx?id=7995

ADVANCED CLASSES/PRE-AP

BJHS will offer Pre-AP 6th Grade Math, Pre-AP 7th Grade Math, 8th Grade Algebra I for High School Credit, as well as Pre-AP Reading for 6th and 7th Grade, and Pre-AP English for 6th, 7th, and 8th Grade, Pre-AP Science for 6th, 7th, and 8th grade, and Pre-AP Social Studies for 6th, 7th, and 8th grade.

Standards

- Students who are enrolled in a Pre-AP course must maintain an average of 70 or above.
- A failing six week course grade will result in automatic removal to the equivalent regular course.
- Pre-AP courses are not subject to the district/campus Reteach Policy.
- Students who do not meet passing standard on STAAR are not eligible for a Pre-AP course in that core area.

Students who do not meet qualification criteria may appeal to the campus Pre-AP Committee to be considered for enrollment.

Qualifications

Pre-AP 6th and 7th Grade Math *Students must meet 2 out of the 3 criteria below.

- Student has a Gifted and Talented (GT) Label and is a current GT student (not on furlough).
- Student earned a 90 or above on the final grade for the preceding math class.
- Student earned Masters Grade Level on the preceding state assessment.

Algebra I (High School Credit) *Students must meet 3 out of the 4 criteria below.

- Student has a Gifted and Talented (GT) Label and is a current GT student (not on furlough).
- Student earned a 90 or above on the final grade for the preceding math class.
- Student earned Masters Grade Level on the preceding state assessment.
- Student earned an above average aptitude through performance on the Algebra Prognosis Exam.

Pre-AP 6th and 7th Grade Reading *Students must meet 2 out of the 3 criteria below.

- Student has a Gifted and Talented (GT) Label and is a current GT student (not on furlough).
- Student earned a 90 or above on the final grade for the preceding reading class.
- Student earned Masters Grade Level on the preceding state assessment.

Pre-AP 6th, 7th, and 8th Grade English *Students must meet 2 out of the 3 criteria below.

- Student has a Gifted and Talented (GT) Label and is a current GT student (not on furlough).
- Student earned a 90 or above on the final grade for the preceding English class.
- Student earned Masters Grade Level on the preceding state assessment.

Pre-AP 6th, 7th, and 8th Grade Science *Students must meet 2 out of the 3 criteria below.

- Student has a Gifted and Talented (GT) Label and is a current GT student (not on furlough).
- Student earned a 90 or above on the final grade for the preceding science class.
- Student earned Masters Grade Level on the preceding state assessment.

Pre-AP 6th, 7th, and 8th Grade Social Studies *Students must meet 1 out of the 2 criteria below.

- Student has a Gifted and Talented (GT) Label and is a current GT student (not on furlough).
- Student earned a 90 or above on the final grade for the preceding social studies class.

ASBESTOS MANAGEMENT PLAN

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at 865-3133.

ATTENDANCE

Students are expected to be present and punctual for all classes throughout the year. It is impossible to keep up with the progress of classes if students develop a pattern of non-attendance.

In order to account for all students enrolled in school, it is important that specific procedures be followed by parents and students. The following sections are included in an effort to reduce the confusion as to what constitutes the various types of absences and the procedures to follow when you are absent.

ATTENDANCE FOR CREDIT

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led activities; to build each day's learning on the previous day and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Attendance incentives will be given throughout the year to encourage and promote school attendance.

State Law requires:

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

A student in grades 6-8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

If a student attends less than 75% of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed below for exemptions to the compulsory attendance requirement.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given the opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent without excuse on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school. If a student age 12 through 17 violates the compulsory attendance law, both the parent and student could be charged with an offense.

The actual number of days a student must attend in order to receive credit will depend on whether the class is for a full semester or for a full year. If credit is lost, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent.

State law allows exemption to the compulsory attendance requirement for several types of absences if the student makes up all the work. These include the following activities and events: religious holy days; required court appearances; activities relating to obtaining United States citizenship; service as an election

clerk; and documented health care appointments, including students diagnosed with autism spectrum disorders.

TYPES OF ABSENCES

Excused Absences may be granted only for the following reasons; (1) personal illness, (extended illnesses may require a doctor's note), (2) emergencies such as serious illness or death in the immediate family, (3) weather conditions severe enough to make travel hazardous, (4) observance of religious holy days, if request in writing is made to the principal prior to the initial absence, (5) extenuating circumstances as designated by BISD board policy.

Unexcused Absences are given to students who miss school without a school authorized reason.

Truancy is when a student willfully misses school without parent's knowledge. The student will be subject to disciplinary action. Truancy is marked as an unexcused absence.

Extra-Curricular Absences are recorded for students who miss class due to school sanctioned, or state approved activities. These absences are recorded but do not count against a student provided they do not exceed ten per year for a full-year course, or five per semester for a one-semester course.

STEPS TO FOLLOW WHEN ABSENT

1. Have parent/ guardian write an excuse detailing: student name, the date, reason for absence, dates absent, and the signature of the parent/guardian.

2. Present the note to the office immediately upon arrival at school.

3. Be sure to request work from teacher for each day of class you missed. It is the student's responsibility to initiate the effort to do make-up work.

Failure to bring a note signed by the parent/ guardian will result in the absence being recorded as unexcused.

BACKPACKS/BOOKBAGS

The Bellville ISD Board of Trustees has evaluated the clear/mesh backpack policy after one year of experience. While we continue to encourage use of the clear/mesh backpacks for safety reasons, the board approved the use of regular student backpacks in the 2015-2016 school year.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-

spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon recommendation of the administrator the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

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

CAFETERIA SERVICES

Nutritious, well-balanced meals are provided in our school cafeteria. The price for breakfast and lunch is set by the district and is subject to change each year. Each student will have an account in which they deposit money for their breakfasts and lunches. The current cost for student breakfast is $1.25 and lunch is $2.60.

The School Nutrition Department of BISD implemented an innovative online service for payments and account balance information called *Lunch Money Now*. This program will permit parents to check a student's balance, view the student's purchase history and make deposits to the student's lunch money account using a credit card. Parents are also able to subscribe for email warnings when their child's account dips below a certain amount. The credit card deposits are made using a secure transaction site and are typically available within the hour of the transaction during the regular school day. Parents can make multiple deposits using the same credit card transaction. There is a $2.50 convenience fee per transaction which is paid to the processor and not BISD.

To access your student's account you will need:

- the district student ID number
- the last four digits of the student's social security number
- the child's birthday.

You can gain access to Lunch Money Now via the BISD website www.bellvilleisd.org and click the *Lunch Money Now* logo link. If you have any questions, please contact the Food Service Director at 865-7017.

Free and Reduced Price Meals

The District participates in the National School Lunch Program and offers free and reduced price meals based on a student's financial need or household situation. Information may be obtained from the BISD Food Service Director. Application for the free-lunch program requires that papers be filled out and turned into the office during the first two weeks of school enrollment. Enrollment is also available online. Parents will be notified if their child qualifies for this program. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Texas Public School Nutrition Policy

The Texas Department of Agriculture issued the Texas Public School Nutrition Policy, which was effective beginning August 1, 2004. These nutrition guidelines are a result of a collaborative effort among parents, school administrators, health professionals and members of the food industry to promote a healthier environment in Texas schools and help ensure a healthier future for Texas children. All Texas schools participating in the federal child nutrition programs must comply with the nutrition policies. (For additional information, visit www.squaremeals.org).

CELL PHONES/PERSONAL TELECOMMUNICATION DEVICES

The Junior High campus will not be participating in BYOD (Bring your Own Device). The campus will provide devices for all instructional technology that will be used during the school day.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. Violations of this nature will be subject to disciplinary action as deemed appropriate by campus administration.

If a student uses a telecommunications device without authorization during the school day or if a device disrupts instruction, the device will be confiscated. In order for the device to be released to the owner, a $15.00 administrative fee will be assessed before it will be returned. The student's parent may pick up the confiscated telecommunications device from the principal's office. The district is not responsible for any damaged, lost, or stolen electronic device.

CHEERLEADER ELIGIBILITY REQUIREMENTS

Any student wishing to try out for cheerleader must have a 70 or better overall average for each course through the current grading period in which tryouts are held. All candidates running for cheerleader must not have been guilty of more than one major disciplinary infraction during the current school year. This includes IBS or suspension.

Students trying out for cheerleader must have participated at least one year in the Pep Squad unless the student was not enrolled with Bellville ISD during the football season. Age requirements as specified in the U.I.L. Handbook will be followed for eligibility to participate in the cheering squad. U.I.L. eligibility requirements will be applicable in regard to academic progress.

A cheerleader must maintain satisfactory or above in conduct in all subjects in order to participate. If this standard is not maintained, the cheerleader will be put on probation for a minimum of two weeks and it will continue until the behavior improves. A cheerleader represents BJHS. The cheerleader should not be a discipline problem at school or outside of school. If a problem occurs, it will be left to the discretion of the principal and sponsor as to what action will be taken. It is possible for a cheerleader to be removed from the squad.

Cheerleaders will be elected by secret ballot and judges during the spring semester for the following year. The secret ballot will be worth a total of 30%, and the judges' ballot will comprise 70% of the total score.

If at the end of the school year, during which a cheerleader has been elected, the cheerleader does not meet the academic requirements to be promoted to the next grade level, the cheerleader will forfeit this position as cheerleader. The next highest-ranking candidate, for that grade level, will replace them for the upcoming school year.

In order for a cheerleader to be able to participate in game activities, the cheerleader must be present for the entire school day on the day of the game.

CITIZENSHIP AND CONDUCT

Students of Bellville Junior High School are expected to maintain high standards of citizenship and conduct themselves in a manner that will bring credit to themselves and their community. Some of the factors involved include respect for fellow citizens, respect for property of others, obedience of rules and regulations, and respect for authority.

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

CITIZENSHIP AND SPORTSMANSHIP

Students of BJHS are expected to show the highest characteristics of citizenship and sportsmanship at all times and in all places involving any school-sponsored activities.

COMPLAINTS BY STUDENTS/PARENTS

Usually student or parent complaints or concerns may be addressed simply--by a phone call or conference with the teacher. For those complaints and concerns that cannot be so easily handled, the District has adopted a standard complaint policy. In general, a parent or student should first raise the complaint with the teacher and then the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees, members of the community elected to set policy and priorities for the District. Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint for within the timelines established in policy FNG (LOCAL), available on the district's website at https://pol.tasb.org/Home/Index/143.

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific complaint processes for the following:

- Discrimination on the basis of gender.
- Bullying, harassment, or the creation of "hit lists".
- Sexual abuse or sexual harassment of a student.
- Loss of credit on the basis of attendance.
- Teacher removal of a student for disciplinary reasons.
- Expulsion of a student.
- Identification, evaluation, or educational placement of a student with a disability.
- Instructional materials.
- On-campus distribution of non-school materials to students.

- Complaints against District Peace Officers.

For additional information, also see the Bellville ISD Student Code of Conduct.

CONDUCT GRADES

In addition to the academic achievement grade in each subject, the student also earns a citizenship or conduct grade. This gives the student and the parents an indication of the progress he is making toward the final goal of our public school, which is a worthwhile citizenship. This will be indicated on the student's report card each six weeks.

E – Excellent; S – Satisfactory; N - Needs Improvement; U - Unsatisfactory

CORRIDOR (HALL) PASSES

Any student needing to be in the hall at any time during school hours, other than a regular class break, must have a corridor passes. This pass should be signed by the teacher of the class from which the student left.

COUNSELING SERVICES

Guidance counselors are on duty at BJHS. The counselor will help provide the services that will give each individual student the opportunity to achieve success within the limits of his abilities.

Individual counseling will be available to every student by faculty referral or by student request for academic, social or personal problems. Any student may make an appointment with a counselor. This can be done by making the request through any BJ HS staff member or teacher.

CREDIT BY EXAM WITHOUT PRIOR INSTRUCTION

The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores 90 percent or above on a criterion-referenced examination for acceleration for the applicable course. See policy EHDC (Local).

The parent or guardian must write a letter to the campus principal at least 30 days prior to the testing window to register for credit by exam testing. The exact dates will be posted on the district website or contact the campus counselor for more information.

DATING VIOLENCE/DISCRIMINATION/HARASSMENT/RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe,

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends or family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

In the event prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy. If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

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

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

DELIVERIES

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

DESIGNATED STUDENT AREAS

Before School: Upon arrival at school, students will enter the building and go directly to the cafeteria and remain until the first bell rings.

After School: Upon dismissal from school, all students riding buses home will report to the cafeteria where they will remain seated until their bus arrives.

All students being picked up by private transportation will proceed to the outside pick-up area in the front of the school.

Students must report to the designated areas immediately after the last period of the day. Students entering or leaving the building must use only the doors on the north and west sides of the building.

DISRUPTIONS

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution. **We must ask that parents remain out of the classroom hallways during the school day. Parents are required to sign in at the office every time they come to the school for safety purposes.**

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person-student or non-student-who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts classes while on District property or on public property that is 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class activity; entering a classroom without authorization, and disrupting the activity with profane language or misconduct.
- Interferes with transportation of students in District vehicles.

DISTRIBUTION OF SCHOOL MATERIALS

Publications prepared by and for the school may be posted or distributed only with the prior approval of the principal from the sponsor or teacher. Such items my include school posters, brochures, flyers, etc. All school publications are under the supervision of the teacher, sponsor and principal. A school yearbook will be available for students to purchase.

Non-School Materials…from students

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the Superintendent. Materials displayed without authorization will be removed. If the material is not approved within two school days of the time it was submitted, it should be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student or non-student will have a reasonable period of time to present his or her viewpoint. Any student who posts, sells, circulates, or distributes material without prior approval will be subject to disciplinary action.

Non-School Materials…from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKD [Local]. To be considered for distribution, any non-school material must meet the limitations on content established in the policy,

include the name of the sponsoring person or organization, and be submitted to the Superintendent for prior review. The Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, or GF.]

DRILLS

Students, teachers, and other district employees will participate in drills of emergency procedures such as fire drills, severe weather drills and lock-down drills. When the alarm is sounded or announcement given from the office, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Drills will be practiced throughout the school year to prepare in the event of an emergency. Safety of all students and staff members is our number one priority. Drills and Emergency events should always be taken seriously.

DRUGS AND ALCOHOL

REASON FOR POLICY

Because the use of drugs, alcohol, and other chemicals among young people has become a major problem in our country and because the use and availability of these substances on school campuses interfere with the educational process, this policy is being implemented. The policy is designed to help eradicate the influence of drugs, alcohol, and other chemicals within the school environment. It is designed to act as punishment, deterrent, and protection for the students.

WHEN AND WHERE APPLICABLE

This policy applies to any student who is on school property, who is in attendance at school or at a school sponsored activity or whose conduct at any time or in any place interferes with, obstructs, or endangers the missions or operations of the school district or the safety or welfare of students or district employees.

PROHIBITED ACTIVITIES

It shall be against school policy for any student:

1. To sell, supply, give, or attempt to sell, supply, or give to any person any of the substances listed in this policy or what the student represents or believes to be any of the substances listed in this policy.

2. To possess, procure or purchase, to attempt to possess, procure or purchase, to be under the influence of (legal intoxication not required), or to use or consume or attempt to use or consume, the substances listed in this policy or what the student believes is any of the substances in this policy.

Any student found in violation of the offenses listed below will be disciplined according to District Code of Conduct.

1. Alcohol or any alcoholic beverage.

2. Any controlled substance or dangerous drug as defined by the Controlled Substances Act, Article 4476-15, Ve1"non's Revised Civil Statutes of Texas, or as defined by Section 812, Schedules 1-V, of Title 21, United States Code, Section 801, et seq., including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.

3. Any abuse able glue or aerosol paints as defined by Article 15, 4476-15 or any other chemical substance, including but not limited to lighter fluid and reproduction fluid, for inhalation.

4. Any prescription or non-prescription drug, medicine, vitamin or other chemical (including, but not limited to aspirin, other pain relievers, stimulants, diet pills, multiple or other type vitamins, pep pills, "no-doze" pills, cough medicines and syrups, cold medicines, laxatives, stomach or digestive remedies, depressants and sleeping pills).

AUTHORIZED USE

Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, drug, or vitamin shall follow the procedures of Policy FFAC, FFAC (LOCAL) which requires that the school nurse dispense such medicine, drug, or vitamin to the student.

ELMER HATTON CHAPTER OF THE NATIONAL JUNIOR HONOR SOCIETY

The purpose of the National Junior Honor Society is to promote scholarship, develop character, encourage good citizenship, leadership, and to stimulate a desire to render service. It is a service organization, and its members will be involved in many types of activities throughout the school year.

Membership is limited to eighth grade students; students are selected and inducted at the end of their seventh grade year. Student selection is based on outstanding scholarship with consideration given to character, leadership, service, and citizenship. Once members have been selected, they have the responsibility to continue to demonstrate these qualities. The following criteria will also be used to determine acceptance into NJHS:

1. Overall cumulative numerical average of 93 or above for the 1st through 5th six weeks in English Language Arts, Math, History and Science. (Students in Pre-AP courses will receive an unwritten 5 point credit for those classes.)

2. Students with N's or U's in any class during any 6-week period during the seventh grade year are not eligible for consideration for selection into the NJHS.

3. All NJHS candidates must not have been guilty of more than one major disciplinary infraction during the current school year. This includes IBS or suspension.

4. Demonstrate a degree of leadership and participation in the classroom, school activities, and the community.

Students must meet all qualifications to ensure selection to the NJHS at Bellville Junior High. To maintain eligibility in NJHS, students must adhere to all requirements in maintaining the standards of outstanding scholarship, leadership, service, character, and citizenship.

EMERGENCY MEDICAL TREATMENT

Parents shall complete emergency care information each year, which makes provisions for parental consent for school officials to obtain medical treatment for the student, as provided by law. Parents are also requested to supply other information that could be required in case of an emergency. Parents should update this information during the year as the need arises. Please provide all necessary phone numbers, as these are critical in an emergency situation. The school district shall not be responsible for the costs resulting from emergency medical treatment or assume liability for any other costs associated with an injury.

EXTRA-CURRICULAR ELIGIBILITY REQUIREMENTS

A student participating in University Interscholastic League (U.I.L.) will be suspended from participation after a grading period in which the student received a grade lower than the equivalent of 70 on a scale of

100 in any academic class. This suspension continues for three weeks. The grades will be subsequently reviewed at the end of each three-week period; the suspension will be removed if the student's grade is equal to or greater than the equivalent of 70.

Ineligible students may practice or rehearse but may not participate in any competitive activity.

Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at https://www.uiltexas.org/athletics/manuals; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us.

FEES

Materials that are part of the basic educational program are provided without charge to students. Students are expected to provide their own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including:

1. The materials for a class project the student will keep.
2. Personal physical education and athletic equipment and apparel.
3. Voluntary purchases of pictures, publications, etc.
4. Student accident insurance and insurance on school-owned instruments.
5. Fees for damaged library books and school-owned equipment, textbooks, etc.

FOUNDATION GRADUATION PROGRAM

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the "foundation graduation program." Within the foundation graduation program are "endorsements," which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript and diploma. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, which will be completed with all current eighth graders. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Aspire, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENERAL INSTRUCTIONS AND REGULATIONS MAIN OFFICE

The principal's office is the main office of BJHS and is open from 7:30-4:30 each day. All school business should be handled during these hours.

Any student needing to conduct business should ask to speak with the school secretary and she will make the necessary arrangements.

Students should make an effort to conduct office business before or after school or during their lunch period.

GRADE LEVEL COURSE REQUIREMENTS

SIXTH GRADE

Required subjects: English Language Arts, Mathematics, Science, Social Studies and Physical Education. Students are allowed to choose Art, Band, or Theater Arts, as an elective subject.

SEVENTH GRADE

Required subjects: English Language Arts, Mathematics, Science, Social Studies 7, Physical Education or Athletics. Students may choose any of these electives: Band, Art, or Advanced Theater Arts.

EIGHTH GRADE

Required subjects: English Language Arts, Mathematics, Science, Social Studies 8, Investigating Careers/Principles of Human Services, Physical Education or Athletics. One of the following electives may be chosen: Band, Art, Exploring Technology, Advanced Theater Arts, or Student Aide.

GRADES

Grades earned by the student will be indicated in numerical form. Students scoring below 70 during a grading period are considered to be failing in that subject. The grading scale at BJHS, per guidelines, adopted by the State Board of Education, is as follows:

A = 90-100; B = 80-89; C = 70-79; F = Below 70.

GROOMING AND DRESS

The development of acceptable standards of personal appearance is considered to be a most important function of the Bellville schools. In keeping with this objective, the necessity of encouraging desirable dress and grooming habits is evident.

Changing trends in fashion necessitate periodic revisions in the District's dress code. However, extreme styles shall be recognized as being inappropriate for school Wear.

Students are responsible for following the dress code. Students who do not adhere to the dress code will be dealt with according to the District Code of Conduct. See District Code of Conduct for specific dress code guidelines.

GUM CHEWING

In order to promote and maintain the cleanliness and appearance of the Bellville Junior High School building, there will be NO GUM CHEWING ALLOWED. Appropriate disciplinary measures will be taken for those in violation of this campus-wide regulation. This campus policy will be strictly enforced.

HAZING

Hazing is defined as intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to an administrator or counselor.

HONOR ROLL PROGRAM

The staff at BJHS feels it is very important to recognize those students who have demonstrated outstanding achievements in their academics. At the conclusion of each six weeks grading period, those students who earned all A's, all A's and one B, or all A's and two B's, will have earned the privilege of making the Honor Roll for that six weeks. Please refer to the grading scale for information concerning letter grade/numerical equivalents.

BELLVILLE ISD HEALTH POLICIES

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container provided by the parent/guardian, along with a written request including name of student, name of medication, dosage, date, and parent/guardian signature. Medication will not be administered differently than the label specifies without a new prescription or written documentation from the physician.
- Nonprescription medication, in the original, properly labeled container, provided by the parent/guardian along with a written request including name of student, name of drug, dosage, date, and parent/guardian signature. Medication will be administered based on the manufacturer's recommendations for age and/or weight. **Note:** Insect repellant is considered a nonprescription medication.

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

The district does not accept or administer medications that contain narcotics for the safety of the student(s) and in compliance with the district drug abuse policy. If a student has been prescribed medication in this category for pain, cough etc., they are asked to remain at home until they are able to replace the medication with an over-the counter product or a non-narcotic prescription medication while at school for symptom control.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisors; and
- When the parent has previously provided written consent for emergency treatment on the district's registration form.

All medications are to be kept in the nurse's office. Medications will be kept in a locked cabinet.

When dispensing medications, the qualified district employee administering the medication(s) will keep records indicating the date, time, dosage and will initial and provide his/her signature.

At the end of the school year, all medication must be picked up from the school clinic by the last day of school. Any medication left at the school will be disposed.

Students violating this procedure will be subject to disciplinary action under the district's drug abuse policy.

CONTAGIOUS DISEASES/ CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse can provide information from the Department of State Health Services regarding these diseases.

Students that present to the nurse with symptoms of a possible contagious nature or with a temperature of 100 degrees or higher will be sent home.

The district requests that students not return to school until they have been symptom free and fever free(1ess than 100 degrees) for 24 hours without a fever reducing medication such as Tylenol or Ibuprofen.

The student may be required to present a note from their doctor stating that they have been examined and released before they will be allowed to return to school.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by Writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://corequest.dshs.texas.gov. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an

exemption for more than one student in the family, a separate form must be provided for each student. Exemptions have to be renewed every two years.

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, and varicella (chicken pox), and Pneumococcal for Pre K.

All students entering seventh grade will be required to have a Tdap (Td) booster, menigiococcal and a second varicella dose. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web

ASTHMA/ALLERGIC REACTION

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

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

Parents are required to provide the school nurse yearly with the students' individual health asthma management plan. See school nurse for forms.

DIABETES

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

FOOD ALLERGY

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

PSYCHOTROPIC DRUGS

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use

of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at http://www.uil.utexas.edu/athletics/health/steroid_information.html.

INJURY/RESTRICTION POLICY

Temporary Restriction from Participation in Physical Education

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

If a student requires physical restrictions or supportive equipment such as crutches, supportive braces, or ace bandage, a written note from the parent is required indicating the restriction(s) and time frame of restriction.

The request will be honored for three (3) days. If more than 3 days is required, a note must be presented to the nurse.

Once released by the doctor, written authorization to return to normal activity level is required.

Please present all notes to the nurse. The nurse will inform homeroom teacher and coaches.

Students in athletics should refer to the athletic policy.

LICE POLICY

Students found to have live lice will be sent home for treatment and removal of nits. Parents must treat the lice with an approved lice killing treatment.

The student may return to school after treatment is completed and all live lice have been removed.

Once the student has been sent home, they are to report to the nurse with a parent or legal guardian for re-assessment before returning to the classroom.

The district does not adhere to a no-nits policy but does reserve the right not to allow the student(s) back in the classroom if there is not adequate evidence that the situation is being addressed and monitored.

PREGNANT STUDENTS

Students who become pregnant are to report their condition to the school nurse, counselor, or principal. Pregnancy Related Services (PRS) are support services a pregnant student receives to help her adjust and stay in school during the prenatal and postpartum periods. These services are provided:

- While the student is still attending classes on her assigned campus

- When the pregnancy prevents the student from attending her regular classes
- During the postpartum period

Pregnancy Related Services (PRS) include:

- Documentation of parent and physician contact
- Communication with parents as to specific services provided
- School nurse having regular contact with student to record statistics (i.e. blood pressure, weight) and for counseling on health issues
- Academic counseling
- Compensatory Education Home Instruction (CEHI) during any prenatal confinement period that is documented as a medical necessity by a medical practitioner licensed to practice in the United States as well as during the postpartum confinement period
- One final follow up visit with the school nurse within 3 days of student's return to school after delivery to complete documentation and withdraw the student from PRS

OTHER HEALTH-RELATED MATTERS

Bacterial Meningitis

State law specifically requires the district to provide the following information:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, http://www.edc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us/.

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, [and FFA], the district will ensure that students in middle or junior high school shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within a two-week period for at least four semesters.

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

Physical Examinations/Health Screenings

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3—12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year parents may request the results of the assessment.

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council held meetings. Additional information regarding the district's School Health Advisory Council is available from the Superintendent. [See also policies at BDF and EHAA.]

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the campus principal or the Food Service Director. [See policies at CO and FFA.]

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the head Building Operator at 979-865-3133.

INAPPROPRIATE ITEMS AT SCHOOL

Cell phones, whistles, radios, mp3 players, iPods, cameras or any other electronic devices are inappropriate items at school. Also, water guns, and any type of "toy" will serve no useful purpose at school and will not be allowed at school. Students bringing such items to school will have them collected and turned in to the principal's office.

LAW ENFORCEMENT AGENCIES

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will verify and record the identity of the authority and ask for an explanation of the need to question or interview the student.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

STUDENTS TAKEN INTO CUSTODY

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a

court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

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

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

NOTIFICATION OF LAW VIOLATIONS

The District is also required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

LOCKERS

Each student will be issued a combination locker. **The combination is to be kept confidential** by the student. Under no circumstances is the student to change lockers or use in any way a locker not assigned to them. Students are not allowed to share a locker with **anyone else.**

Students are expected to keep their lockers locked, neat and clean. Students are responsible for the contents of their locker.

LOST AND FOUND

The "Lost and Found" articles are kept in the main foyer/office area and students having lost personal or school materials should check there to see if the materials have been turned in to the lost and found area.

Any items "found" on the school campus are to be immediately turned in to the main office. Possession of stolen rather than lost items may result in severe disciplinary action.

MAKE-UP WORK

It is the responsibility of the student to make arrangements with each teacher for the purposes of making up missed schoolwork. Students are allowed one day of make-up work for each day of absence. On the second consecutive day of absence, parents are encouraged to call the office by 10:30 a.m. to get their assignments.

MOTORIZED VEHICLES AT SCHOOL

Motorcycles, motor scooters, automobiles, etc. are not allowed to be brought to school by any Junior High student.

NONDISCRIMINATION

In its efforts to promote nondiscrimination, and as required by law, Bellville ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs. The Superintendent: Mike Coker, 518 S. Mathews, Bellville, TX 77418, 979-865-3133, has been designated to coordinate compliance with these legal requirements.

PICTURES/VIDEOS

Student's pictures will be taken during the day for publication in the Bellville newspaper for news items. Video pictures may be taken for demonstration of lessons or discipline purposes. If parents do not want to have pictures or videos taken of their child, please write a letter stating that you do not want your child's picture to be taken. If we do not have a letter on file stating that you do not want your child's picture taken or your child to be part of a video we will assume you give us permission to film your child or to take their picture.

State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Pictures will be taken in the fall for the school yearbook. If you want to purchase a package, the company will send home order information. Spring individual pictures are also taken and will be available as well as pictures for athletic events.

PROVIDING ASSISTANCE TO STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED OR MAY NEED SPECIAL EDUCATION SERVICES

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (Rtl). The implementation of Rtl has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.
If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the Notice of Procedural Safeguards — Rights of Parents of Students with Disabilities. Additional information regarding the IDEA is available from the school district in a companion document A Guide to the Admission, Review, and Dismissal Process.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First at http://texasprojectfirst.org
- Partners Resource Network at http://www.partnerstx.org

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the Director of Special Education at 979-865-7021.

Students with Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. Please contact the counselor's office regarding any additional information or a referral under Section 504.

PARENT AND FAMILY ENGAGEMENT

Education succeeds best when there is a strong partnership between home and school that thrives on communication. Parents are partners with teachers, administrators, and the Board, and are encouraged to:

1. Review the Student Handbook with your child prior to signing and returning to the school the written statement that you understand and consent to the responsibilities outlined in the Student Handbook and District Code of Conduct.

2. Encourage your child to put a high priority on education and to commit to making the most of the educational opportunities provided by the school.

3. Become familiar with the academic program offered in the District and feel free to ask the principal any questions, including concerns about placement, assignment, or early graduation.

4. Attend Board meetings to learn more about ongoing operations of the District.

5. Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.

6. Be aware of your right to temporarily remove your child an instructional activity that conflicts with your religious or moral beliefs. However, such a removal cannot be for the purpose of avoiding a test and may not prevent the student from attending for an entire semester. Further, such removal does not exempt the student from satisfying grade level or graduation requirements as determined by the school and by the Texas Education Agency.

7. Review your child's school records when needed. Monitor your child's progress; contact teachers as needed.

8. Become a school volunteer. For further information, contact the school office.

9. Participate in campus parent organizations. The activities are varied, ranging from band boosters to campus and district committees that assist the Board of Trustees in formulating educational goals and objectives for campuses and the District.

PERMISSION TO LEAVE SCHOOL

If a student becomes ill and wishes to go home, he must obtain permission from the nurse or principal along with parent consent. If, for any reason other than illness a student wishes to leave school, he must have his parent or guardian write a request for permission to leave school stating the exact time that the student is to be dismissed and explanation of the reason for the absence. At no time may a student leave the campus during the school day without first obtaining permission from the office. Any student who has received permission to leave the campus must come to the main and check out at the time he leaves.

Students who leave campus during the day for any reason must adhere to Steps To Follow When Absent (on page 3) in order to be readmitted to class.

PLEDGES OF ALLEGIANCE

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each school day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.
A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

State law requires students in grade 3-12 to recite a portion of the Declaration of Independence during Celebrate Freedom Week (the week of September 17th). Parents may submit a written request that their child be excused from this recitation if applicable.

PROTECTION OF STUDENT RIGHTS

The school will notify parents of the right to inspect all instructional materials to be used in connection with a survey, analysis, or evaluation as part of a federally funded program. Notice will be sent home before such a survey, analysis, or evaluation is administered, and parent consent (or student consent of 18 or older) will be requested if information regarding any of the following is part of the survey, analysis, or evaluation:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior. Critical appraisals of other individuals with whom the student or the student's family has close family relationship.
- Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers.
- Income, other than as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

REPORT CARDS AND PROGRESS REPORTS

Students will receive an academic achievement and conduct grade at the conclusion of each six weeks period. One report card is given to the student for all classes. The report card is to be taken home to the parents to be signed and returned to school the next day, in accordance with State law.

Deficiency or Progress Reports will be sent home to parents of all students who are not making satisfactory progress at about the midpoint of each six weeks grading period.

SAFETY

Student safety on campus or at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the Student Code of Conduct and any additional rules for behavior and safety set by the principal or teachers, and bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

SCHOOL BUS CONDUCT

Students being transported in school owned vehicles shall comply with the Student Code of Conduct. Any student who fails to comply with that code or established rules of conduct while on school transportation may be denied transportation privileges and shall be subject to disciplinary action. Disciplinary sanctions and changes in transportation for a handicapped student shall be made in accordance with the provisions of the student's Individual Education Plan (IEP).

SCHOOL CLOSING INFORMATION

In case of an emergency closing of schools, the District-wide ***School Messenger*** phone notification system will notify parents and guardians via the phone numbers provided on the student identification registration card. Please notify the school of phone number changes in order to continue to receive these notices. Parents and students are also encouraged to listen to KTEX, 106.1 FM or KWHI 1280 AM on the radio; or listen to Channel 2, 11, and 13 on the Houston TV stations for information about the Bellville Independent School District. The Superintendent will determine when schools will be closed for emergency weather or other factors, which may be dangerous.

SCHOOL DAY

The first bell to release students to class is at 7:51. School begins and the tardy bell rings at 8:00. School is dismissed at 3:25.

SCHOOL PROPERTY

Students of BJHS take pride in the care of their building and equipment.

Abuses of school property will result in disciplinary action against those involved. Any student who destroys any school property will be held responsible for the damage and will be required to repair or pay for the damage, as well as being subject to disciplinary measures.

SCHOOL-SPONSORED FIELD TRIPS

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

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

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

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

SEARCH AND SEIZURE

District Property

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

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

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

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

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property. If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors

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

Trained Dogs

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

Telecommunications and Other Electronic Devices

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

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

[See policy FNF(LEGAL) and TECHNOLOGY on page 35 for more information.]

SEXUAL HARASSMENT/SEXUAL ABUSE

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about expectations in this area with a teacher, counselor, principal or designee.

Unwanted and un-welcomed conduct of a sexual nature--words, gestures or any other sexual conduct, including requests for sexual favors--directed toward another student or a District employee is unacceptable.

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual Abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:
http://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf
http://kidshealth.org/en/parents/child-abuse.html
http://www.taasa.org/member/resources-2/

Reports may be made to:
The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

A substantial complaint against a student will result in appropriate disciplinary action, according to the nature of the offense. *See the Student Code of Conduct.*

SPECIAL PROGRAMS

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

STUDENT CONDUCT/DISCIPLINE

Students who violate the Bellville I.S.D. Student Code of Conduct shall be subject to disciplinary action. The district's disciplinary options include using one or more discipline management techniques, I.B.S. (In Building Suspension), removal to an alternative education program, suspension, and expulsion. Disciplinary measures are applied in accordance with the Bellville ISD Disciplinary Management Program as determined by the nature of the offense. Each student will receive a copy of the discipline management plan at the beginning of each year. More information can be provided by contacting the principal's office.

STUDENT COUNCIL

The purpose of this student organization is to help promote in each student at BJHS a desire for good citizenship based on democratic processes.

While there are many important objectives of the Student Council, the opportunity to actively participate in one's student government, as well as representing one's peers, is a valuable experience to be gained in learning about the democratic process.

STUDENT COUNCIL REQUIREMENTS:

QUALIFICATIONS FOR OFFICERS

1. All candidates for officers must have at least a 70 in each class each six weeks, during the current year. Once elected:

    a. The President and Vice President shall have and maintain an average of 85 and have no grade lower than a 75 in each subject at all times. They shall have and shall maintain at all times no less than a satisfactory grade in conduct in each subject each six weeks throughout their entire terms in office.

    b. All other officers must maintain an average of 80 with no grade lower than a 75 in each subject at all time. They shall have and maintain no less than a satisfactory grade in conduct in each subject each six weeks throughout their entire terms in office.

2. All candidates running for officer must not have been guilty of more than one major disciplinary infraction during the current school year. This includes IBS or suspension.

CANDIDATE FOR CLASS REPRESENTATIVE

a. Eight (8) from each class.

b. Once elected, candidates must maintain at least a 75 in each class each six weeks.

c. All candidates running for representative must not have been guilty of more than one major disciplinary infraction during the current school year. This includes IBS or suspension.

STUDENT RECORDS

The Bellville Independent School District maintains general education records required by law. A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours. The record custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The address of the Superintendent's office is 518 South Mathews, Bellville, Texas 77418. The physical address of the principal's office is 1305 South Tesch, Bellville, Texas 77418.

Parents of a minor or a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents or Trustees of the District, cooperatives, or contractual placement facilities, as well as their attorneys and consultants, who are:

1. Working with the student;

2. Considering disciplinary or academic actions, the student's case, or a handicapped student's individual education plan;

3. Compiling statistical data; or

4. Investigating or evaluating programs.

STUDENT RIGHT TO PRAY

The school recognizes a student's right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access http://www.texassuicideprevention.org or contact the school counselor for more information related to suicide prevention services available in your area.

TARDY POLICY

The focus of our tardy policy deals directly with the student's responsibility for promptness to their classes. Students must also understand that their tardiness to class interrupts and infringes on the teacher's instructional time.

A cumulative record of tardies (per class) is kept on a six weeks basis. Excessive tardies will result in conferencing with the assistant principal, notifying parents, and may be assigned to detention or given another appropriate consequence.

TECHNOLOGY

Computer Resources

To prepare students for an increasingly technological society, the District has made a substantial investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be given a copy of the District's *Acceptable Use Policy*.

Students who abuse the computers or do not follow the *Acceptable Use Policy* as specified in the Bellville ISD Student Code of Conduct Handbook will lose the privilege of using a computer. Abuse and misuse of the computers will result in disciplinary actions as specified in the Bellville ISD Discipline Handbook. The complete District Acceptable Use Policy is located in the Student Code of Conduct Handbook.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child http://beforeyoutext.com , a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

If you **do not want** to allow your child access to the Bellville ISD computer network and the Internet, you need to send a note to your campus office. You need to state in the note that you do not want your child to participate in the electronic educational resources that Bellville ISD provides through the Internet.

Students and parents should be aware that electronic communications--e-mail--using District computers are not private and may be monitored by District staff.

Computer Access

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications resources such as the Internet. Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers-either their own or another person's; or using the network in a way that would disrupt use by others.

Students who want to use computers in the library must have special computer passes stating their assignments as well as the signature of the teacher making the assignments. This rule does not apply when a teacher accompanies an entire class to the computer lab to work on a project.

BELLVILLE JUNIOR HIGH TESTING SCHEDULE

6TH/7TH Grade

Monday: Electives
Tuesday: Science
Wednesday: Math
Thursday: Reading/English
Friday: History

8th Grade

Monday: Electives/Investigating Careers/Principles of Human Services
Tuesday: Science
Wednesday: History
Thursday: Math/Algebra
Friday: English

**In the event a testing day falls on a holiday or early dismissal day, the grade levels with work across departments to schedule tests so as to not interfere with another subject test and any changes to the testing day for this reason will be communicated to students.

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

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damaged item to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TOBACCO PROHIBITED

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other electronic vaporizing device, while on school property at any time or while attending an off campus school-related activity.

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

TWIRLER ELIGIBILITY REQUIREMENTS

1. All students trying out must have completed the 6th grade band.

2. All students trying out must be in the 7th or 8th grade.

3. All students trying out must meet the extracurricular academic requirements set forth by state law. For more information, refer to the extracurricular eligibility requirements in this handbook.

4. Twirlers are an extra part of the band. Therefore, all twirlers selected must also fulfill all the band requirements in order to participate.

5. Twirling practices will be scheduled twice a week for one hour each. Attendance at practices is mandatory.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended – both this year and in the coming years – littering, defacing, or damaging school property is not tolerated. Students will be required to pay for the damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEOS OF STUDENTS

For safety purposes, video/audio equipment will be used to monitor student behavior on buses (and in common areas on campus). Students will not be told when the equipment is being used. The principal will review the video routinely and document student misconduct.

Discipline will be in accordance with the Student Code of Conduct. A parent who wants to view a video following discipline of that parent's child may request access in accordance with policy FL in the District's policy manual.

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

VISITORS

Parents are always welcome to visit the school at any time. All visitors upon entering the building must check in at the main office. All visitors, parents, and substitutes are required to wear name identification tags.

WEAPONS ON SCHOOL CAMPUS

Anything that may be construed or interpreted as being dangerous to students or other persons is expressly prohibited from the BJHS campus. Any student in violation of this rule may be expelled for the balance of the year in accordance with the procedures required for expulsion.

WITHDRAWALS

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

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

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

Students withdrawing from Bellville Junior High School must clear textbook records with each teacher and turn in any supplies issued. Textbooks and all other debts to the school must be cleared before records may be forwarded to another school. The parent/ guardian must initiate the request for withdrawal.

ACKNOWLEDGMENT FORM

Bellville Junior High Student Handbook

My child and I acknowledge that the Bellville Junior High Student Handbook and the District Student Code of Conduct for 2018–2019 are online on the school's website at http://bjhs.bellvilleisd.org/home under the School Resources tab. We have read the documents and understand that the handbook contains information that my child and I may need during the school year and acknowledge that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code of Conduct.

Print name of student:_____

Signature of student:_____

Signature of parent:_____

Date:_____

Check if applicable to your family:

☐ We would like to receive a hard copy of the BJHS Student Handbook.

******Please complete this form and return it to your child's homeroom teacher.******

OBI Student Handbook Changes for 2019-20

Updated appropriate contact information and dates throughout to reflect current/outdated information

p. 16 Took Out:

We have also included in the front section a Reading Log, which should be completed by the student and signed by the parent after the student reads their assigned minutes for reading each night. (in regards to student planners.)

Reasoning: Teachers now create their own response/reflection logs now and they are no longer included in the provided student planners.

p. 17

Updated the time in regards to requests to call for makeup work to 8:30 a.m. instead of 9:30 a.m.

p. 17 Under Promotion and Retention:

Paragraph stating:

In addition, fifth grade students will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school any day between January 1 and the date of the first administration of the STAAR.* In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

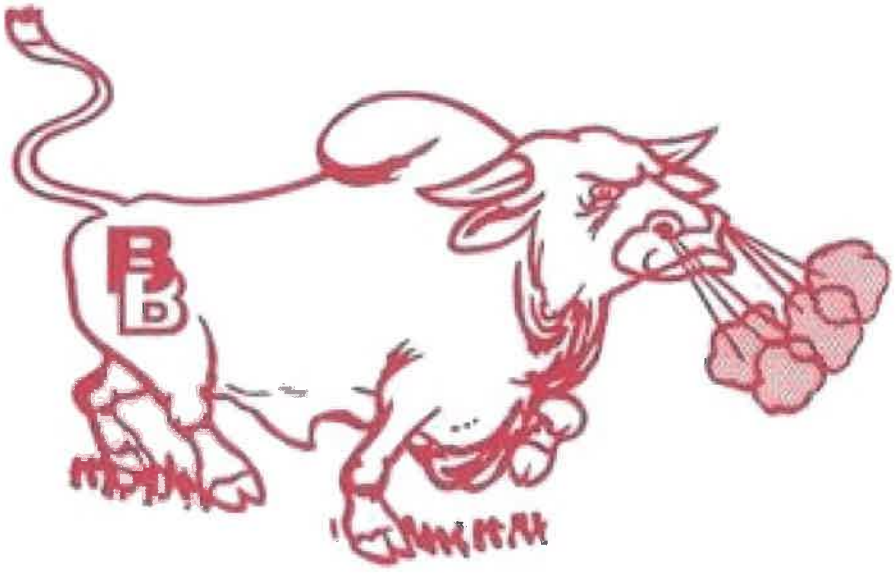
Deleted: if the student is enrolled in a public Texas school any day between January 1 and the date of the first administration of the STAAR.*

Now it reads:

In addition, fifth grade students will be required to pass the State of Texas Assessments of Academic Readiness (STAAR). In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

Added the District and Campus ESSA Parent and Family Engagement Plans as they are required to be distributed and we are allowed to distribute in the campus handbooks.

O'BRYANT INTERMEDIATE SCHOOL



Learners Today, Leaders Tomorrow

Student Handbook 2019 - 2020

414 S. Tesch St.
Bellville, Texas 77418
Telephone: (979) 865-3671
Fax: (979) 865-7049

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-7091.

O'BRYANT INTERMEDIATE STUDENT HANDBOOK

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Dear Students and Parents:

Welcome to the 2019-2020 school year! We are dedicated to providing our students with the best possible education in an environment that is safe and conducive to learning for all children. Education is a team effort, and at O'Bryant Intermediate School we believe that students, parents, teachers, and other staff members all working together will make this a successful school year! Parent and family involvement in education is essential to the educational growth and achievement of each one of our students. At O'Bryant Intermediate School we want to work with parents and families to establish partnerships that support children's learning and improve the performance of our school!

The O'Bryant Intermediate School Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into general alphabetized sections, and an index is located for specific subjects in the back of the book. Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents must be familiar with the Bellville ISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document is a separate document sent home to the parents, and is available in the Principal's office or at the Bellville ISD website at http://www.bellvilleisd.org.

The student handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. In case of conflict between board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of board policy or the Student Code of Conduct that were most recently adopted by the board are to be followed.

We encourage parents to review the entire handbook with their children and keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal. Also, please complete and return the **Acknowledgement Form** (p.46) to your child's homeroom teacher.
If we can be of service or help you at any time during the year, please do not hesitate to come by or call us at 865-3671.

Natalie Jones, Principal

O'Bryant Intermediate School
Philosophy of Education

The staff of O'Bryant Intermediate School believes in the uniqueness of each child. Our philosophy is that each child has the right to an education that is conducive to his/her learning style. We also believe that through a cooperative effort of home, school, and community, each child will achieve his/her highest potential.

O'Bryant Intermediate School
Mission Statement

The mission of the O'Bryant Intermediate staff is to prepare students for a productive life by giving them lessons and practice in problem solving, critical thinking, and responsible living. These skills will help them in our diverse society. We believe that all students can learn, achieve, and be successful. Students have the responsibility of working hard to accomplish these goals. Parents, teachers, staff, and students must work together as a team to provide a nurturing environment where students are successful, confident, responsible, and have a positive self-image.

O'Bryant Intermediate School
Campus Goals

- O'Bryant Intermediate will meet Yearly Progress as defined by the Federal Accountability Plan
- O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.
- O' Bryant Intermediate will encourage opportunities for parental and community involvement that supports the educational processes.
- O'Bryant Intermediate students will be taught by appropriately certified teachers as required by TEA.
- O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.
- O'Bryant Intermediate will establish a foundation to successfully graduate 100% of its students from high school.
- O'Bryant Intermediate will promote participation in extra-curricular academic competitions.

O'Bryant Intermediate
Office Staff Contact Information

Please let us know if you have any questions or if we can assist you in any way.

School Phone 865-3671

Office Hours 7:45-4:00
Monday-Friday

Natalie Jones, Principal
njones@bellvilleisd.org

Sean McEnerney, Assistant Principal
smcenerney@bellvilleisd.org

Jodie Koehl, Counselor
jkoehl@bellvilleisd.org

Suzanne Grawunder, Nurse
sgrawunder@bellvilleisd.org

Yesenia Vasquez, Secretary
yvasquez@bellvilleisd.org

BELLVILLE I.S.D. SCHOOL CALENDAR
2019 - 2020

FIRST DAY OF SCHOOL
August 26th

HOLIDAYS

September 2 (Labor Day)
October 10-11 (Fair)
November 25-29 (Thanksgiving)
December 23 – January 3 (Christmas)
January 6 (Student Holiday/Teacher Work Day)
January 20 (MLK Day)
February 17 (Student Holiday/ Staff Dev.)
March 9-13 (Spring Break)
April 10 (Easter)
May 25 (Memorial Day)
July 3 (Independence Day)

TEACHER WORKDAYS
August 9, 12, 15-16, 19-23; January 6

STAFF DEVELOPMENT DAYS
August 7, 8, 13, 14; February 17

EARLY DISMISSAL DAYS
October 9; December 20

INCLEMENT WEATHER DAYS
5/28, 5/29

LAST DAY OF SCHOOL
5/27

REPORTING PERIODS

First Six Weeks	August 26-October 4
Second Six Weeks	October 7-November 8
Third Six Weeks	November 11-December 20
Fourth Six Weeks	January 7-February 21
Fifth Six Weeks	February 24-April 9
Sixth Six Weeks	April 13-May 27

ADMISSIONS

A student's parent or guardian who wants to enroll in Bellville Independent School District should contact the school office at 414 South Tesch or call 865-3671 for grades 4 and 5. Requirements for admission include a birth certificate, up-to-date immunization records, Social Security card with a clear number, proof of residence, and a copy of the parent/guardian's driver's license or I.D. card.

Custody of Students

If a student is to be picked up by specific individuals, that information MUST be recorded on the Student Enrollment Card. In cases of divorce or child custody, the school MUST have legal documents of verification on record.

Withdrawal from School

A student may be withdrawn from school only by a parent. A parent wishing to withdraw a student from school must present a signed statement to the principal explaining the reason for the withdrawal and the effective date. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office. On the students' last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to assure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education--to benefit from teacher-led activities; to build each day's learning on the previous day and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. In order for a student to be counted present, he/she must be in school at the 10:00 a.m. accounting time. Students arriving after 10:00 a.m. will be marked absent for the day UNLESS they have a medical or dental excuse from the doctor's office.

The **Tardy Bell** rings each day at 8:05 a.m. Any students arriving to class after this bell (and morning announcements) will be asked to get a Tardy Slip. Medical excuses are the only "excused" tardy, all others are considered "unexcused". We appreciate everything our parents do to help our students achieve a quality education. Students who have excessive tardies will need to make up missed time in an after-school detention or other actions as deemed appropriate by the OBI Attendance Committee or in accordance with the ***Student Code of Conduct***.

State Law requires:

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

A student in grades 4-5 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

If a student attends less than 75% of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed below for exemptions to the compulsory attendance requirement.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given the opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

The actual number of days a student must attend in order to receive credit will depend on whether the class is for a full semester or for a full year. If credit is lost, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent.

State law allows exemption to the compulsory attendance requirement for several types of absences if the student makes up all the work. These include the following activities and events: religious holy days; required court appearances; activities relating to obtaining United States citizenship; service as an election clerk; and documented health care appointments, including students diagnosed with autism spectrum disorders.

When a student must be absent from school, the student--upon returning to school--must bring a note, signed by the parent that describes the reason for the absence.

A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Class time is important. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Types Of Absences

Excused Absences may be granted only for the following reasons; (1) personal illness, (extended illnesses may require a doctor's note), (2) emergencies such as serious illness or death in the immediate family, (3) weather conditions severe enough to make travel hazardous, (4) observance of religious holy days, if request in writing is made to the principal prior to the initial absence, (5) extenuating circumstances as designated by BISD board policy.

Unexcused Absences are given to students who miss school without a school authorized reason.

Truancy is when a student willfully misses school without parent's knowledge. The student will be subject to disciplinary action. Truancy is marked as an unexcused absence.

Extra-Curricular Absences are recorded for students who miss class due to school sanctioned, or state approved activities. These absences are recorded but do not count against a student provided they do not exceed ten per year for a full-year course, or five per semester for a one-semester course.

Parent Note After an Absence

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted.

Release of Students from School

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out procedures. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not be regularly released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

ADVANCED PLACEMENT

A student in any grade may take an examination for acceleration to be advanced one grade level or to gain credit for a course he/she has not formally taken for credit. For additional information, contact Dr. Michael Coopersmith at 518 S. Mathews or call 865-3133.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon recommendation of the administrator the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus

within the district. A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

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

Bullying and Safety Reporting can be found on the BISD Website, www.bellvilleisd.org, under the Parent Resources tab.

CAFETERIA SERVICES

Nutritious, well-balanced meals are provided in our school cafeteria. The price for breakfast and lunch is set by the district and is subject to change each year. Each student will have an account in which they deposit money for their breakfasts and lunches.

The School Nutrition Department of BISD implemented an innovative online service for payments and account balance information called *Lunch Money Now*. This program will permit parents to check a student's balance, view the student's purchase history and make deposits to the student's lunch money account using a credit card. Parents are also able to subscribe for email warnings when their child's account dips below a certain amount. The credit card deposits are made using a secure transaction site and are typically available within the hour of the transaction during the regular school day. Parents can make multiple deposits using the same credit card transaction. There is a $2.50 convenience fee per transaction which is paid to the processor and not BISD.

To access your student's account you will need:

- **the district student ID number**
- **the last four digits of the student's social security number**
- **the child's birthday.**

You can gain access to Lunch Money Now via the BISD website www.bellvilleisd.org and click the *Lunch Money Now* logo link. If you have any questions please contact the Food Service Director at 865-7017.

Free and Reduced Price Meals

The District participates in the National School Lunch Program and offers free and reduced price meals based on a student's financial need. Information may be obtained from the BISD Food Service Director. Application for the free-lunch program requires that papers be filled out and turned into the office during the first two weeks of school enrollment. Parents will be notified if their child qualifies for this program.

Texas Public School Nutrition Policy

The Texas Department of Agriculture issued the Texas Public School Nutrition Policy, which was effective beginning August 1, 2004. These nutrition guidelines are a result of a collaborative effort among parents, school administrators, health professionals and members of the food industry to promote a healthier environment in Texas schools and help ensure a healthier future for Texas children. All Texas schools participating in the federal child nutrition programs must comply with the nutrition policies. (For additional information, visit www.squaremeals.org).

School Celebrations/Parties

Due to O'Bryant Intermediate's participation in this program, school birthday treats are to be distributed **ONLY** in the afternoon. Other sanctioned school celebrations (i.e. Christmas party, End of Year Party) may distribute Foods of Minimal Nutritional Value (FMNV) throughout the day. Contact your child's teacher or the principal for further clarifications.

CONDUCT / DISCIPLINE

Code of Conduct

Refer to the Bellville Independent School District's Student Code of Conduct, which is a separate document sent home to parents. The Student Code of Conduct, which sets out the consequences for wrong or inappropriate behavior, is required by state law and is intended to promote school safety.

Conduct Expectations

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- **Demonstrate courtesy--even when others do not.**
- **Behave in a responsible manner, always exercising self-discipline.**
- **Attend all classes, regularly and on time.**
- **Prepare for each class; take appropriate materials and assignments to class.**
- **Meet District or campus standards of grooming and dress.**
- **Obey all campus and classroom rules.**
- **Respect the rights and privileges of other students, teachers, and other district staff.**
- **Respect the property of others, including District property and facilities.**
- **Cooperate with or assist the school staff in maintaining safety, order, and discipline.**
- **Avoid violations of the Student Code of Conduct.**

Applicability of School Rules and Discipline

To achieve the best possible learning environment for all our students, O'Bryant Intermediate School rules and discipline will apply:

- During the regular school day or when student goes to and from school on district transportation.
- During lunch periods in which a student is allowed to leave campus.
- Within 300 feet of school property.
- While a student is in attendance at any school-related activity, regardless of time or location.

This includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a social event will be asked to sign

out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Academic Dishonesty/Cheating/Plagiarism

Academic dishonesty--as in cheating or plagiarism--is not acceptable. Cheating includes the copying of another student's work-- such as homework, class work, or test answers --as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

Corporal Punishment

Corporal punishment--spanking or paddling the student-- may be used as a discipline management technique in accordance with the Student Code of Conduct and as determined by the principal. Corporal punishment will be administered in the presence of one other District professional employee and out of view of the other students.

*** ***A record will be maintained of each instance of corporal punishment.***

PARENTS WHO DESIRE THAT THEIR CHILDREN NOT RECEIVE CORPORAL PUNISHMENT MUST PUT THIS REQUEST IN WRITING ADDRESSED TO THE PRINCIPAL DURING THE FIRST TWO WEEKS OF SCHOOL

Parties and Social Events

The rules of good conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest.

Smoking

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCDE and GKA.]

Violations of Law—Alcohol, Drugs, Tobacco, and Weapons

Under state and federal law, a student is not allowed to: possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student may have driven to school and parked on District property is also prohibited.

DISCIPLINE

The students at O'Bryant Intermediate School are expected to behave in a manner which permits uninterrupted learning to take to place. Students are expected to follow the rules and regulations established by the school by the school district and the classroom teacher. Students are expected to conduct themselves in a manner that is neither disruptive nor disrespectful and which does not violate the rights of others.

Students that threaten to bring a weapon to school, or make threats may be assigned go to ISS (In School Suspension). Once a student has received a referral, he/she will be sent to the principal's

office. A referral will result in loss of privileges. The principal will make every effort to contact a parent or guardian on each referral. Fighting and profanity may result in In-School Suspension (ISS).

A non-custodial parent may request in writing that he or she be provided a copy of any written notices usually provided to a parent related to your child's misconduct that may involve expulsion.

Phones/Electronics/Articles from Home

Do not allow your children to bring articles to school that could be harmful to others or distract the learning process. **Cell Phones are not allowed at O'Bryant Intermediate. The Administrator will collect any phones brought to school and notify the parents.** Violation of this policy will result in the phone being confiscated and the parents must pick up the phone from the administrator. A **$15.00 administrative fee** will be assessed should multiple violations occur. The money collected will be placed in the student activity fund.

Students must not bring valuables or irreplaceable items to school, unless prior permission has been obtained from the principal. Examples include, but are not limited to: toys of all kinds, electronic games, radios, ipods / mp3 players, CDs / DVDs or CD / DVD players, cameras, large sums of money, expensive jewelry, laser pointers, etc. If items are brought to school, teachers will collect the item and turn it in to the principal's office. The principal will determine whether to return the item at the end of the day for the student to take home or whether the parent will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct. The school will not be responsible for lost or stolen articles.

Disruptions

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution.

We must ask that parents remain out of the classroom area during the school day. Parents are requested to sign in at the office every time they come to the school for safety purposes. At the end of the day, parents may wait for their children **outside** of the building. The teachers are responsible for their entire class and they are put in an unfavorable situation if parents bring children to the room late, or come early in order to beat the rush.

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person – student or non-student – who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts classes while on District property or on public property that is 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; **entering a classroom without authorization**, and disrupting the activity with profane language or misconduct.
- Interferes with the transportation of students in District vehicles.

In-School Suspension (ISS) Center Rules And Regulations

1. Upon reporting to In-School Suspension (ISS), you must bring the following materials:
   A. All books and materials needed to complete assignments for each class.
   B. A school lunch will be sent to students. If the student does not want the school lunch, a lunch should be brought from home. Cokes, candy, gum, and fast food or special treats are not permitted. Visitors are not permitted (other than mentors and PALS).
2. To be released from ISS you must successfully fulfill the following obligations:
   A. Attend ISS each day assigned. Absences from ISS Center must be made up.
   B. Bring all materials listed above. (1A)
   C. Complete all assignments which are submitted by your classroom teachers. Students will be given credit for work completed in ISS.
   D. Conduct yourself according to the regulations which are listed below, to the satisfaction and approval of the ISS supervisor.
3. Conduct Regulations
   A. While in ISS, the student may not engage in talking, gesturing, or any voluntary activity which, in the opinion of the ISS supervisor may be designed to be distracting, disruptive, or destructive.
   B. While in ISS, the student may not leave their assigned seat or study carrel unless, under proper procedures of conduct, they are recognized by the ISS supervisor and are given specific approval to be out of their assigned seats.
   C. Regular school rules and dress code apply for ISS Center.
   D. Students will remain alert throughout the time they are assigned to ISS.
4. Restroom visits will not be excessive, are on an individual basis, and are monitored.
5. Lunch Regulations:
   A. You will be required to eat in the ISS Center but there should be NO conversation during lunch break. Lunch break will be a maximum of 30 minutes.
   B. Upon completion of lunch and proper disposal of trash, you should quietly continue to work on incomplete assignments.
6. Upon dismissal, you will be brought by the ISS supervisor back to the office to meet with the principal or counselor and discuss the student's behavior for that day.

COUNSELING

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, or substance abuse needs. The counselor may also make available information about community resources to address personal concerns. Other duties of the counselor include Character Education: Character Counts!, Special Education Referrals and ARD Meetings, Testing Coordinator for STAAR and Section 504, At-Risk Classification, GPC Meetings and Classroom Visits.

Students or Parents who wish to meet with the counselor should contact the O'Bryant Intermediate School Counselor at 979-865-3671. The school will not conduct a psychological examination, test, or treatment without requesting the parent's written consent.

CURRICULUM RELATED INFORMATION

Honors and Awards

Student honor rolls are posted in the paper throughout the school year at the end of each six weeks. Special recognition is given to students who achieve honor roll status. Students in grades four and five that receive all A's and no more than two B's per 6-weeks, will be on the AB honor roll. Students that receive all A's will be on the Distinguished Honor Roll. Any student that is on the Distinguished Honor Roll for the entire school year will be awarded a medal. End of the year special awards are given to the student(s) with outstanding achievements.

Grading Policy

- All academic grades given on the report card should be substantiated by a minimum of six (6) grades in the teacher's grade book.
- Daily grades count once. Daily grades include class work, homework, and quizzes.
- Major grades count twice. Major grades include most tests, projects, and some class work.

Re-Teach/Re-Assessment Policy

4th-5th grade Tests:

A student SHALL be permitted a reasonable opportunity to retake a test for which the student initially received a failing grade. The student must be given at least 2 school days from the date the graded test is returned to the student to retake the test. The student will receive a grade no higher than a 70 on a test that is retaken.

4th-5th Assignments:

A student SHALL be permitted a reasonable opportunity to redo an assignment for which the student initially received a failing grade. The student must be given at least 2 school days from the date the graded assignment is returned to the student to redo an assignment. The student will receive a grade no higher than a 70 on an assignment that is redone.

Homework/Assignment Notebooks (Student Planners)

Homework will consist of assignments needed to be completed by students at home which reinforce skills learned at school. Since children need independent practice on skills presented in class, homework is very important. Teachers will assign homework as needed to reinforce concepts that are presented in the classroom. Parents are encouraged to supervise students when homework is being done. Every student at O'Bryant Intermediate School will be given an assignment notebook/student planner to record homework assignments daily. Please check over your child's homework assignments before signing the assignment notebook/student planner. There are times your child might have time to complete homework in class, but we ask for you to still check over their work. The assignment book/student planner is a great source of communication from school to home. Your child's discipline marks will be recorded in this notebook daily as well as homework assignments or other communication from school. Students who repeatedly do not complete homework assignments will be subject to disciplinary action.

Conduct Grades

In order for us to communicate more efficiently and consistently, we provide your child with an assignment book/planner. Please be aware that students are to write down their homework assignment in the daily planner and parents should sign the planner Monday through Friday indicating you have checked your child's completed assignments. Generally, there is no homework on Fridays or weekends.

Testing Schedule

5th Grade

Monday-Science (Tuesdays when Monday is a holiday.)
Tuesday-Open
Wednesday-ELAR
Thursday-Math
Friday-ELAR
Social Studies-When finished with a unit, they will test but it will be communicated through assignment book/planner and not on a day of other subject tests.

4th Grade

Monday-Open
Tuesday-Math
Wednesday-Science
Thursday-Open
Friday-ELAR
Social Studies-When finished with a unit, they will test but it will be communicated through assignment book/planner and not on a day of other subject tests.

***In a case where a test needs to be scheduled on a non-testing open day, teachers will communicate with each other and make sure they are not scheduling more than one subject area on the same day.

Make-up Work

For any class missed, the teacher may assign the student makeup work which will be allowed for any absence (excused or unexcused). It is the student's responsibility to request makeup work, to complete the work, and to hand it in on time without the teacher's reminders. Students have one (1) plus the total number of days absent to turn in makeup work. In most situations, except in the case of extended illness, students should wait until their return to school to catch up on work missed during their absence. A student who does not make up the assigned work within the time frame allotted will receive a grade of zero for the assignment(s). A student will be permitted to make up tests and to turn in projects due in any class missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

Requests for makeup work by calling the school office can be made if a student is absent for two (2) or more days. The office must be contacted prior to 8:30 a.m. and every effort will be made to fill the request. The work can be picked up in the school office at the end of the school day.

Late Work Policy

Teachers at O'Bryant Intermediate School give students plenty of time to complete assignments. If students cannot complete and turn in work in a reasonable amount of time, teachers have the right to impose a homework check in the students assignment book:

- 2 Days to make-up Tests
- 2 Days to make up daily work

Promotion and Retention

Bellville ISD adopted a new promotion/retention policy for grades 1-5 beginning with the 2010-11 school year. The new promotion/retention policy states:

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas; a grade of 70 or above in English language arts, mathematics, science and social studies is required for promotion to the next grade level.

The English language arts (ELAR) grade for grades 1-5 will consist of the following:

- Reading…….70%
- English……..20%
- Spelling……. 5%
- Handwriting.. 5%

In addition, fifth grade students will be required to pass the State of Texas Assessments of Academic Readiness (STAAR). In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

Parents of a student in grades 4-5 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside the normal school year.

A student in grade 5 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

Report Cards

Written reports of absences and student grades or performance in each class or subject are issued to parents at least once every six weeks. At the end of the first three weeks of a grading period, parents are notified if the student's grade average is near or below 70, or below the expected level of

performance. If a student receives a grade of less than 70 in any class or subject during a grading period, the parents are requested to schedule a conference with the teacher of that class or subject.

Report cards and unsatisfactory progress reports ***must be signed*** by the parent and ***returned to the school*** within five days. If your child does not return the progress report/report card after five days, he/she will be subject to consequences.

Student Schedules

The school day begins at 8:05 a.m. & ends at 3:25 p.m. No student should arrive before 7:30 a.m. each morning because teachers are not on duty before that time. The school is not responsible for students on campus before 7:30 a.m.or after 4:00 p.m. except for scheduled tutorial sessions.

Testing—STAAR (State of Texas Assessments of Academic Readiness

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 4–5
- Reading, annually in grades 4–5
- Writing in grade 4
- Science in grade 5

Successful performance on the reading and math assessments in grade 5 is required by law in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 17 for additional information.

Physical Activity for Students in Elementary Grades

In accordance with state policy, Bellville ISD will ensure that students in Kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. Annually, the District will conduct a physical fitness assessment of students in grades 4 and 5. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Extracurricular Activities / UIL

Students will be given an opportunity to participate in the University Interscholastic League literary competition. Contestants will be chosen on the basis of ability in the particular event and will be coached by O'Bryant faculty and staff. The events are:

- 4th Grade: Art, Music Memory, Number Sense, Oral Reading, Ready Writing, and Spelling
- 5th Grade: Art, Music Memory, Number Sense, Oral Reading, Ready Writing, Spelling, Dictionary Skills, Listening Skills, and Maps, Graphs, and Charts

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and forge strong friendships with other students. Participation is a privilege. UIL rules include:

- A student who receives, at the end of any grade evaluation period, a grade below 70 in any academic class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extra-curricular activities for at least three weeks. An ineligible student may practice or rehearse however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade 70 or above in all academic classes, and (2) completed three weeks of ineligibility.

- A student is allowed up to ten absences from a class during the school year for extracurricular activities or public performances. All UIL activities and activities approved by the Board are subject to these restrictions. A student who misses class because of participation in a non-approved activity will receive an unexcused absence. Students who participate in the Austin County Fair, Houston Livestock Show, or San Antonio Livestock Show must meet the criteria above.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, to minimize safety hazards, and to prevent disruption. Please review some of O'Bryant Intermediate dress code guidelines or contact the school if you have other questions or concerns. For additional dress code guidelines, please refer to the Bellville ISD Student Code of Conduct. Students with questions regarding the dress code should use this rule of thumb: IF IN DOUBT, DON'T WEAR IT!

- Shirts with spaghetti straps may not be worn to school unless there is another shirt underneath the straps (straps must be wide enough to cover the shoulder without excessive bare skin showing)
- Sleeveless shirts for both boys and girls need to fit close around the armpits
- Shirts that expose the waist when the arms are raised are not allowed
- Over-sized jeans, shorts, and pants on boys need to be belted for safety reasons (no sagging)
- Washable tattoos should be saved for weekends or vacations; not displayed at school during the regular week
- Yoga pants are prohibited
- Short skirts may only be worn if there are shorts on underneath the skirt
- Very short shorts are not appropriate for school; please use parental discretion.
- Hats, caps, bandanas, and/or head coverings are not allowed at school other than during recess/ PE
- It is Highly Recommended (again for safety issues) that all students wear athletic shoes. Flip-Flop sandals for recess and shoe changing during the day are a problem. ***Our sidewalks at OBI can also become very slippery due to the weather; therefore, athletic shoes are the safest shoes to wear.**

NOTE: Any clothing, hair style, makeup and/or jewelry that is distracting, as deemed by the campus administrators, will be prohibited.

EMERGENCY SITUATIONS

Medical Treatment

If a student should have a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment. Therefore, parents are asked to complete an emergency care consent form. Parents should keep emergency care information (name of doctor, emergency phone numbers, allergies to

medications, etc.) up-to-date: having current information will be of critical importance should an accident or injury occur that requires medical attention. Please contact the school nurse to update any information.

The District is not responsible for medical costs associated with a student's injury. The District does make available, however, an optional low-cost students accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims through the business office.

School Closing Information

In case of an emergency closing of schools, the District-wide ***School Messenger*** phone notification system will notify parents and guardians via the phone numbers provided on the student identification registration card. Please notify the school of phone number changes in order to continue to receive these notices. Parents and students are also encouraged to listen to KTEX, 106.1 FM or KWHI 1280 AM on the radio; or listen to Channel 2, 11, and 13 on the Houston TV stations for information about the Bellville Independent School District. The Superintendent will determine when schools will be closed for emergency weather or other factors, which may be dangerous.

Drills

Students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

FIELD TRIPS

Permission to Attend Field Trips

Information letters and permission slips will be sent home with all children regarding planned field trips. Any child attending field trips will be required to have a signed permission slip from the parent/guardian. If the permission slip is not returned, the child will not be permitted to attend.

Field Trip Chaperones

Adult chaperones are provided for field trips. The classroom teacher will make arrangements as needed for additional help. If you are interested in being involved in field trips, please let your child's teacher know early in the year. We welcome parent involvement.

Field Trip Transportation

School district transportation is provided for field trips. All students will ride the bus to the field trip event. Student's siblings may NOT ride the bus or participate in field trip activities. Adult chaperones will need to provide their own transportation.

GOVERNMENTAL AUTHORITIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

* The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
* The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
* The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

* To comply with an order of the juvenile court.
* To comply with the laws of arrest.
* By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
* By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
* To comply with a properly issued directive to take a student into custody.
* By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to block a custody action, notification will most likely be after the fact.

The district is also required by state law to notify all instructional and support personnel who have regular contact with the student who has been arrested or taken into custody by a law enforcement agency.

LIBRARY / TEXTBOOKS

Library

All students in grades 4 and 5 will visit the library on a regular basis. No student should have more than two books out of the library at one time. When a student checks out a library book, the student is responsible for the care of that book while he/she has it. If the book is lost or damaged beyond repair, the student will be required to pay the purchase price of the book. Students are not allowed to check out books until they have paid for the lost or damaged book. The average cost of a library book purchased today is $15.00.

Skills appropriate for each grade level will be taught at least one library period per six weeks. No library fines will be charged for overdue books. Students are not allowed to check out any new books until they have returned their overdue books. Students will not receive their report card at the end of the year if they have a book checked out to them. Each year the library has a Book Fair where students may purchase books to begin a collection of their own.

Textbooks

State-approved textbooks are provided for each subject or class; students are required to use these books carefully. The student, as directed by the teacher, must cover books; students who are issued a damaged book should report that fact to the teacher. Any students failing to return a book issued by the school shall lose the right to have free textbooks assigned until the book is returned or paid for by the parent or guardian. Students shall be given textbooks for use at school during the school day.

MEDICINE AT SCHOOL/OTHER HEALTH INFORMATION

BELLVILLE ISD HEALTH POLICIES

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container provided by the parent/guardian, along with a written request including name of student, name of medication, dosage, date, and parent/guardian signature. Medication will not be administered differently than the label specifies without a new prescription or written documentation from the physician.
- Nonprescription medication, in the original, properly labeled container, provided by the parent/guardian along with a written request including name of student, name of drug, dosage, date, and parent/guardian signature. Medication will be administered based on the manufacturer's recommendations for age and/or weight.
- Herbal or dietary supplements provided by the parent only if required by the student' s individualized education program (IEP) or Section 504 plan for a student with disabilities.

The district does not accept or administer medications that contain narcotics for the safety of the student(s) and in compliance with the district drug abuse policy. If a student has been prescribed medication in this category for pain, cough etc., they are asked to remain at home until they are able to replace the medication with an over-the counter product or a non-narcotic prescription medication while at school for symptom control.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisors; and
- When the parent has previously provided written consent for emergency treatment on the district's registration form.

All medications are to be kept in the nurse's office. Medications will be kept in a locked cabinet.

When dispensing medications, the qualified district employee administering the medication(s) will keep records indicating the date, time, dosage and will initial and provide his/her signature.

At the end of the school year, all medication must be picked up from the school clinic by the last day of school. Any medication left at the school will be disposed.

Students violating this procedure will be subject to disciplinary action under the district's drug abuse policy.

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

- Students that present to the nurse with symptoms of a possible contagious nature or with a temperature of 100 degrees or higher will be sent home.
- The district requests that students not return to school until they have been symptom free and fever free(less than 100 degrees) for 24 hours without a fever reducing medication such as Tylenol or Ibuprofen.
- The student may be required to present a note from their doctor stating that they have been examined and released before they will be allowed to return to school.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://webds.dshs.state.tx.us/immco/affidavit.shtm. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Exemptions have to be renewed every two years.

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an

acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: http://www.dshs.state.tx.us/immunize/school/default.shtm

Asthma/Allergic Reaction

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal. Parents are required to provide the school nurse yearly with the students' individual health asthma management plan. See school nurse for forms.

Diabetes

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

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance. Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may by found on the UIL Web site at http://www.uil.utexas.edu/athletics/health/steroid_information.html

Injury/Restriction Policy

If a student requires physical restrictions or supportive equipment such as, crutches, supportive braces or ace bandage, a written note from the parent is required indicating the restriction(s) and time frame of restriction. The request will be honored for three (3) days. If more than 3 days is required, a doctor's note must be presented to the nurse. Once released by the doctor, written authorization to return to normal activity level is required. Please present all notes to the nurse. The nurse will inform homeroom teacher and coaches. Students in athletics should refer to the athletic policy.

Lice Policy

Students found to have live lice will be sent home for treatment and removal of nits. Parents must treat students with an approved lice killing treatment. The student may return to school after treatment is completed and all live lice have been removed. Once the student has been sent home, they are to report to the nurse with a parent or legal guardian for re-assessment before returning to the classroom. The district does not adhere to a no-nits policy but reserves the right not to allow the student(s) back at school if there is not adequate evidence that the situation is being addressed / monitored.

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- **What is meningitis?** Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- **What are the symptoms?** Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- **How serious is bacterial meningitis?** If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- **How is bacterial meningitis spread?** Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- **How can bacterial meningitis be prevented?** Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a

disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- **What should you do if you think you or a friend might have bacterial meningitis?** You should seek prompt medical attention.
- **Where can you get more information?** Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us/.

School Health Advisory Council

Bellville ISD's School Health Advisory Council holds meetings during the year. Additional information regarding the district's School Health Advisory Council is available from the school nurse at 865-3671.

PARENTAL INVOLVEMENT, RESPONSIBILITY AND RIGHTS

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication, and that includes parents, teachers, administrators, and the Board.

Every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the Student Handbook (including the Student Code of Conduct) with his or her child and sign and return the acknowledgment form. A parent with questions is encouraged to contact the principal.
- Become familiar with all of your child's school activities and with the academic programs offered in the district. Discuss with the counselor or principal any questions, such as concerns about placement, assignments, and other options available to the child. Monitor the child's academic progress and contact teachers as needed.
- Attend scheduled conferences and request additional conferences as needed. To schedule telephone or in-person conference with a teacher, counselor, or principal; please call the school office at 865-3671 for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.

Parents also have the right to:

- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child.
- Request the transfer of your child to another classroom if your child has been determined to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is NOT provided for a transfer to another campus.
- Request the transfer of your child to attend a safe public school in the district if your child

attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds or has been the victim of a sexual assault by another student assigned to the same campus.

- You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
- Review the child's student records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments administered.
- If an instructional activity in which the child is scheduled to participate in conflicts with the parent's religious or moral beliefs, the parent may temporarily remove the child from the classroom. The removal cannot be for the purpose of avoiding a test or may not extend for an entire semester. Further, the child must satisfy grade level requirements as determined by the school and by TEA.
- If your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. District employees may advise parents in placement.
- Offer to serve as a parent representative on the District-level or campus-level planning committees formulating educational goals and plans to improve student achievement.
- Attend Board meetings to learn more about District operations.
- Our **fundraising** organization is the O'Bryant Intermediate PTO, who occasionally is permitted to conduct fund-raising drives for school purposes. For further information, contact the PTO President. (*Fund raising is not permitted on school property except through the PTO.)*

Complaints by Students/Parents

Usually student or parent complaints or concerns may be addressed simply--by a phone call or conference with the teacher. For those complaints and concerns that cannot be so easily handled, the District has adopted a standard complaint policy. In general, a parent or student should first raise the complaint with the teacher and then the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees, members of the community elected to set policy and priorities for the District.

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific complaint processes for the following:

- Discrimination on the basis of gender.
- Bullying, harassment, or the creation of "hit lists".
- Sexual abuse or sexual harassment of a student.
- Loss of credit on the basis of attendance.
- Teacher removal of a student for disciplinary reasons.
- Expulsion of a student.
- Identification, evaluation, or educational placement of a student with a disability.

- Instructional materials.
- On-campus distribution of non-school materials to students.
- Complaints against District Peace Officers.

For additional information, also see the Bellville ISD Student Code of Conduct.

Compact

O'Bryant Intermediate is continuously exploring ways to expand options and opportunities for our entire school population to acquire the knowledge and skills contained in the state standards. The way to accomplish the desired goals most effectively was determined to be the Title I School-Wide Program.

The key components of this plan are:

1. Conduct a comprehensive/on-going needs assessment in a timely fashion thus allowing all teachers to work toward assisting each child in achieving his/her academic potential.
2. Develop strategies for all students to succeed academically by providing assistance for students having difficulty. They participate in learning experiences with their peers while being monitored and also in small group activities in a more individualized atmosphere.
3. Continue professional staff development to prepare all teachers toward better supporting their student's academic and personal achievement. Curriculum alignment is in place and always being evaluated.
4. Involve parents in order to build a collaborative partnership between home, community, and school with all concerned being aware of their individual responsibilities toward success. This includes an open line of communication.
5. Develop accountability measures for student mastery by providing high quality curriculum and instruction. Establishing benchmarks for each grade level and the desegregation and dissemination of STAAR scores will provide the information necessary for evaluation.

Distribution of School Materials

Publications prepared by and for the school may be posted or distributed with the prior approval of the principal, sponsor, or teacher. Such items my include school posters, brochures, flyers, etc. All school publications are under the supervision of the teacher, sponsor and principal. A school yearbook will be available for students to purchase. Any non-school material approved by the Superintendent to be made available to students and families will be located on the school website under the Thursday folder tab.

Non-School Materials…from students

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the Superintendent. Materials displayed without authorization will be removed. If the material is not approved within two school days of the time it was submitted, it should be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student or non-student will have a reasonable period of time to present his or her viewpoint. Any student who posts material without prior approval will be subject to disciplinary action.

Non-School Materials…from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKD[Local]. To be considered for distribution, any non school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent for prior review. The Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

Fees

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to students. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchases of pictures, publications, yearbooks, etc.
- Voluntary purchase of student accident insurance.
- Fees for damaged library books and state-owned equipment.
- Personal apparel, used in extracurricular activities
- Replacement costs for lost textbooks

Visitors

Parents and other visitors are welcome to visit O'Bryant Intermediate School. All visitors must first report to the office, submit their driver's license, and comply with all applicable district policies and procedures. Visitors are expected to wear a "visitor" sticker. Visits to individual classrooms during instructional times shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interfere with the delivery of instruction or disrupts the normal school environment.

Pictures/Videos

Children's pictures will be taken during the day for publication in the Bellville newspaper for news items. Video pictures may be taken for demonstration of lessons or discipline purposes. If parents do not want to have pictures or videos taken of their child, please write a letter stating that you do not want your child's picture to be taken. If we do not have a letter on file stating that you do not want your child's picture taken or your child to be part of a video we will assume you give us permission to film your child or to take their picture.

State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Pictures will be taken in the fall for the school yearbook. If you want to purchase a package, the company will send home order information. Spring class and individual pictures are also taken and

will be available. Fall Individual (Yearbook) pictures and Spring group pictures will be prepaid. If you do not send the money on the day of the pictures, a packet will not be made for your child.

Videos of Students

For safety purposes, video/audio equipment will be used to monitor student behavior on buses (and in common areas on campus). Students will not be told when the equipment is being used. The principal will review the video routinely and document student misconduct.
Discipline will be in accordance with the Student Code of Conduct. A parent who wants to view a video following discipline of that parent's child may request access in accordance with policy FL in the District's policy manual.

SCHOOL FACILITIES

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended--both this year and in the coming years--littering, defacing, or damaging school property is not tolerated. Students will be required to make restitution for damages they cause and shall be subject to disciplinary consequences in accordance with the Student Code of Conduct.

Asbestos

The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Bellville ISD Central Administration Office. If you have and questions, please contact the BISD Central Office at 979-865-3133.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area my contact the BISD Central Office at 979-865-3133.

Safety

Student safety on campus or at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the Student Code of Conduct and any additional rules for behavior and safety set by the principal or teachers, and bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Pets

In order to provide a safe environment for our students, the following will be enforced concerning live animals / insects etc. in the building:

- No pets/insects are allowed at school (not even for show & tell).
- Prior approval must be obtained from Principal concerning any living animal project in the classroom.
- Animal projects must be curriculum related and contained in a secure childproof container.
- No children will be permitted to touch/handle anything that can possibly harm them.
- A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district days before bringing the service animal on campus.

Vandalism

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended – both this year and in the coming years – littering, defacing, or damaging school property is not tolerated. Students will be required to pay for the damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

SPECIAL EDUCATION

Records

Parents of a student with disabilities who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

Providing Assistance to Students Who Have Learning Difficulties or Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI

has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*. Additional information regarding the IDEA is available from the school district in a companion document *A Guide to the Admission, Review, and Dismissal Process.*

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First
- Partners Resource Network

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

Contact Person: Special Education Director
Phone Number: 979-865-7020

Asistencia para estudiantes que tienendificultadesde aprendizaje o necesitanservicios de educaciónespecial.

Si un niño tiene dificultades de aprendizaje, el padre puede comunicarse con la persona mencionada abajo para informarse sobre la remisión a educación general en términos generales o sistema de evaluación para los servicios de apoyo del distrito. Este sistema conecta alos estudiantes con una variedad de opciones de apoyo, incluyendo remisiones para una evaluación de educación especial. Los estudiantes que tienen dificultades en el aulanormal deberían tomarse en cuenta para tutoría, compensación y otros servicios de apoyo académicos o del comportamiento que están disponibles para todos los estudiantes, incluyendo un proceso basado en la respuesta a intervención (RtI).La implementación de la respuesta a intervención tiene el potencial de tener un efecto positivo en la habilidad de los distritos de cubrir las necesidades de todos los estudiantes con dificultades.

El padre tiene derecho, en todo momento, a solicitar una evaluación para los servicios de educación especial. En un periodo de tiempo razonable, el distrito debe decidir si dicha evaluación es necesaria. Si la evaluación es necesaria, el padre seránotificado y se le pedirá que provea un consentimiento informado por escrito para realizar la evaluación. El distrito debe completar la evaluación y el informe en 60 días del calendario desde la fecha en que el distrito recibió el consentimiento escrito. El distrito debe darle al padre una copia del informe de la evaluación.

Si el distrito determina que no es necesaria la evaluación, el distrito le proporcionará al padre un aviso previo por escrito que explica por qué no se evaluará al niño. El aviso por escrito incluirá una explicación que les informa a los padres sobre sus derechos, si están en desacuerdo con el distrito. El distrito tiene la obligación de darles a los padres el *Aviso Sobre Procedimientos de Protección- Derechos de los Padres de Estudiantes con Discapacidades.* El distrito escolar tiene información adicional sobre IDEA en un documento complementario*Guía para el Proceso de Admisión, Revisión y Retiro*.

Los siguientes portalesde internet proveen información a aquellas personas interesadas en obtener información y recursos específicos para estudiantes con discapacidades y sus familias:

- Texas Project First
- PartnersResource Network

La persona designada con quien se debe comunicar para obtener información sobre las opciones para un niño que tiene dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es:

Persona con quien comunicarse: Special Education Director
Número de teléfono: 979-865-7020

SPECIAL PROGRAMS

The district provides special programs for gifted/talented students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the campus counselor.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent a parent or legal guardian from inspecting the records, the District will either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older) and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District. A student's records can only be view if the viewer is: working with the student; considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA, or an individually designed program for a student with disabilities under Section 504; compiling statistical data; or investigating or evaluating programs. Such persons would include school officials (such as teachers, counselors, diagnosticians & support staff); a person or company with whom the district has contracted to provide a particular service (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on a school committee; or a parent or student assisting a school official or staff in the performance of his or her duties.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with a court order or a lawfully issued subpoena, or to a school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the Superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

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

Copies of students' records are available upon request unless the District is given a copy of a court order terminating the parental rights. Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

STUDENT RIGHTS

No student will be required to participate without parental consent in any survey, analysis, or evaluation -- funded in whole or in part by the U.S. Department of Education -- that concerns:

- Political affiliations
- Mental and psychological problems embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior.
- Critical appraisals of other individuals with whom the student or the student's family has close family relationships.
- Relationship privileged under law, such as those with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her child's classroom and to review each test that has been administered to his or her child.

Nondiscrimination

Bellville ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended. Contact the Title IX Coordinator at 865-3133 for concerns regarding discrimination on the basis of sex. Contact the school counselor for concerns regarding discrimination on the basis of disability.

Pledges of Allegiance

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each school day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

State law requires students in grade 3-12 to recite a portion of the Declaration of Independence during Celebrate Freedom Week (the week of September 17th). Parents may submit a written request that their child be excused from this recitation if applicable.

Right to Pray

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

Search and Seizure

School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.

In the interest of promoting student safety and attempting to ensure that schools are safe and drug-free, District officials may from time to time conduct searches.

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are responsible for the security and contents of the assigned desks and lockers.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Sexual Harassment/Sexual Abuse

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about expectations in this area with a teacher, counselor, principal or designee.

Unwanted and un-welcomed conduct of a sexual nature--words, gestures or any other sexual conduct, including requests for sexual favors--directed toward another student or a District employee is unacceptable.

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual Abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:
http://www.tea.state.tx.us/index.aspx?id=2820
http://sapn.nonprofitoffice.com/
http://www.taasa.org/member/materials2.php
http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml
Reports may be made to:
The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

A substantial complaint against a student will result in appropriate disciplinary action, according to the nature of the offense. *See the Student Code of Conduct.*

Harassment

Prohibited harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; or substantially interferes with the student's academic performance. The District believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors and discriminations that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law.

The District will not tolerate harassment. Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. A substantial complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct. The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools.

Retaliation

Retaliation of a student occurs when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

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

TECHNOLOGY

Computer Resources

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be given a copy of the District's *Acceptable Use Policy*.

Students who abuse the computers or do not follow the *Acceptable Use Policy* as specified in the Bellville ISD Student Code of Conduct Handbook will lose the privilege of using a computer. Abuse and misuse of the computers will result in disciplinary actions as specified in the Bellville ISD Discipline Handbook. The complete District Acceptable Use Policy is located in the Student Code of Conduct Handbook.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

If you **do not want** to allow your child access to the Bellville ISD computer network and the Internet, you need to send a note to your campus office. You need to state in the note that you do not want your child to participate in the electronic educational resources that Bellville ISD provides through the Internet.

Students and parents should be aware that electronic communications--e-mail--using District computers are not private and may be monitored by District staff.

Computer Access

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications resources such as the Internet. Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers-either their own or another person's; or using the network in a way that would disrupt use by others.

Students who want to use computers in the library must have special computer passes stating their assignments as well as the signature of the teacher making the assignments. This rule does not apply when a teacher accompanies an entire class to the computer lab to work on a project.

TRANSPORTATION

School Bus

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students; its cost is reimbursed by the state of Texas. Bus routes and any subsequent changes are posted at the school. Parents may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop or an approved route. Further information may be obtained by calling the BISD Transportation Department at (979) 865-3673. Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely.

When riding school buses, students must:

1. **Follow the driver's directions at all times.**
2. **Board and leave the bus in an orderly manner at the designated bus stop nearest home.**
3. **Be seated while the bus is moving.**
4. **Keep books, band instrument cases, feet, and other objects out of the aisle.**
5. **Do not deface the bus and/or its equipment.**
6. **Do not put head, hands, arms, or legs out of the window, or hold any object out of the window or throw objects within or out of the bus.**
7. **Observe all usual classroom rules.**
8. **Do not smoke, possess or use any form of tobacco.**
9. **Fasten seat belts (if available on the bus) at all times.**
10. **Upon leaving the bus, wait for the driver's signal before crossing in front of the bus.**

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended. Students will receive one warning. The second offense will require a parent conference in person or via telephone. The third offense will result in the student being removed from the bus for 1-3 days. On the fourth offense, the student will be removed from the bus for one week or more (up to the remainder of the school year), depending on the offense. Fighting, disrespect to the driver, and destruction of property may result in the loss of bus privileges on the first offense. Parents will be notified about these bus write-ups.

Students at bus stops should be monitored by parents if possible. There may be incidents that occur while waiting for the bus, or after departing the bus, over which the school has little control.

Car Riders

If your child will be picked up in the afternoons, we request that you pick them up in the parent pick-up line in the circle drive between O'Bryant Intermediate and O'Bryant Primary schools. Car

riders will be instructed to sit until their parents (or other designated person's) car pulls through the line.

For safety reasons, we cannot allow students to take off in every direction once the bell rings.

- Bus riders will go to the gym and wait for their bus number to be called.
- Day Care riders will be picked up in vans in the circle drive outside of O'Bryant Primary and Intermediate Schools.
- Walkers will walk out the front of the school.

Bicycle Riders/Walkers

If your child rides a bicycle or walks to school, please review the basic safety rules with them. We will require students to use crosswalks when entering or leaving campus.

Travel-School Sponsored

Students who participate in school-sponsored trips are required to use the transportation provided by the school to and from the event, unless prior arrangements have been made through the principal's office.

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Bellville Independent School District
ESSA Parent and Family Engagement Policy

Statement of Purpose

The Bellville Independent School District (BISD) is committed to providing quality education to every student in the district. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. BISD intends to include parents and family members in all aspects of the district's Title I programs to create a school-home partnership that will promote student success. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child.

Develop Jointly

The Title I Campus Site-Based Decision-Making (SBDM) Committees are comprised of school personnel, parents, and community members. The campus SBDM committees will annually review the District ESSA Parent and Family Engagement Policy and revise it as necessary. The BISD District SBDM committee is comprised of parents, members of the community, teachers, school principals, and district administration. This committee which develops the District Improvement Plan will incorporate the District ESSA Parent and Family Engagement Policy into the District Improvement Plan, resolve differences to the plan from the campus SBDM committees, if needed, and suggest revisions to the Title I Campus SBDM Committees as needed.

Build Capacity of Schools

BISD will provide coordination, technical assistance, and other necessary support to assist and build the capacity of all Title I, Part A schools in the district in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. BISD will work with Title I schools to ensure that the required school-level Parent and Family Engagement Plans meet the requirements of the ESSA. BISD will provide the following to Title I schools: support from the Executive Director of Special Programs, professional development provided to Title I Intervention Teachers and Paraprofessionals, technical assistance with Title I budget, job descriptions, time and effort documentation, TEA validation requests, private non-profit school consultation and coordination, and other compliance issues. BISD will provide technical support for Title I intervention teachers and campus staff with assessments, intervention programs, and coordination with other special programs. BISD will provide support and training to principals, teachers, and staff to promote the parent and family engagement opportunities including training developed with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

Parent Assistance

BISD will, with the assistance of Title I schools, provide assistance to parents/families in understanding such topics as the challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their
children. Opportunities for assistance will include campus Title I meetings, parent/teacher conferences, presentations at PTO activities, letters/text messages sent home, and ESL parent education FIESTAs.

Coordinate Services

BISD will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local programs by considering these strategies in the needs assessment of the district and if necessary, integrating strategies into the District Improvement Plan.

Opportunities for Parental Involvement

Parents can become involved in their children's education through a variety of ways. BISD values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. BISD will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Parents may contribute through volunteer programs;
- Parents may participate by attending school meetings at a variety of times;
- Parents are invited to serve on committees;
- Parents are invited to develop training for educators;
- Parents are surveyed to get their input about school.

Parent/Staff Communication

Parents will be informed of school activities through various avenues of communication throughout the school year. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. The district will welcome and respond to efforts by parents to communicate with the school. Parents may request a translator for conferences, and as much as possible, communication will be sent home in a language parents understand.

Evaluation and Response

Parents and family will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program conducted by each Title I Campus. BISD will assess the needs of parents and children in the school community using a variety of tools including a survey or questionnaire and including parent suggestions and/or requests. The evaluation will include an assessment of overall parent and family engagement and identify barriers to parent and family participation that still need to be overcome, needs of parents and family members to assist with the learning of their children, and strategies to support successful school and family interactions. The findings will be used to revise the Title I program to meet the current needs, including any reasonable support for parental involvement activities requested by parents, to design evidence-based strategies for more effective parental involvement in the District and/or Campus Improvement Plan, and to revise, if necessary, the district and/or school parent and family engagement policies. If necessary, workshops or other training will be made available to educators and parents to address these identified needs. Parents will be notified about materials and training provided to help parents work with their children to improve their children's achievement, such as in literacy and technology. The district and each campus will welcome and receive at any time recommendations about the Title I program.

Bellville Independent School District
ESSA Parent and Family Engagement Policy
O'Bryant Intermediate

Statement of Purpose

O'Bryant Intermediate (OBI) is committed to providing quality education to every student in the school. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. OBI intends to include parents and family members in all aspects of the school's Title I programs to create a school-home partnership that will promote student success. OBI believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child. OBI is a schoolwide Title I campus which allows all students the opportunity to benefit from the programs funded by Title I.

Annual Meeting

OBI will hold an annual meeting in the fall semester at a convenient time to which all parents will be invited and encouraged to attend. The purpose of this meeting is to inform parents of OBI's participation in Title I, the Title I requirements, and the right of parents to be involved.

Opportunities for Parent/Family Involvement

Parents/Families can become involved in their children's education in various ways. OBI values both the at-home contributions of parents/families and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. OBI will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Invite parents/families to contribute through volunteer programs;
- Invite parents to participate in parent-teacher conferences;
- Invite parents/families to help plan and conduct parties;
- Invite parents/families to participate by attending school meetings at a variety of times;
- Invite parents/families to serve on committees;
- Survey parents/families to get their input about school;
- Invite parents/families to eat meals with their children at school;
- Invite parents/families to speak about careers at Career Day;
- Invite parents/families to join us for school programs;
- Invite parents/families to participate in school and classroom activities;
- Invite parents/families to join and participate in Parent Teacher Organization activities
- Invite parents/families to participate in Watch D.O.G.S. (Dads of Great Students).

Parent Communication

Parents will receive timely information about school activities through various avenues of communication throughout the school year. OBI will ensure that information related to school and parent/family programs, meetings, and other activities is sent to parents/families in a format and, to the extent practicable, in a language the parents can understand. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. Parents will receive daily communication through the student planner/assignment notebook. OBI will offer a flexible number of meetings to parents, such as morning and evening, to accommodate the

needs of the parents in order to encourage full parent involvement with their student's academic success. These meetings will be in the form of Parent-Teacher conferences, Title I Annual Meeting, ESL Family FIESTA meetings, and PTO meetings. At these meetings and at other times when requested, parents/families will have opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. OBI will welcome and respond to any such suggestions as soon as practicably possible.

Whenever requested and at meetings such as those described above, parents will be informed of the OBI curriculum as established by the TEKS Resource System and any instructional materials utilized by teachers. They will also be provided a description of the forms of academic assessment used at OBI which include teachers administering benchmarks at various times throughout the school year to monitor student performance and to use the data to address instructional interventions and needs. Teachers and staff will provide parents with assistance in how to monitor their children's progress and how to work with the teachers to improve the achievement of their children. Students will be assessed through state assessment, the STAAR test, during the year and parents will be notified of those testing days, requirements, and the achievement level of their students on the state academic standards.

Coordinate Services

OBI will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local programs by considering these strategies in the needs assessment of the campus and if necessary, integrating strategies into the Campus Improvement Plan.

Evaluation and Response

Parents and families will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program conducted by OBI. OBI will assess the needs of parents and children in the school community using a variety of tools including a survey or questionnaire and including parent suggestions and/or requests. The OBI Site-Based Decision Making Committee which is comprised of school personnel, parents, and community members will meet throughout the year, as necessary, using these findings for the planning, review, and improvement of the OBI Parent and Family Engagement Policy and the Campus Improvement Plan including any reasonable support for parental involvement activities requested by parents. The district and OBI will welcome and receive at any time recommendations about the Title I program. If the Campus Improvement Plan is not satisfactory to parents, OBI will submit any parent comments on the plan when the school makes the plan available to the district. If necessary, workshops or other training will be made available to educators and parents to address these identified needs. Parents will be notified about materials and training provided to help parents work with their children to improve their children's achievement, such as in literacy and technology. OBI, with assistance from the district, will provide training that educates teachers, specialized instruction support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

ACKNOWLEDGMENT FORM
O'Bryant Intermediate Student Handbook

My child and I acknowledge that the O'Bryant Intermediate Student Handbook and the District Student Code of Conduct for 2019–2020 are online on the school's website at http://obi.bellvilleisd.org under the School Resources tab. We have read the documents and understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code of Conduct.

Print name of student:_____

Signature of student:_____

Signature of parent:_____

Date:_____

Check if applicable to your family:

☐ We acknowledge that we have read and understand the document online but would like to also receive a hard copy of the OBP Student Handbook.

******Please complete this form and return it to your child's teacher.******

ACKNOWLEDGMENT FORM
O' Bryant Primary Student Handbook

My child and I acknowledge that the O'Bryant Primary Student Handbook and the District Student Code of Conduct for 2019–2020 are online on the school's website at http://obp.bellvilleisd.org/home under the School Resources tab. We have read the documents and understand that the handbook contains information that my child and I may need during the school year and acknowledge that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code of Conduct.

Print name of student:_____

Signature of student:_____

Signature of parent:_____

Date:_____

Check if applicable to your family:

☐ We acknowledge that we have read and understand the document online but would like to also receive a hard copy of the OBP Student Handbook.

******Please complete this form and return it to your child's homeroom teacher.******

needs. Parents will be notified about materials and training provided to help parents work with their children to improve their children's achievement, such as in literacy and technology. OBP, with assistance from the district, will provide training that educates teachers, specialized instruction support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

Parent Communication

Parents will receive timely information about school activities through various avenues of communication throughout the school year. OBP will ensure that information related to school and parent/family programs, meetings, and other activities is sent to parents/families in a format and, to the extent practicable, in a language the parents can understand. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. Parents will receive daily communication through student daily folders. OBP will offer a flexible number of meetings to parents, such as morning and evening, to accommodate the needs of the parents in order to encourage full parent involvement with their student's academic success. These meetings will be in the form of Parent-Teacher conferences, Title I Annual Meeting, ESL Family FIESTA meetings, and PTO meetings. At these meetings and at other times when requested, parents/families will have opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. OBP will welcome and respond to any such suggestions as soon as practicably possible.

Whenever requested and at meetings such as those described above, parents will be informed of the OBP curriculum as established by the TEKS Resource System and any instructional materials utilized by teachers. They will also be provided a description of the forms of academic assessment used at OBP which include teachers administering benchmarks at various times throughout the school year to monitor student performance and to use the data to address instructional interventions and needs. Teachers and staff will provide parents with assistance in how to monitor their children's progress and how to work with the teachers to improve the achievement of their children. Students in third grade will be assessed through state assessment, the STAAR test, during the year, and parents will be notified of those testing days, requirements, and the achievement level of their students on the state academic standards.

Coordinate Services

OBP will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local programs by considering these strategies in the needs assessment of the campus and if necessary, integrating strategies into the Campus Improvement Plan.

Evaluation and Response

Parents and families will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program conducted by OBP. OBP will assess the needs of parents and children in the school community using a variety of tools including a survey or questionnaire and including parent suggestions and/or requests. The OBP Site-Based Decision Making Committee which is comprised of school personnel, parents, and community members will meet throughout the year, as necessary, using these findings for the planning, review, and improvement of the OBP Parent and Family Engagement Policy and the Campus Improvement Plan including any reasonable support for parental involvement activities requested by parents. The district and OBP will welcome and receive at any time recommendations about the Title I program. If the Campus Improvement Plan is not satisfactory to parents, OBP will submit any parent comments on the plan when the school makes the plan available to the district. If necessary, workshops or other training will be made available to educators and parents to address these identified

help parents work with their children to improve their children's achievement, such as in literacy and technology. The district and each campus will welcome and receive at any time recommendations about the Title I program.

Bellville Independent School District
ESSA Parent and Family Engagement Policy
O'Bryant Primary

Statement of Purpose

O'Bryant Primary (OBP) is committed to providing quality education to every student in the school. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. OBP intends to include parents and family members in all aspects of the school's Title I programs to create a school-home partnership that will promote student success. OBP believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child. OBP is a schoolwide Title I campus which allows all students the opportunity to benefit from the programs funded by Title I.

Annual Meeting

OBP will hold an annual meeting in the fall semester at a convenient time to which all parents will be invited and encouraged to attend. The purpose of this meeting is to inform parents of OBP's participation in Title I, the Title I requirements, and the right of parents to be involved.

Opportunities for Parent/Family Involvement

Parents/Families can become involved in their children's education in various ways. OBP values both the at-home contributions of parents/families and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. OBP will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Invite parents/families to contribute through volunteer programs;
- Invite parents to participate in parent-teacher conferences;
- Invite parents/families to help plan and conduct parties;
- Invite parents/families to participate by attending school meetings at a variety of times;
- Invite parents/families to serve on committees;
- Survey parents/families to get their input about school;
- Invite parents/families to eat meals with their children at school;
- Invite parents/families to join us for school programs;
- Invite parents/families to participate in school activities, classroom activities, and field trips;
- Invite parents/families to join and participate in Parent Teacher Organization activities
- Invite parents/families to participate in Watch D.O.G.S. (Dads of Great Students).

academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their
children. Opportunities for assistance will include campus Title I meetings, parent/teacher conferences, presentations at PTO activities, letters/text messages sent home, and ESL parent education FIESTAs.

Coordinate Services

BISD will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local programs by considering these strategies in the needs assessment of the district and if necessary, integrating strategies into the District Improvement Plan.

Opportunities for Parental Involvement

Parents can become involved in their children's education through a variety of ways. BISD values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. BISD will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Parents may contribute through volunteer programs;
- Parents may participate by attending school meetings at a variety of times;
- Parents are invited to serve on committees;
- Parents are invited to develop training for educators;
- Parents are surveyed to get their input about school.

Parent/Staff Communication

Parents will be informed of school activities through various avenues of communication throughout the school year. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. The district will welcome and respond to efforts by parents to communicate with the school. Parents may request a translator for conferences, and as much as possible, communication will be sent home in a language parents understand.

Evaluation and Response

Parents and family will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program conducted by each Title I Campus. BISD will assess the needs of parents and children in the school community using a variety of tools including a survey or questionnaire and including parent suggestions and/or requests. The evaluation will include an assessment of overall parent and family engagement and identify barriers to parent and family participation that still need to be overcome, needs of parents and family members to assist with the learning of their children, and strategies to support successful school and family interactions. The findings will be used to revise the Title I program to meet the current needs, including any reasonable support for parental involvement activities requested by parents, to design evidence-based strategies for more effective parental involvement in the District and/or Campus Improvement Plan, and to revise, if necessary, the district and/or school parent and family engagement policies. If necessary, workshops or other training will be made available to educators and parents to address these identified needs. Parents will be notified about materials and training provided to

Bellville Independent School District
ESSA Parent and Family Engagement Policy

Statement of Purpose

The Bellville Independent School District (BISD) is committed to providing quality education to every student in the district. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. BISD intends to include parents and family members in all aspects of the district's Title I programs to create a school-home partnership that will promote student success. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child.

Develop Jointly

The Title I Campus Site-Based Decision-Making (SBDM) Committees are comprised of school personnel, parents, and community members. The campus SBDM committees will annually review the District ESSA Parent and Family Engagement Policy and revise it as necessary. The BISD District SBDM committee is comprised of parents, members of the community, teachers, school principals, and district administration. This committee which develops the District Improvement Plan will incorporate the District ESSA Parent and Family Engagement Policy into the District Improvement Plan, resolve differences to the plan from the campus SBDM committees, if needed, and suggest revisions to the Title I Campus SBDM Committees as needed.

Build Capacity of Schools

BISD will provide coordination, technical assistance, and other necessary support to assist and build the capacity of all Title I, Part A schools in the district in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. BISD will work with Title I schools to ensure that the required school-level Parent and Family Engagement Plans meet the requirements of the ESSA. BISD will provide the following to Title I schools: support from the Executive Director of Special Programs, professional development provided to Title I Intervention Teachers and Paraprofessionals, technical assistance with Title I budget, job descriptions, time and effort documentation, TEA validation requests, private non-profit school consultation and coordination, and other compliance issues. BISD will provide technical support for Title I intervention teachers and campus staff with assessments, intervention programs, and coordination with other special programs. BISD will provide support and training to principals, teachers, and staff to promote the parent and family engagement opportunities including training developed with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

Parent Assistance

BISD will, with the assistance of Title I schools, provide assistance to parents/families in understanding such topics as the challenging state academic standards, state and local

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GLOSSARY (cont.)

STAAR is the **S**tate of **T**exas **A**ssessment of **A**cademic **R**eadiness, the state's standardized achievement test given to students in certain subjects in grades 3-8.

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

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

TELPAS stands for the **T**exas **E**nglish **L**anguage **P**roficiency **A**ssessment **S**ystem, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

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



GLOSSARY

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student's parents are part of the committee.

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent or in some cases 75 percent of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences. Students who accumulated excessive tardy slips will also be reviewed by this committee.

ESSA is the Every Student Succeeds Act passed by the Federal Government in December 2015.

FERPA refers to the federal **F**amily **E**ducational **R**ights and **P**rivacy **A**ct that grants specific privacy protections to student records.

IEP is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; and accommodations for state or district-wide tests.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the ***Student Code of Conduct***. ISS removes the student from the regular classroom.

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

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

school to enter or leave the campus. If your child crosses the bus lanes, they will be subject to disciplinary measures.

Bicycle Riders/Students Who Walk

If your child rides a bicycle or walks to school, then please review the basic safety rules with them. We will require students to use crosswalks when entering or leaving campus. In order to keep students out of bus traffic we will require that these students use the Tesch Street entrance. It may be a slight inconvenience but it should provide for greater safety. We also ask that you make plans for your child's transportation before he/she departs for school in the morning. If there is to be a change in the normal routine, please inform us by note. We will not allow students to use school phones to call home asking for permission to change their normal routine.

Travel School-Sponsored

Students who participate in school-sponsored trips are required to use the transportation provided by the school to and from the event, unless prior arrangements have been made through the principal's office.

privileges may be suspended. Students will receive one warning. The second offense will require a parent conference in person or via telephone. The third offense will result in the student being removed from the bus for 1-3 days. On the fourth offense, the student will be removed from the bus for one week or more (up to the remainder of the school year), depending on the offense. Fighting, disrespect to the driver and destruction of property may result in the loss of bus privileges on the first offense. Parents will be notified about these bus write-ups.

Students at bus stops should be monitored by parents if possible. There may be incidents that occur while waiting for the bus, or after departing the bus, over which the school has little control.

Car Riders

If your child will be picked up in the afternoons, we request that you pick them up at the parent pick-up line on Live Oak Street. "Car riders" will be instructed to sit in the hallways until their parents (or other designated person's) car pulls through the line. We can not allow students to take off in every direction once the bell rings. Our students will have five choices at the end of the day:

1. Bus riders will go to the cafeteria and wait for their bus number to be called.
2. Day Care riders will be picked up in vans near the buses on the south side of the school.
3. Walkers will walk out the front of the school.
4. Car riders will go down the hall to the Live Oak Street exit.
5. Car riders who have siblings at O'Bryant Intermediate will be escorted to the Intermediate School Campus for pickup.

For the parents that pick their children up after school, we feel the car line moves very quickly and all children are kept safe if they wait in the hall with teacher supervision. For the safety of students, we ask that all parents drop off and pick up their children at the Live Oak Street entrance to the primary school. All doors will be locked at 8:05 for safety purposes. To enter the building after the doors are locked, one must come to the front entrance of the building on Tesch Street and ring the bell.

Parking on the one-way street is not permitted.

Child Passenger Safety Seat Law

TRC § 545.412. CHILD PASSENGER SAFETY SEAT SYSTEMS

The Texas Child Occupant Restraint law has recently changed. All children age 4-8 years of age, unless the child is taller than four feet, nine inches, must be secured in a forward-facing belt-positioning booster while the vehicle is in transit. If the child is not secured during the operation of the vehicle in a child passenger safety seat system, the driver commits a misdemeanor offense punishable by a fine of not more than $25 for the first offense and not more than $250 for a second or subsequent offense. Children under age 12 are safest when properly restrained in the rear seat.

There will be a teacher or Principal on duty to assist your child in the morning at the Primary School. No student will be allowed to cross the bus lanes at the O'Bryant Street entrance of the

Students and parents should be aware that electronic communications--e-mail--using District computers are not private and may be monitored by District staff.

Computer Access

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications resources such as the Internet. Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers-either their own or another person's; or using the network in a way that would disrupt use by others.

Students who want to use computers in the library must have special computer passes stating their assignments as well as the signature of the teacher making the assignments. This rule

does not apply when a teacher accompanies an entire class to the computer lab to work on a project.

TRANSPORTATION

School Bus

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students; its cost is reimbursed by the state of Texas. Bus routes and any subsequent changes are posted at the school. Parents may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop or an approved route. Further information may be obtained by calling the BISD Transportation Department at (979) 865-3673. Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely.

When riding school buses, students must:

1. **Follow the driver's directions at all times.**
2. **Board and leave the bus in an orderly manner at the designated bus stop nearest home.**
3. **Be seated while the bus is moving.**
4. **Keep books, band instrument cases, feet, and other objects out of the aisle.**
5. **Do not deface the bus and/or its equipment.**
6. **Do not put head, hands, arms, or legs out of the window, or hold any object out of the window or throw objects within or out of the bus.**
7. **Observe all usual classroom rules.**
8. **Do not smoke, possess or use any form of tobacco.**
9. **Fasten seat belts (if available on the bus) at all times.**
10. **Upon leaving the bus, wait for the driver's signal before crossing in front of the bus.**

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding

employee. The report may be made by the student's parent.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes discrimination, harassment, and retaliation, will be promptly investigated. The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

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

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted.

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

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with Bellville ISD policy.

TECHNOLOGY

Computer Resources

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be given a copy of the District's *Acceptable Use Policy*.

Students who abuse the computers or do not follow the *Acceptable Use Policy* as specified in the Bellville ISD Student Code of Conduct Handbook will lose the privilege of using a computer. Abuse and misuse of the computers will result in disciplinary actions as specified in the Bellville ISD Discipline Handbook. The complete District Acceptable Use Policy is located in the Student Code of Conduct Handbook.

If you **do not want** to allow your child access to the Bellville ISD computer network and the Internet, you need to send a note to your campus office. You need to state in the note that you do not want your child to participate in the electronic educational resources that Bellville ISD provides through the Internet.

coordinator.

If the resolution by the Superintendent or designee is not satisfactory, the student and/or parent may present the complaint to the Board at the next regular meeting. Information on the procedure for addressing the Board can be obtained from any campus office or the Superintendent's office.

Harassment

Prohibited harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; or substantially interferes with the student's academic performance. The District believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors and discriminations that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law.

The District will not tolerate harassment. Sexual harassment of a student by an employee, volunteer, or another student is prohibited. Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. A substantial complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct. The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools.

Retaliation

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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

Reporting Procedures

Any student who believes he or she has experienced discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other district

and contents of the assigned desks and lockers. Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Sexual Harassment/Sexual Abuse

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about expectations in this area with a teacher, counselor, principal or designee. Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

A substantial complaint against a student will result in appropriate disciplinary action, according to the nature of the offense. *See the Student Code of Conduct.*

The District will notify the parents of all students involved in sexual harassment of student(s) when the allegations are not minor, and will notify parents of all incidents of sexual harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student, or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or designee, or with the Title IX coordinator. The parent or other advisor may accompany the student through the complaint process. A person who is the same gender as the student ordinarily will hold the first conference with the student. The conference will be scheduled and held as soon as possible, but no later than five days after the request. The principal or Title IX coordinator will conduct an appropriate investigation, which ordinarily will be completed in ten days.

The student and/or parent will be informed if extenuating circumstances delay completion of the investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent may, within ten days, request a conference with the Superintendent or designee. Prior to or at this conference, the student and/or parent must submit the complaint in writing and must include (1) a complete statement of the complaint, (2) any evidence supporting the complaint, (3) a statement about how the matter should be resolved, (4) the student's and /or parent's signature, and the date of the conference with the principal, the principal's designee, or the Title IX

ministers.
<> Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her child's classroom and to review each test that has been administered to his or her child.

Nondiscrimination

Bellville ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Contact the, Title IX Coordinator (865-3133), for concerns regarding discrimination on the basis of gender. Contact the school counselor for concerns regarding discrimination on the basis of disability. For all other concerns regarding discrimination, contact Superintendent (865-3133).

Pledges of Allegiance

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each school day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

State law requires students in grade 3-12 to recite a portion of the Declaration of Independence during Celebrate Freedom Week (the week of September 17th). Parents may submit a written request that their child be excused from this recitation if applicable.

Right to Pray

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

Search and Seizure

School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent. In the interest of promoting student safety and attempting to ensure that schools are safe and drug-free, District officials may from time to time conduct searches.
Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are responsible for the security

a court order or a lawfully issued subpoena.

Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence, or the information sought not be disclosed, the District will make a reasonable effort to notify the parent or eligible student in advance of compliance. Parental consent is required to release the records to any one else. When the student reaches 18 years of age, only the students has the right to consent to release of records. Students over 18, and the parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A request to correct a student's record should be submitted to the principal or superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate.

If the District denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although the improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records.

Copies of students' records are available upon request unless the District is given a copy of a court order terminating the parental rights. The district's policy regarding student records can be found on the district's Web site at www.bellvilleisd.org . Materials that are not considered educational records – such as a teacher's personal notes about a student that are shared only with a substitute teacher – do not have to be made available to the parents or student.

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

STUDENT RIGHTS

No student will be required to participate without parental consent in any survey, analysis, or evaluation -- funded in whole or in part by the U.S. Department of Education -- that concerns:

<> Political affiliations
<> Mental and psychological problems embarrassing to the student or family.
<> Sexual behavior and attitudes.
<> Illegal, anti-social, self-incriminating, and demeaning behavior.
<> Critical appraisals of other individuals with whom the student or the student's family has close family relationships.
<> Relationship privileged under law, such as those with lawyers, physicians, and

terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form.

The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent a parent or legal guardian from inspecting the records, the District will either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records.
The address of the superintendent's office is 518 S. Matthews; Bellville Texas 77418
The address of the principal is 413 S. Tesch; Bellville Texas 77418

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District.

A students records can only be viewed if the viewer is:

1. working with the student:
2. considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA, or an individually designed program for a student with disabilities under Section 504.
3. compiling statistical data; or
4. investigating or evaluating programs
5. reviewing an educational record to fulfill the official's professional responsibility

Such persons would include school officials (such as teachers, counselors, diagnosticians & support staff); a person or company with whom the district has contracted to provide a particular service (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on a school committee; or a parent or student assisting a school official or staff in the performance of his or her duties.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers personal notes on a student that are shared only with a substitute teacher, records pertaining to former students after they are no longer students in the District, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with

Los siguientes portalesde internet proveen información a aquellas personas interesadas en obtener información y recursos específicos para estudiantes con discapacidades y sus familias:

- Texas Project First
- PartnersResource Network

La persona designada para ser contactada acerca de las opciones que tiene un niño que experimenta dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es:

Persona de contacto: Special Education Director **Numero de telefono: 979-865-7020**

English Learners

A student who is an English Learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English Learner.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments.

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

SPECIAL PROGRAMS

The district provides special programs for gifted/talented students, bilingual students, migrant students, English language learners, dyslexic students and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, programs, and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the campus counselor.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or dependent for tax purposes. A parent whose rights have been legally

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*. Additional information regarding the IDEA is available from the school district in a companion document *A Guide to the Admission, Review, and Dismissal Process.*

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First at http://www.texas projectfirst.org
- Partners Resource Network at http://www.partnerstx.org

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

Contact Person: Special Education Director Phone Number: 979.865.7020

Asistencia para estudiantes que tienendificultadesde aprendizaje o necesitanservicios de educaciónespecial.

Si un niño tiene dificultades de aprendizaje, el padre puede comunicarse con la persona mencionada abajo para informarse sobre la remisión a educación general en términos generales o sistema de evaluación para los servicios de apoyo del distrito. Este sistema conecta alos estudiantes con una variedad de opciones de apoyo, incluyendo remisiones para una evaluación de educación especial. Los estudiantes que tienen dificultades en el aulanormal deberían tomarse en cuenta para tutoría, compensación y otros servicios de apoyo académicos o del comportamiento que están disponibles para todos los estudiantes, incluyendo un proceso basado en la respuesta a intervención (RtI).La implementación de la respuesta a intervención tiene el potencial de tener un efecto positivo en la habilidad de los distritos de cubrir las necesidades de todos los estudiantes con dificultades.

El padre tiene derecho, en todo momento, a solicitar una evaluación para los servicios de educación especial. En un periodo de tiempo razonable, el distrito debe decidir si dicha evaluación es necesaria. Si la evaluación es necesaria, el padre seránotificado y se le pedirá que provea un consentimiento informado por escrito para realizar la evaluación. El distrito debe completar la evaluación y el informe en 60 días del calendario desde la fecha en que el distrito recibió el consentimiento escrito. El distrito debe darle al padre una copia del informe de la evaluación.

Si el distrito determina que no es necesaria la evaluación, el distrito le proporcionará al padre un aviso previo por escrito que explica por qué no se evaluará al niño. El aviso por escrito incluirá una explicación que les informa a los padres sobre sus derechos, si están en desacuerdo con el distrito. El distrito tiene la obligación de darles a los padres el *Aviso Sobre Procedimientos de Protección- Derechos de los Padres de Estudiantes con Discapacidades.* El distrito escolar tiene información adicional sobre IDEA en un documento complementario*Guía para el Proceso de Admisión, Revisión y Retiro*.

Vandalism

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended – both this year and in the coming years – littering, defacing, or damaging school property is not tolerated. Students will be required to pay for the damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

SPECIAL EDUCATION

Records

Parents of a student with disabilities who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

Providing Assistance to Students Who Have Learning Difficulties or Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

Discipline will be in accordance with the Student Code of Conduct.

SCHOOL FACILITIES

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended, littering, defacing, or damaging school property is not tolerated. Students will be required to make restitution for damages they cause and are subject to disciplinary consequences in accordance with the Student Code of Conduct.

Asbestos

The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Bellville ISD Central Administration Office. If you have and questions, please contact the Superintendent at 979-865-3133.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area my contact JD Higginbotham at 979-865-3133.

Safety

Student safety on campus or at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students should:

<> Avoid conduct that is likely to put the student or other students at risk.
<> Follow the Student Code of Conduct and any additional rules for behavior and safety set by the principal or teachers, and bus drivers.
<> Remain alert to and promptly report safety hazards, such as intruders on campus.
<> Know emergency evacuation routes and signals.
<> Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Pets

In order to provide a safe environment for our students, the following will be enforced concerning live animals / insects etc. in the building:

- No pets/insects allowed at school **(not even for show & tell)**, except service animals
- Prior approval must be obtained from Principal concerning any living animal project in the classroom
- Animal projects must be curriculum related and contained in a secure childproof container
- No children will be permitted to touch/handle anything that can possibly harm them.

to the Board at its next regular meeting when the student or non-student will have a reasonable period of time to present his or her viewpoint. Any student who posts material without prior approval will be subject to disciplinary action.

Fees

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to students. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchases of pictures, publications, yearbooks, etc.
- Voluntary purchase of student accident insurance.
- Fees for damaged library books and state-owned equipment.
- Personal apparel, used in extracurricular activities
- Replacement costs for lost textbooks

Visitors

Parents and others are welcome to visit O'Bryant Primary School. All visitors must first report to the office, submit their driver's license, and comply with all applicable district policies and procedures. Visitors are expected to wear a "visitor" sticker. Visits to individual classrooms during instructional times shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interfere with the delivery of instruction or disrupts the normal school environment. Even if the visit is approved prior to the visitors arrival, the individual must check in at the main office first.

PICTURES / VIDEOS

Children's pictures will be taken during the day for publication in the Bellville newspaper for news items. Video pictures may be taken for demonstration of lessons or discipline purposes. If parents do not want to have pictures or videos taken of their child, please write a letter stating that you do not want your child's picture to be taken. If we do not have a letter on file stating that you do not want your child's picture taken or your child to be part of a video we will assume you give us permission to film your child or to take their picture.

Pictures will be taken in the fall for the yearbook. If you want to purchase a package, the company will send home order information. Spring class and individual pictures are also taken and will be available. Spring pictures will be prepaid. If you do not send the money on the day of the pictures, a packet will not be made for your child.

Videos of Students

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

The principal will review the video routinely and document student misconduct.

<> Expulsion of a student.
<> Identification, evaluation, or educational placement of a student with a disability.
<> Instructional materials.
<> On-campus distribution of non-school materials to students.
<> Complaints against District Peace Officers.

For additional information, also see the Bellville ISD Student Code of Conduct.

Compact

O'Bryant Primary is continuously exploring ways to expand options and opportunities for our entire school population to acquire the knowledge and skills contained in the state standards. The way to accomplish the desired goals most effectively was determined to be the Title I School-Wide Program.

The key components of this plan are:

1. Conduct a comprehensive/on-going needs assessment in a timely fashion thus allowing all teachers to work toward assisting each child in achieving his/her academic potential.
2. Develop strategies for all students to succeed academically by providing assistance for students having difficulty. They participate in learning experiences with their peers while being monitored and also in small group activities in a more individualized atmosphere.
3. Continue professional staff development to prepare all teachers toward better supporting their student's academic and personal achievement. Curriculum alignment is in place and always being evaluated.
4. Involve parents in order to build a collaborative partnership between home, community, and school with all concerned being aware of their individual responsibilities toward success. This includes an open line of communication.
5. Develop accountability measures for student mastery by providing high quality curriculum and instruction. Establishing benchmarks for each grade level and the desegregation and dissemination of STAAR scores will provide the information necessary for evaluation.

Distribution of School Materials

School publications distributed directly to students include PTO Newsletter, calendars and memos. Other publications such as various camps, Little League and Scouts can be located on the school web page under the Thursday Folder tab. All school publications are under the supervision of the teacher, sponsor and principal.

Non-School Materials

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the Superintendent. Materials displayed without authorization will be removed. If the material is not approved within two school days of the time it was submitted, it should be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed

to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is NOT provided in this circumstance.

- You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
- Review the child's student records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments administered.
- Grant or deny any written request from the district to make a video or voice recording that (1) is to be used for school safety; (2) relates to classroom instruction or a co-curricular or extracurricular activity; or (3) relates to media coverage of the school as permitted by law.
- If an instructional activity in which the child is scheduled to participate conflicts with the parent's religious or moral beliefs, the parent may temporarily remove the child from the classroom. The removal cannot be for the purpose of avoiding a test or may not extend for an entire semester. Further, the child must satisfy grade level requirements as determined by the school and by TEA.
- Our **fund raising** organization is the O'Bryant PTO, who occasionally is permitted to conduct fund-raising drives for school purposes. For further information, contact the PTO President. (*Fund raising is not permitted on school property except through the PTO.)*
- Offer to serve as a parent representative on the District-level or campus-level planning committees formulating educational goals and plans to improve student achievement.
- Attend Board meetings to learn more about District operations.

Complaints By Students/Parents

Usually student or parent complaints or concerns may be addressed simply--by a phone call or conference with the teacher. For those complaints and concerns that cannot be so easily handled, the District has adopted a standard complaint policy. In general, a parent or student should first raise the complaint with the teacher and then the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees, members of the community elected to set policy and priorities for the District.

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific complaint processes for the following:

<> Discrimination on the basis of gender.
<> Bullying, harassment, or the creation of "hit lists".
<> Sexual abuse or sexual harassment of a student.
<> Loss of credit on the basis of attendance.
<> Teacher removal of a student for disciplinary reasons.

Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us/.

School Health Advisory Council

Bellville ISD's School Health Advisory Council holds meetings during the year. Additional information regarding the district's School Health Advisory Council is available from the school nurse at (865-5907).

PARENTAL ENGAGEMENT, RESPONSIBILITY AND RIGHTS

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication, and that includes parents, teachers, administrators, and the Board. Every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the Student Handbook (including the Student Code of Conduct) with his or her child and sign and return the acknowledgment form. A parent with questions is encouraged to contact Mr. Mike Coker.
- Become familiar with all of your child's school activities and with the academic programs offered in the district.
- Discuss with the counselor or principal any questions, such as concerns about placement, assignments, and other options available to the child.
- Monitor the child's academic progress and contact teachers as needed.
- Attend scheduled conferences and request additional conferences as needed. To schedule telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 865-5907 for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.
- Being aware of the schools ongoing bullying and harassment prevention efforts.
- Become a school volunteer.
- Participate in campus parent organizations which include PTO.
- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child.
- Ensuring you child completes all homework assignments and special projects and comes to school each day, prepared, rested and ready to learn.
- Request the transfer of your child to another classroom if your child has been determined to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is NOT provided for a transfer to another campus.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds or has been the victim of a sexual assault by another student assigned to the same campus. If the victim does not wish to transfer, the district will transfer the assailant in accordance with district policy.
- Consult with district administration if your child has been determined by the district

OTHER HEALTH-RELATED MATTERS

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

- **What is meningitis?** Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
- **What are the symptoms?** Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- **How serious is bacterial meningitis?** If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- **How is bacterial meningitis spread?** Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- **How can bacterial meningitis be prevented?** Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- **What should you do if you think you or a friend might have bacterial meningitis?** You should seek prompt medical attention.
- **Where can you get more information?** Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease

can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may by found on the UIL Web site at http://www.uil.utexas.edu/athletics/health/steroid_information.html

Injury/Restriction Policy

- If a student requires physical restrictions or supportive equipment such as, crutches, supportive braces or ace bandage, a written note from the parent is required indicating the restriction(s) and time frame of restriction.
- The request will be honored for three (3) days. If more than 3 days is required, a doctor's note must be presented to the nurse.
- Once released by the doctor, written authorization to return to normal activity level is required.
- Please present all notes to the nurse. The nurse will inform homeroom teacher and coaches.
- Students in athletics should refer to the athletic policy.

Lice Policy

Head Lice, although not an illness or a disease, is very common among children and is spread very easily though head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats ,and headphones. Because lice spread so easily, the district will need to exclude any student found to have live lice until after one treatment of an FDA-approved shampoo or cream rinse, which can be purchased from a drug store or grocery store.

If careful observation indicated that a student has head lice, the school nurse will contact the student's parent and inform the parent that the child will need to be picked up from school and will need to stay home until after an initial treatment is applied. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Web site at: http://www.dshs.state.tx.us/schoolhealth/lice.shtm.

Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://webds.dshs.state.tx.us/immco/default.aspx. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Exemptions have to be renewed every two years.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio, hepatitis A, hepatitis B, and varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

Asthma/Allergic Reaction

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.
Parents are required to provide the school nurse yearly with the students' individual health asthma management plan. See school nurse for forms.

Diabetes

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

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional

nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisors; and
- When the parent has previously provided written consent for emergency treatment on the district's registration form.

All medications are to be kept in the nurse's office. Medications will be kept in a locked cabinet.

When dispensing medications, the qualified district employee administering the medication(s) will keep records indicating the date, time, dosage and will initial and provide his/her signature.

At the end of the school year, all medication must be picked up from the school clinic by the last day of school. Any medication left at the school will be disposed.

Students violating this procedure will be subject to disciplinary action under the district's drug abuse policy.

Student Illness

If your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools must excuse students with certain illnesses from school for periods of time as identified in state rules. For example:

- If your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever reducing medications such as Tylenol or Ibuprofen.
- Students with diarrheal/vomiting illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours.

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

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that a child should go home, the nurse will contact the parent. The student must be picked up, or suitable arrangements made, one hour after receiving notification that the student is sick. Remaining in the nurse's office for long periods of time is not safe or sanitary for the sick student or other students receiving care. It is also very important that the school have working numbers to contact parents and guardians incase an emergency should occur.

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

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS) Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization

card at the end of the year if they have a book checked out to them.

A grade level reading program is offered for students in each grade level. The program rewards the students for reading library books during the school year. Each year the library has a Book Fair where students may purchase books to begin a collection of their own.

TEXTBOOKS

Textbooks and other district-approved instructional materials are provided for each subject or class; students are required to use these books carefully. The student, as directed by the teacher, must cover books; students who are issued a damaged book should report that fact to the teacher. Any students failing to return a book issued by the school shall lose the right to have free textbooks assigned until the book is returned or the damage paid for by the parent or guardian. Students shall be given the necessary instructional resources for use at school during the school day.

MEDICINE AT SCHOOL

BELLVILLE ISD HEALTH POLICIES

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container provided by the parent/guardian, along with a written request including name of student, name of medication, dosage, date, and parent/guardian signature. Medication will not be administered differently than the label specifies without a new prescription or written documentation from the physician.
- Nonprescription medication, in the original, properly labeled container, provided by the parent/guardian along with a written request including name of student, name of drug, dosage, date, and parent/guardian signature. Medication will be administered based on the manufacturer's recommendations for age and/or weight.
- Herbal or dietary supplements provided by the parent only if required by the student' s individualized education program (IEP) or Section 504 plan for a student with disabilities.

The district does not accept or administer medications that contain narcotics for the safety of the student(s) and in compliance with the district drug abuse policy. If a student has been prescribed medication in this category for pain, cough etc., they are asked to remain at home until they are able to replace the medication with an over-the counter product or a non-narcotic prescription medication while at school for symptom control.

In certain emergency situations, the district will maintain and administer to a student

* The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
* The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
* The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

STUDENTS TAKEN INTO CUSTODY

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

* To comply with the laws of arrest.
* By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
* To comply with a properly issued directive to take a student into custody.
* By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to block a custody action, notification will most likely be after the fact.

The district is also required by state law to notify all instructional and support personnel who have regular contact with the student who has been arrested or taken into custody by a law enforcement agency.

LIBRARY / TEXTBOOKS

All students in PPCD, Pre-Kindergarten, Kindergarten, First Grade, Second Grade, and Third Grade will visit the Library on a regular basis. PPCD, Pre-Kindergarten, and Kindergarten students participate in story time each week with emphasis on listening skills. Grade 1 students begin the year by checking out one library book at a time while grades 2 and 3 are limited to checking out two books at a time. Students are free to return their books to the library as soon as they are finished and may then check out more books. No student should have more than two books out of the library at one time.

When a student checks out a library book, the student is responsible for the care of that book while he/she has it. If the book is lost or damaged beyond repair, the student will be required to pay the purchase price of the book. Students are not allowed to check out books until they have paid for the lost or damaged book. The average cost of a library book purchased today is $15.00.

Skills appropriate for each grade level will be taught in at least one library period per six weeks. No library fines will be charged for overdue books. Students are not allowed to check out any new books until they have returned their overdue books. Students will not receive their report

There is also an opportunity to sign up to receive messages from O'Bryant Primary through the Remind text messaging and email system. With Remind, all personal information remains completely confidential. O'Bryant Primary will never see your phone number, nor will you ever see theirs.

Emergency Drills

From time to time students, teachers, and other District employees will participate in drills of emergency procedures for inclement weather, fire, intruders in the building and bus evacuation. Students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

FIELD TRIPS

Permission to Attend

Information letters and permission slips will be sent home with all children regarding planned field trips. Any child attending field trips will be required to have a signed permission slip from the parent/guardian. If the permission slip is not returned, the child will not be permitted to attend.

Students with excessive discipline incidents are subject to consequences which may include not being allowed to attend a scheduled field trip.

Chaperones

Adult chaperones are always provided for field trips. The classroom teacher will make arrangements as needed for additional help. If you are interested in being involved in field trips, please let your child's teacher know early in the year. We welcome parent involvement.

Transportation

School district transportation is provided for field trips. All students will ride the bus to the field trip event. Student's siblings may NOT ride the bus or participate in field trip activities. Adult chaperones will need to provide their own transportation.

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach, or sponsor of an extracurricular activity may establish procedures related to make an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

GOVERNMENTAL AUTHORITIES

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- Sleeveless shirts for both boys and girls need to fit close around the armpits; NO BARE SHOULDERS
- Shirts that expose the waist when the arms are raised are not allowed
- Over-sized jeans, shorts, and pants on boys need to be belted for safety reasons (no sagging)
- Washable tattoos should be saved for weekends; not displayed at school during the regular week
- Boys' hair must be trimmed to the base of the collar and out of the eyes
- Short skirts may only be worn if there are shorts on underneath the skirt
- Very short shorts are not appropriate for school; please use parental discretion.
- Hats, caps, bandanas, and/or head coverings are not allowed at school other than during recess / PE
- Only natural hair color is allowed during the school day or at school activities
- It is Highly Recommended (again for safety issues) that all students wear athletic shoes. Flip-Flop sandals for recess and shoe changing during the day are a problem.
  NOTE: Any clothing, hair style, and/or jewelry that is distracting, as deemed by the campus administrators, will be prohibited.

EMERGENCY SITUATIONS

Medical Treatment

If a student should have a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment. Therefore, parents are asked to complete an emergency care consent form. Parents should keep emergency care information (name of doctor, emergency phone numbers, allergies to medications, etc.) up-to-date: having current information will be of critical importance should an accident or injury occur that requires medical attention. Please contact the school nurse to update any information.

The District is not responsible for medical costs associated with a student's injury. The District does make available, however, an optional low-cost students accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims through the business office.

School Closing

In case of an emergency closing of schools, the District-wide ***School Messenger*** phone notification system will notify parents and guardians via the phone numbers provided on the student identification registration card. **The district will rely on contact information on file with the district to communicate with parent in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.** Parents and students are also encouraged to listen to KTEX, 106.1 FM or KWHI 1280 AM on the radio; or listen to Channel 2, 11, and 13 on the Houston TV stations for information about the Bellville Independent School District. The Superintendent will determine when schools will be closed for emergency weather or other dangerous factors.

participation in assessments required by federal law, state law or the district.

Physical Activity for Students in Elementary Grades

In accordance with state policy, Bellville ISD will ensure that students in Kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or at least 135 minutes per week.

Annually, the District will conduct a physical fitness assessment of students in grades 1-3. At the end of the school year, a parent will be given the results of his or her child's physical fitness assessment conducted during the school year during the awards assembly.

Extracurricular Activities / UIL

Students will be given an opportunity to participate in the University Interscholastic League literary competition. Contestants will be chosen on the basis of ability in the particular event and will be coached by O'Bryant faculty and staff. The events are: Spelling, Ready Writing, Storytelling & Music Memory - 3rd Grade Creative Writing & Storytelling - 2nd Grade

Participation in school and school sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and forge strong friendships with other students. Participation is a privilege.

UIL rules include:

<> A student who receives, at the end of any grade evaluation period, a grade below 70 in any academic class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extra-curricular activities for at least three weeks. An ineligible student may practice or rehearse however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade 70 or above in all academic classes, and (2) completed three weeks of ineligibility.

<> A student is allowed up to ten absences from a class during the school year for extracurricular activities or public performances. All UIL activities and activities approved by the Board are subject to these restrictions. A student who misses class because of participation in a non-approved activity will receive an unexcused absence. Students who participate in the Austin County Fair, Houston Livestock Show, or San Antonio Livestock Show must meet the criteria above.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, to minimize safety hazards, and to prevent disruption. Please review some of O'Bryant Primary dress code guidelines or contact the school if you have other questions or concerns. For additional dress code guidelines, please refer to the Bellville ISD Student Code of Conduct. Students with questions regarding the dress code should use this rule of thumb: **IF IN DOUBT, DON'T WEAR IT!**

- Shirts with straps less than 2" in width may not be worn to school without another shirt underneath the straps

Report Cards

Written reports of absences and student grades or performance in each class or subject are issued to parents at least once every six-weeks. At the end of the first three weeks of a grading period, parents are notified if the student's grade average is near or below 70, or below the expected level of performance. If a student receives a grade of less than 70 in any class or subject during a grading period, the parents are requested to schedule a conference with the teacher of that class or subject.

Report cards and unsatisfactory progress reports ***must be signed*** by the parent and ***returned to the school*** within five days. If your child does not return the progress report/report card after five days, he/she will be subject to consequences. A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

Pre-kindergarten and Kindergarten

Achievement or progress in pre-kindergarten and kindergarten shall be reported to parents as Excellent, Satisfactory, Needs Improvement and Unsatisfactory

Tutoring

After school tutoring is available to qualifying students in grade 3 and a letter will be sent home. The sessions are administered by qualified staff. Parents will be responsible for picking up their children promptly at the end of the sessions.

Summer School tutorials for students needing Accelerated Reading Instruction will also be available in June to qualified students.

Student Schedules

The school day begins at 8:05 a.m. and ends at 3:25 p.m. All students should not arrive before 7:30 AM each morning because teachers are not on duty before that time. **The school is not responsible for students on campus before 7:30AM or after 4:00 PM except for scheduled tutorial sessions.**

Testing

In addition to routine testing and other measures of achievement, students at certain grade levels will take state assessments:

Beginning, Middle, and End of Year Benchmarks– Kindergarten, 1st, 2nd and 3rd grades
STAAR Reading and STAAR Math -- 3rd Grade

Bellville Independent School District uses standardized tests to monitor student progress throughout their years in education. Test results will be reported to students and parents. Parents may review an assessment test that has been given to their child.

Certain students, such as students with disabilities and English language learners, are eligible for exemptions, accommodations, or a deferment. For more information, see the principal, counselor, or special education teacher.

You may request information regarding any state or district policy related to your child's

CURRICULUM RELATED INFORMATION

Honors and Awards

Student honor rolls are posted in the paper throughout the school year at the end of each six weeks. Special recognition is given to students who achieve honor roll status.
Students in grades two and three that receive all A's and no more than two B's per 6-weeks, will be on the AB honor roll. Students that receive all A's will be on the Distinguished Honor Roll. Any student that is on the Distinguished Honor Roll for the entire school year will be awarded a medal. End of the year special awards are given to the student(s) with outstanding achievements.

Homework

Homework assignments will be completed by students at home which reinforce skills learned at school. Since children need independent practice on skills presented in class, homework is very important. Teachers will assign homework as needed to reinforce concepts that are presented in the classroom. Parents are encouraged to supervise students when homework is being done. **Students who repeatedly do not complete homework assignments will be subject to disciplinary action.**

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

Make-up Work

Work will be sent home for absentee make-ups, completed and brought back within three days. If make-up work is not returned on time, the student will not get full credit.
Extensions would be flexible according to the number of consecutive days absent.

Promotion and Retention

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas; a grade of 70 or above in English language arts, mathematics, science and social studies is required for promotion to the next grade level.

The English language arts (ELAR) grade for grades 1-5 will consist of the following:
- Reading…….70%
- English……..20%
- Spelling……. 5%
- Handwriting.. 5%

A. All books and materials needed to complete assignments for each class.

B. A school lunch will be sent to students. If the student does not want the school lunch, a lunch should be brought from home. Cokes, candy, gum, and fast food or special treats are not permitted. Visitors are not permitted (other than mentors and PALS).

2. To be released from ISS you must successfully fulfill the following obligations:
   A. Attend ISS each day assigned. Absences from ISS Center must be made up.
   B. Bring all materials listed above. (1A)
   C. Complete all assignments which are submitted by your classroom teachers. Students will be given credit for work completed in ISS.
   D. Conduct yourself according to the regulations which are listed below, to the satisfaction and approval of the ISS supervisor.
3. Conduct Regulations
   A. While in ISS, the student may not engage in talking, gesturing, or any voluntary activity which, in the opinion of the ISS supervisor may be designed to be distracting, disruptive, or destructive.
   B. While in ISS, the student may not leave their assigned seat or study carrel unless, under proper procedures of conduct, they are recognized by the ISS supervisor and are given specific approval to be out of their assigned seats.
   C. Regular school rules and dress code apply for ISS Center.
   D. Students will remain alert throughout the time they are assigned to ISS.
4. Restroom visits will not be excessive, are on an individual basis, and are monitored.
5. Lunch Regulations:
   A. You will be required to eat in the ISS Center but there should be NO conversation during lunch break. Lunch break will be a maximum of 35 minutes. Upon completion of lunch and proper disposal of trash, you should quietly continue to work on incomplete assignments.
6. Dismissal will begin at 3:00 p.m. You will be brought by the ISS supervisor back to O'Bryant Primary School to meet with the assistant principal and discuss the student's behavior for that day.

COUNSELING

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, or substance abuse needs. The counselor may also make available information about community resources to address personal concerns. Other duties of the counselor include Character Education: Character Counts!, Special Education Referrals and ARD Meeting Notices, Testing Coordinator for STAAR and Section 504, At-Risk Classification, and Classroom Visits.

Students or Parents who wish to meet with the counselor should contact the O'Bryant Primary School Counselor at 979-865-5907. The school will not conduct a psychological examination, test, or treatment without requesting the parent's written consent.

student or student's parents will be disposed of after the notice required by law. Any disciplinary action will be in accordance with the Student Code of Conduct. If illegal content is found on a cell phone that was confiscated, the school will turn the phone and information over to law enforcement as a proactive approach. The district will not be responsible for damaged, lost or stolen telecommunications devices. Fines collected will be used in the student activity fund.

Students must not bring valuables or irreplaceable items to school. Examples include, toys of all kinds, electronic devices and games, cameras, large sums of money, or expensive jewelry. If items are brought to school, teachers will collect the item and turn it in to the principal's office. The principal will determine whether to return the item at the end of the day for the student to take home or whether the parent will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost or stolen electronic devices. Searches of desks may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk.

Disruptions

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution.

We must ask that parents remain out of the classroom area during the school day. Parents are requested to sign in at the office anytime they come to the school. All doors will be locked after 8:05 AM for safety purposes. To enter the building after the doors are locked, one must come to the front entrance of the building on Tesch Street and ring the bell. At the end of the day, parents may wait for their children **outside** of the building. ***The teachers are responsible for their entire class and they are put in an unfavorable situation if parents bring children to the room late, or come early in order to beat the rush.***

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person – student or non-student – who:

* Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
* Interferes with an authorized activity by seizing control of all or part of a building.
* Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
* Uses force, violence, or threats to cause disruption during an assembly.
* Disrupts classes while on District property or on public property that is 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization, and disrupting the activity with profane language or misconduct.
* Interferes with the transportation of students in District vehicles.

IN-SCHOOL SUSPENSION (ISS) CENTER RULES AND REGULATIONS

1. Upon reporting to In-School Suspension (ISS), you must bring the following materials:

Corporal Punishment

Corporal punishment--spanking or paddling the student-- may be used as a discipline management technique in accordance with the Student Code of Conduct. Corporal punishment will be governed by the following conditions:

1. The student will be told the reason for the corporal punishment.
2. Corporal punishment may be administered by the principal.
3. The instrument to be used will be approved by the principal.
4. Corporal punishment will be administered in the presence of one other District professional employee and out of view of the other students.

*** ***A record will be maintained of each instance of corporal punishment.***

PARENTS WHO DESIRE THAT THEIR CHILDREN NOT RECEIVE CORPORAL PUNISHMENT MUST PUT THIS REQUEST IN WRITING ADDRESSED TO THE PRINCIPAL.

Parties and Social Events

The rules of good conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest.

Sexual Harassment/Sexual Abuse

Unwanted and un-welcomed conduct of a sexual nature--words, gestures or any other sexual conduct, including requests for sexual favors--directed toward another student or a district employee is unacceptable.

Violations of Law—Alcohol, Drugs, Tobacco, and Weapons

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property.

O'Bryant Primary is a drug free school zone. Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes, while on school property at any time or while attending any off campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes, by students and others on school property and at school-sponsored and school-related activities.

Phones/Articles From Home

Please do not allow your children to bring articles to school that could be harmful to others or distract the learning process. **Cell phones that are used or go off during the school day are kept in the office and a parent must come to pick it up from the school. If a student brings a cell phone/electronic device three or more times and it is used or goes off during the course of the day they will be assessed a $15.00 fine when the parent/guardian picks the device up from the office.** Confiscated telecommunications devices that are not retrieved by the

result in In-School Suspension (ISS). A non-custodial parent may request in writing that he or she be provided a copy of any written notices usually provided to a parent related to your child's misconduct that may involve expulsion.

Code of Conduct

Refer to the Bellville Independent School District's Student Code of Conduct, which is a separate document sent home to parents. The Student Code of Conduct, which sets out the consequences for wrong or inappropriate behavior, is required by state law and is intended to promote school safety.

Conduct Expectations

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

*Demonstrate courtesy--even when others do not.
*Behave in a responsible manner, always exercising self-discipline.
*Attend all classes, regularly and on time.
*Prepare for each class; take appropriate materials and assignments to class.
*Meet District or campus standards of grooming and dress.
*Obey all campus and classroom rules.
*Respect the rights and privileges of other students, teachers, and other district staff.
*Respect the property of others, including District property and facilities.
*Cooperate with or assist the school staff in maintaining safety, order, and discipline.
*Avoid violations of the Student Code of Conduct.

To achieve the best possible learning environment for all our students, O'Bryant Primary School rules and discipline will apply:

*During the regular school day or when student goes to and from school on district transportation.
*During lunch periods in which a student is allowed to leave campus.
*Within 300 feet of school property.
*While a student is in attendance at any school-related activity, regardless of time or location.

This includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Academic Dishonesty/Cheating/Plagiarism

Academic dishonesty--as in cheating or plagiarism--is not acceptable. Cheating includes the copying of another student's work-- such as homework, class work, or test answers --as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

- No sharing food.
- Lunch guest(s) will eat only with their child and not invite other students to the guest table.
- No food leaves the cafeteria.
- Use good table manners.

Free and Reduced Price Meals

The District participates in the National School Lunch Program and offers free and reduced price meals based on a student's financial need. Information may be obtained from the Food Service Director at 865-3133. Application for the free-lunch program requires that papers be filled out and turned into the office during the **first two weeks** of school enrollment. Parents will be notified if their child qualifies for this program.

Texas Public School Nutrition Policy

The Texas Department of Agriculture issued the Texas Public School Nutrition Policy, which was effective beginning August 1, 2004. These nutrition guidelines are a result of a collaborative effort among parents, school administrators, health professionals and members of the food industry to promote a healthier environment in Texas schools and help ensure a healthier future for Texas children. All Texas schools participating in the federal child nutrition programs must comply with the nutrition policies. (For additional information, visit www.squaremeals.org).

School Celebrations/Parties/Birthdays

Due to O'Bryant Primary's participation in this program, school birthday treats are to be distributed **ONLY** in the afternoon. **Birthday invitations may not be handed out at school.**

Other sanctioned school celebrations (Christmas party, Valentine party, and Easter party) may distribute Foods of Minimal Nutritional Value (FMNV) throughout the day.

The cafeteria offers birthday baskets to be delivered to your child's classroom on their birthday or day specified. These snacks do not contain any peanuts products due to some students having peanut allergies. Please visit the district website under Food Nutrition to find out more information.

CONDUCT / DISCIPLINE

The students at O'Bryant Primary School are expected to behave in a manner that permits uninterrupted learning to take to place. Students are expected to follow the rules and regulations established by the school, the school district and the classroom teacher. Students are expected to conduct themselves in a manner that is neither disruptive nor disrespectful and which does not violate the rights of others. Students with excessive discipline incidents are subject to consequences which may include not being allowed to attend a scheduled field trip.

Students that threaten to bring a weapon to school, or threaten to kill someone will be disciplined in accordance with the Student Code of Conduct. Once a student has received a referral, he/she will be sent to the principal's office. A referral will result in loss of privileges. The principal will make every effort to contact a parent or guardian on each referral. Fighting and profanity may

Upon recommendation of the administrator the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

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

Bullying and Safety Reporting can be found on the BISD Website, www.bellvilleisd.org, under the Parent Resources tab.

CAFETERIA SERVICES

Nutritious, well-balanced meals are provided in our school cafeteria. The price for breakfast and lunch is set by the district and is subject to change each year. Each student will have an account in which they deposit money for their breakfasts and lunches. Students are permitted to have water bottles in the classroom that may contain only water.

The School Nutrition Department of BISD implemented an innovative online service for payments and account balance information called *Lunch Money Now*. This program will permit parents to check a student's balance, view the student's purchase history and make deposits to the student's lunch money account using a credit card. Parents are also able to subscribe for email warnings when their child's account dips below a certain amount. The credit card deposits are made using a secure transaction site and are typically available within the hour of the transaction during the regular school day. Parents can make multiple deposits using the same credit card transaction. There is a $2.50 convenience fee per transaction which is paid to the processor and not BISD.
To access your student's account you will need:

- the district student ID number
- the last four digits of the student's social security number
- the child's birthday.

You can gain access to Lunch Money Now via the BISD website **www.bellvilleisd.org** and click the *Lunch Money Now* logo link. If you have any questions please contact the Food Service Director at 865-7017.

Cafeteria Rules

- Walk quietly in the cafeteria
- Keep your hands and feet to yourself.
- Talk quietly in the cafeteria- control your volume.
- Raise your and for help.
- Stay in your seat until an adult tells you to get up.

must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

ADVANCED PLACEMENT

A student in any grade may take an examination for acceleration to be advanced one grade level or to gain credit for a course he/she has not formally taken for credit. For additional information, contact Dr. Michael Coopersmith at 518 S. Mathews or call 865-3133.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

be subject to disciplinary action. Truancy is marked as an unexcused absence.

Extra-Curricular Absences are recorded for students who miss class due to school sanctioned, or state approved activities. These absences are recorded but do not count against a student provided they do not exceed ten per year for a full-year course, or five per semester for a one-semester course.

Parent's Note After an Absence

When a student is absent from school, the student must bring a note signed by a parent that describes the reason for the absence within five (5) days of returning to school. If the reason for the absence is for a doctor appointment, a letter from the doctor on the doctor's letterhead is required within five (5) days of returning to school. A note signed by a student, even with the parent's permission will not be accepted unless the student is 18 or older or is emancipated minor under state law. A phone call from a parent may be accepted, but the district reserves the right to require a written note. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence.

The student should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Class time is important. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Release Of Students from School

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent.

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student to collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult

locked, one must come to the front entrance of the building on Tesch Street and ring the bell.

State Law requires:
To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75% but fewer than 90% of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75% of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

The actual number of days a student must attend in order to receive credit will depend on whether the class is for a full semester or for a full year. If credit is lost, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent.

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action. A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of the reading diagnosis test.

A student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Types Of Absences

Excused Absences may be granted only for the following reasons; (1) personal illness, (extended illnesses may require a doctor's note), (2) emergencies such as serious illness or death in the immediate family, (3) weather conditions severe enough to make travel hazardous, (4) observance of religious holy days, if request in writing is made to the principal prior to the initial absence, (5) extenuating circumstances as designated by BISD board policy.

Unexcused Absences are given to students who miss school without a school authorized reason.

Truancy is when a student willfully misses school without parent's knowledge. The student will

ADMISSIONS

A student's parent or guardian who wants to enroll in Bellville Independent School District should contact the school office at 413 South Tesch or call 865-5907 for grades PPCD, Pre-K, K, 1, 2, and 3. Requirements for admission include birth certificate, up-to-date immunization records, Social Security card with a clear number, proof of residence, and a copy of birth certificate or driver's license of person enrolling the student.

Custody of Students

If a student is to be picked up by specific individuals, that information MUST be recorded on the Student Enrollment Card. In cases of divorce or child custody, the school MUST have legal documents of verification on record.

Withdrawal From School

A student may be withdrawn from school only by a parent. A parent wishing to withdraw a student from school must present a signed statement to the principal explaining the reason for the withdrawal and the effective date. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office. On the students' last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to assure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education--to benefit from teacher-led activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Students enrolled in pre-kindergarten or kindergarten are **required** to attend school. Official attendance is taken every day at 10:00AM. In order for a student to be counted present, he/she must be in school at the accounting time. Students arriving after 10:00 a.m. will be marked absent for the day UNLESS they have a medical or dental excuse from the doctor's office.

The **Tardy Bell** rings each day at 8:05 AM. Any students arriving to class after this bell (and morning announcements) will be asked to get a Tardy Slip. It is the parent's responsibility to ensure that their child attends school and is in class each day from 8:05 AM and does not leave until 3:25 PM unless there is a verifiable illness or family emergency. Students who have excessive tardies will need to make up missed time in an after-school detention or other actions as deemed appropriate by the administration, OBP Attendance Committee ,or in accordance with the Student Code of Conduct.

All doors will be locked at 8:05 for safety purposes. To enter the building after the doors are

Philosophy of Education

The staff of O'Bryant Primary School has the philosophy that students on our campus are good students who can achieve and can learn lessons that will prepare them for a successful life. The staff believes that school should be a place where students can have fun in assimilating information and participating in interesting projects and new ideas. The staff believes that students will respond by working hard to attain the skills and knowledge base needed in each grade level. The core curriculum will include Reading, Writing, Mathematics, Social Studies, Science, Health, Language Arts, and Physical Fitness. Other attributes students will attain include patriotism for our nation, responsibility for supplies and textbooks, and acceptable social behavior. These students will be prepared to graduate from high school, move into higher education or enroll in other training programs, and ultimately have a productive life.

Vision Statement

The vision of O'Bryant Primary School is to commit to utilizing our resources to promote high academic and moral standards for our students. This commitment will prepare our students to successfully compete in an ever changing technological and global society. The staff of O'Bryant Primary believes that all students can learn, can achieve, and can be successful.

Mission Statement

The mission of O'Bryant Primary, as the Center of Public Education, is for the parents, teachers, staff, and community to prepare students for a successful and productive life. To accomplish this mission, we will need to provide lessons and experiences so students can successfully utilize problem solving and critical thinking skills for both academic and real life experiences. We believe that all students can learn and want to achieve success. Students have the responsibility of working to achieve success from the high quality, well-rounded education they are provided.

Campus Goals

1. O'Bryant Primary will meet Adequate Yearly Progress (AYP) as defined by ESEA.
2. O'Bryant Primary will provide an environment where all students will be successful by participating in programs that meet their individual needs.
3. O'Bryant Primary will encourage opportunities for parental and community involvement that supports the educational processes of the District.
4. O'Bryant Primary will recruit and hire highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.
5. O'Bryant Primary will provide safe, drug free, positive learning and teaching environment for students and staff members.
6. All O'Bryant Primary students will strive to achieve 100% success rate.
7. O'Bryant Primary will promote participation in extra-curricular academic competitions.

O'Bryant Primary
Office Staff Contact Information

Please let us know if you have any questions or if we can assist you in any way.

School Phone 865-5907

Office Hours 7:45-4:00
Monday-Friday

Natalie Jones, Principal
njones@bellvilleisd.org

Kandis Krueger, Assistant Principal
kkrueger@bellvilleisd.org

Emily Neumann, Counselor
eneumann@bellvilleisd.org

Stephanie Mikeska, Nurse
smikeska@bellvilleisd.org

Becky Matus, Secretary
bmatus@bellvilleisd.org

Dear Parents and Students,

Welcome to O'Bryant Primary School for the 2019 – 2020 school year. We are dedicated to providing our students with the best possible education. We are striving to ensure an environment that is safe and conducive to learning for all children. Education is a team effort, and we know that students, parents, teachers, and other staff members all working together will make this a successful year for our students.

The O'Bryant Primary Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into general alphabetized sections, and an index is located for specific subjects in the back of the book. Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents must be familiar with the Bellville ISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document is a separate document sent home to the parents, and is available in the Principal's office or at the Bellville ISD website (http://bellvilleisd.org)

The student handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures and or rules that may be applicable in a given circumstance. The handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect student handbook provisions will be made available to students and parents through newsletters, addendums or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revisions or modifications will be given as is reasonably practical under the circumstances.

In case of conflict between board policy or the Student Code of Conduct and any provisions of student handbooks, the current provisions of board policy or the Student Code of Conduct are to be followed.

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

We encourage parents to review the entire handbook with their children and keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, the assistant principal, or the principal. **Also, please complete the Acknowledgment Form (P. 53) and return it to your child's homeroom teacher.**

As a staff, we appreciate the opportunity to work with and educate your child. We are looking forward to a wonderful and exciting year of learning. If you ever have any questions or concerns throughout the year, please feel free to call or stop by. Working together we will make this year a successful one for all of our students!

Natalie Jones, Principal

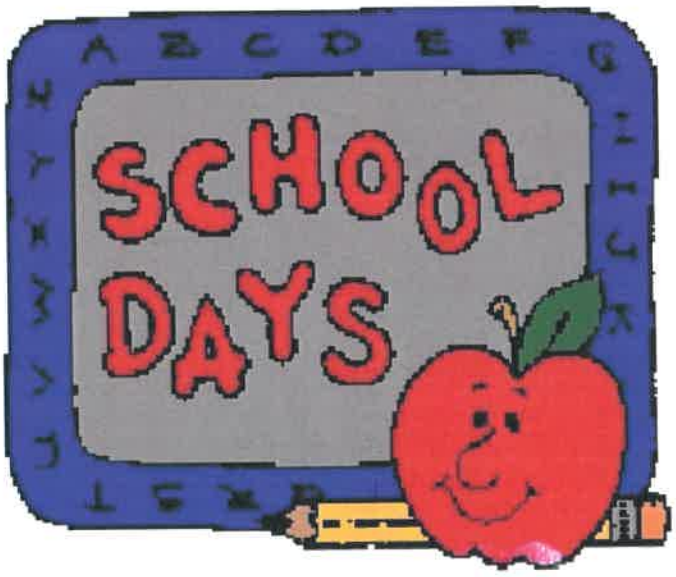
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O'Bryant Primary Student Handbook



2019-2020

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-7091.

OBP Student Handbook Changes for 2019-20

Updated appropriate contact information and dates throughout to reflect current information

Deleted outdated paragraph on p. 17/18 as third graders do not take multiple administrations of STAAR any longer:

Students who do not perform satisfactorily on any portion of the STAAR tests will have opportunities to participate in special instructional programs designed to help them improve their performance and will also be allowed to re-take the test(s) up to three times in order to pass.

p. 18 Took out ½ day PK times from Student Schedules as we are moving to full day PK

p. 35 information about English Language Learners updated to reflect new terminology as English Learners (EL) instead of ELL

Added the District and Campus ESSA Parent and Family Engagement Plans as they are required to be distributed and we are allowed to distribute in the campus handbooks.

WEST END ELEMENTARY
Changes to Student & Parent Handbook
2019-20

Changed and updated names, dates, page numbers, table of contents, and calendar entries as appropriate.

Also, changes were made to the **English Language Learners (ELL)** section. As recommended by the TASB "Model Student Handbook", ***English Language Learners (ELL)*** was changed to ***English Learners (EL).***

There were no other changes to the West End student Handbook.

WEST END ELEMENTARY SCHOOL



Learners Today, Leaders Tomorrow

Student Handbook 2019 - 2020

7453 Ernst Pkwy/ PO Box 99
Industry, Texas 78944
Telephone: (979) 357-2595
Fax: (979) 357-4799

Dr. Tony Hancock
Principal

Jodie Koehl
Counselor

Alys Travis
Secretary

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-7020.

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August, 2019

Dear Students and Parents:

Welcome to the 2019-20 school year! We are dedicated to providing our students with the best possible education in an environment that is safe and conducive to learning for all children. Education is a team effort, and at West End Elementary School we believe that students, parents, teachers, and other staff members all working together will make this a successful school year! Parent and family involvement in education is essential to the educational growth and achievement of each of our students. At West End Elementary School we want to work with parents and families to establish partnerships that support children's learning and improve the performance of our school!

The West End Elementary School Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into general alphabetized sections, and an index is located for specific subjects in the back of the book. Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents must be familiar with the Bellville ISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document is a separate and a copy is available in the Principal's office or at the Bellville ISD website at http://www.bellvilleisd.org.

The student handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. In case of conflict between board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of board policy or the Student Code of Conduct that were most recently adopted by the board are to be followed.

We encourage parents to review the entire handbook with their children and keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal. Also, please complete and return the **Parental Acknowledgement Form** (p.45) to your child's homeroom teacher. If we can be of service or help you at any time during the year, please do not hesitate to come by or call us at (979) 357-2595.

Sincerely,

Dr. Tony Hancock, Principal
West End Elementary School

West End Elementary School

PHILOSOPHY OF EDUCATION

The staff of West End Elementary School believes that each child has potential for greatness. Our philosophy is that children have a right to a high quality education which builds on their strengths. Through the collaborative efforts of home, school, and community, our students will be prepared for a successful life, academically and emotionally.

MISSION STATEMENT

WE inspire students to make learning a lifelong adventure!

Campus Goals

- West End Elementary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.
- West End Elementary will provide an environment where all students will be successful by participating in programs that meet their individual needs.
- West End Elementary will encourage opportunities for parental and community involvement that supports the educational processes of the Campus and District.
- West End Elementary students will be taught by highly qualified teachers appropriately certified teachers as required by TEA.
- West End Elementary will provide a safe, drug free, positive learning and teaching environment for students and staff members.
- West End Elementary will establish a foundation to successfully graduate 100% of its students from high school.
- West End Elementary will promote participation in extra-curricular academic competitions

West End Elementary Faculty and Staff
2019-2020

Principal
Dr. Tony Hancock
thancock@bellvilleisd.org

Secretary
Alys Travis
atravis@bellvilleisd.org

Kindergarten Teachers
Becky Krenek
bkrenek@bellvilleisd.org

Donna Lambert
dlambert@bellvilleisd.org

2nd & 3rd Grade Math Teacher
Kari Orduna
korduna@bellvilleisd.org

Special Education& Dyslexia
Eryn Hold
ehold@bellvilleisd.org

Physical Education
Sharon Carter
scarter@bellvilleisd.org

Gifted and Talented and Dyslexia
Sharon Spiess
sspiess@bellvilleisd.org

Librarian
Kelly Hancock
khancock@bellvilleisd.org

Instructional Assistants
Ana Land – Inclusion
Judith Dudensing – Inclusion
Felicia King – RTI
Nancy Gros – Technology
Kelly Sanders - Library

ESL
Cindy Frank
cfrank@bellvilleisd.org

Counselor
Jodie Koehl
jkoehl@bellvilleisd.org

Nurse
Suzanne Lockett
sgrawunder@bellvilleisd.org

1st Grade Teachers
Susan Peschel
speschel@bellvilleisd.org

Bernadette Armand
barmand@bellvilleisd.org

2nd & 3rd Grade Sci. & SS Teacher
Susan Henry
shenry@bellvilleisd.org

2nd & 3rd Grade ELAR Teacher
Melanie Jasek
mdrake@bellvilleisd.org

4th & 5th Grade Sci. Teacher
Kim Wade
kwade@bellvilleisd.org

4th & 5th Grade Reading Teacher
Brenda Blezinger
bblezinger@bellvilleisd.org

4th & 5th Grade Math Teacher
Anne Wingo
awingo@bellvilleisd.org

Music
Lauren Shelton
lshelton@bellvilleisd.org

Cafeteria
Christy Willingham
Cheryl Lightfoot

Custodians
Ana Garcia
Claudia Quintana

West End Elementary Daily Schedule

7:15 a.m.	Students may begin arriving on campus (Report to Cafeteria)
7:45 a.m.	Morning Recess
8:00 a.m.	First Bell
8:05 a.m.	Tardy Bell
3:30 p.m.	Dismissal Bell/ First Bus Leaves

Car Riders sit in lines at the front of the building to be picked up no later than 3:45. If there is a problem picking up by 3:45, please speak to the Principal.

Late Bus Riders will go to the cafeteria to work on homework on Monday-Thursday. Friday they will go to the playground.

Boys and Girls Club is available on our campus Monday – Thursday for a slight fee.

Projected Testing Dates for 2019-2020

Tuesday, March 31st	Grade 4, STAAR Writing Assessments Grade 5, STAAR Math Assessments
Wednesday, April 10th	Grade 5, STAAR Reading Assessments
Monday, May 12th	Grade 3 and 4, STAAR Math Assessments Grade 5, STAAR Math Retest
Tuesday, May 13th	Grade 3 and 4, STAAR Reading Assessments Grade 5, STAAR Reading Retest
Wednesday, May 14th	Grade 5, STAAR Science Assessments

***Dates Subject to Change*

Bellville ISD & West End Elementary

Yearly School Calendar
2019-2020

FIRST DAY OF SCHOOL
August 26th

HOLIDAYS

September 2 (Labor Day)
October 10 -11 (Fair)
November 25-29 (Thanksgiving)
December 23 – January 3 (Christmas)
January 6 (Student Holiday/Teacher Work Day)
January 20 (MLK Day)
February 17 (Student Holiday/Teacher Staff Dev.)
March 9-13 (Spring Break)
April 10 (Good Friday)
April 12 (Easter)
May 25 (Memorial Day)
July 4 (Independence Day)

TEACHER WORKDAYS
August 9, 12, 15, 16; 19-23; January 6

STAFF DEVELOPMENT DAYS
August 7-8, 13-14; February 17

EARLY DISMISSAL DAYS
October 9; December 20

INCLEMENT WEATHER DAYS
5/28 & 5/29

LAST DAY OF SCHOOL/GRADUATION
5/27 ; 5/29

REPORTING PERIODS

First Six Weeks	August 26-October 4
Second Six Weeks	October 7-November 8
Third Six Weeks	November 11-December 20
Fourth Six Weeks	January 7-February 21
Fifth Six Weeks	February 24-April 9
Sixth Six Weeks	April 13-May 27

ADMISSIONS

A student's parent or guardian who wants to enroll in Bellville Independent School District should contact the school office at 7453 Ernst Pkwy or call (979) 357-2595.

Enrollment Requirements

1. Copy of student's social security card
2. Certified copy of birth certificate
3. Proof of residency, which would include either a copy of a utility bill or lease agreement.
4. Driver's license of the parent or guardian enrolling the student.
5. Immunization records (See **Immunizations** on page 27)
6. Kindergarten/Grade 1
   a. Be five years old on or before September 1 of the current scholastic year to be eligible for kindergarten.
   b. Be six years old on or before September 1 of the current scholastic year to be eligible for first grade.
7. Other Grades
   Admission of children to other grades shall be based on the readiness of the child to perform successfully at the assigned level.

Release of Students from School

If a student is to be picked up by specific individuals, that information MUST be recorded on the Student Enrollment Card. In cases of divorce or child custody, the school MUST have legal documents of verification on record.

Withdrawal from School

A student may be withdrawn from school only by a parent. A parent wishing to withdraw a student from school must present a signed statement to the principal explaining the reason for the withdrawal and the effective date. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office. On the students' last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to assure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education--to benefit from teacher-led activities; to build each day's learning on the previous day and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. In order for a student to be counted present, he/she must be in school at the 10:00 a.m. accounting time. Students arriving after 10:00 a.m. will be marked absent for the day UNLESS they have a medical or dental excuse from the doctor's office.

The **Tardy Bell** rings each day at 8:05 a.m. Any students arriving to class after this bell (and morning announcements) will be asked to get a Tardy Slip. We appreciate everything our parents do to help our students achieve a quality education. Students who exceed 5 Tardy Slips within a six weeks will need to make up missed time by attending detention (during or after school) or other actions as deemed appropriate by the WE Attendance Committee or in accordance with the ***Student Code of Conduct.***

State Law requires:

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

A student in grades 3-5 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

If a student attends less than 75% of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed below for exemptions to the compulsory attendance requirement.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given the opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

The actual number of days a student must attend in order to receive credit will depend on whether the class is for a full semester or for a full year. If credit is lost, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent.

State law allows exemption to the compulsory attendance requirement for several types of absences if the student makes up all the work. These include the following activities and events: religious holy days; required court appearances; activities relating to obtaining United States citizenship; service as an election clerk; and documented health care appointments, including students diagnosed with autism spectrum disorders.

When a student must be absent from school, the student--upon returning to school--must bring a note, signed by the parent that describes the reason for the absence.

A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Class time is important. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Parent Note After an Absence

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted.

Doctor's Note After An Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. [See FEC(LOCAL)]

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school.

Release of Students from School

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out procedures. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not be regularly released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent

ADVANCED PLACEMENT

A student in any grade may take an examination for acceleration to be advanced one grade level or to gain credit for a course he/she has not formally taken for credit. For additional information, contact Kenneth Stein at 518 S. Mathews or call 865-3133.

CAFETERIA SERVICES

Nutritious, well-balanced meals are provided in our school cafeteria. The price for breakfast and lunch is set by the district and is subject to change each year. Each student will have an account in which they deposit money for their breakfasts and lunches.

The School Nutrition Department of BISD implemented an innovative online service for payments and account balance information called *Lunch Money Now*. This program will permit parents to check a student's balance, view the student's purchase history and make deposits to the student's lunch money account using a credit card. Parents are also able to subscribe for email warnings when their child's account dips below a certain amount. The credit card deposits are made using a secure transaction site and are typically available within the hour of the transaction during the regular school day. Parents can make multiple deposits using the same credit card transaction. There is a $2.50 convenience fee per transaction which is paid to the processor and not BISD.

To access your student's account you will need:

- **the district student ID number**
- **the last four digits of the student's social security number**
- **the child's birthday.**

You can gain access to Lunch Money Now via the BISD website www.bellvilleisd.org and click the *Lunch Money Now* logo link. If you have any questions please contact the Food Service Director at 865-7017.

Free and Reduced Price Meals

The District participates in the National School Lunch Program and offers free and reduced price meals based on a student's financial need. Information may be obtained from the BISD Food Service Director. Application for the free-lunch program requires that papers be filled out and turned into the office during the first two weeks of school enrollment. Parents will be notified if their child qualifies for this program.

Texas Public School Nutrition Policy

The Texas Department of Agriculture issued the Texas Public School Nutrition Policy, which was effective beginning August 1, 2004. These nutrition guidelines are a result of a collaborative effort among parents, school administrators, health professionals and members of the food industry to promote a healthier environment in Texas schools and help ensure a healthier future for Texas children. All Texas schools participating in the federal child nutrition programs must comply with the nutrition policies. (For additional information, visit www.squaremeals.org).

School Celebrations/Parties

Due to West End Elementary's participation in this program, school birthday treats are to be distributed **ONLY** in the afternoon. **Remember that the student directory is to be used by parents for party invitations. NO INVITATIONS OF ANY KIND ARE TO BE HANDED OUT IN SCHOOL OR SCHOOL PARKING LOT.**
Other sanctioned school celebrations (i.e. Christmas party, Easter party) may distribute Foods of Minimal Nutritional Value (FMNV) throughout the day. Contact your child's teacher or the principal for further clarifications.

CONDUCT / DISCIPLINE

Code of Conduct

Refer to the Bellville Independent School District's Student Code of Conduct, which is a separate document on our webpage. The Student Code of Conduct, which sets out the consequences for wrong or inappropriate behavior, is required by state law and is intended to promote school safety.

Conduct Expectations

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- **Demonstrate courtesy--even when others do not.**
- **Behave in a responsible manner, always exercising self-discipline.**
- **Attend all classes, regularly and on time.**
- **Prepare for each class; take appropriate materials and assignments to class.**
- **Meet District or campus standards of grooming and dress.**
- **Obey all campus and classroom rules.**
- **Respect the rights and privileges of other students, teachers, and other district staff.**
- **Respect the property of others, including District property and facilities.**
- **Cooperate with or assist the school staff in maintaining safety, order, and discipline.**
- **Avoid violations of the Student Code of Conduct.**

Applicability of School Rules and Discipline

To achieve the best possible learning environment for all our students, West End Elementary rules and discipline will apply:

- During the regular school day or when student goes to and from school on district transportation.
- During lunch periods in which a student is allowed to leave campus.
- Within 300 feet of school property.
- While a student is in attendance at any school-related activity, regardless of time or location.

  This includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Academic Dishonesty/Cheating/Plagiarism

Academic dishonesty--as in cheating or plagiarism--is not acceptable. Cheating includes the copying of another student's work-- such as homework, class work, or test answers --as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

Parties and Social Events

The rules of good conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest.

Smoking

The district and its staff strictly enforce prohibitions against the use of tobacco products or e-cigarettes by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCDE and GKA.]

Violations of Law—Alcohol, Drugs, Tobacco, and Weapons

Under state and federal law, a student is not allowed to: possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student may have driven to school and parked on District property is also prohibited.

Conduct Grades

Conduct for all grade levels will be recorded as E, S, N, or U.

Kinder & First Grade

Students change their color as misbehavior occurs. All students begin each day on green and then progress to yellow and finally red. Students will receive assignment sheets daily that will inform

parents of their child's conduct for the day. A student that is on red three days in a week will be placed in detention.

Second through Fifth Grade
Students will receive marks in a behavior folder. Marks can be received during all times of the day, including lunch/recess, PE, Music, and Library. Each teacher will place the mark in an assigned color pen.

Marks are as follows:

Classroom	**Conduct**
S = Supplies	T = Talking
PS = Paper Signed	FD = Following Directions
HW = Homework	PB = Poor Behavior
INC = Incomplete Work	D = Disrespectful
	L = Listening

A. Consequences for **"classroom"** marks are as follows:

1st classroom mark	verbal warning/reprimand
2nd classroom mark	miss recess (5 min.)
3rd classroom mark	miss recess (10 min.)
4th classroom mark	Parent contact
5th classroom mark	Detention w/teacher

B. Consequences for **"conduct/behavior"** marks are as follows:

1st conduct mark	verbal warning/reprimand
2nd conduct mark	Parent Contact
3rd conduct mark	Discipline Referral/Sent to Principal

Exceptions:

- He/She exhibits a behavior that warrants an immediate office referral.

***A student earns Fun Friday if he/she has not received a detention or IBS during that week.
****A student earns an End-of-the-month treat if he/she has not had a detention or IBS during that month.

Conduct Grade in Second/Third Grades for the Six Weeks:
0-6 marks – E
7-12 marks – S
12-17 marks – N

2 or more Detentions or 1 IBS – U
**A conduct detention automatically drops conduct one letter grade.

Conduct Grade in Fourth/Fifth Grades for the Six Weeks:
0-4 marks – E
5-10 marks – S
10-15 marks – N
2 or more Detentions or 1 IBS – U
**A conduct detention automatically drops conduct one letter grade.

DETENTION

Detention may be held before or after school and/or during lunch. Detention times are 7:30-8:00 a.m. in the morning or 3:30-4:00 p.m. in the afternoon.

REWARDS
Positive behavior shall be rewarded by one or more of the following:

1. Verbal acknowledgement
2. Positive notes sent to parents
3. Brahma Pride Tickets
4. Special rewards by classroom teacher

DISCIPLINE

The students at West End Elementary are expected to behave in a manner which permits uninterrupted learning to take place. Students are expected to follow the rules and regulations established by the school, by the school district, and the classroom teacher. Students are expected to conduct themselves in a manner that is neither disruptive nor disrespectful and which does not violate the rights of others.

Students that threaten to bring a weapon to school, or make threats may be assigned go to **ISS** (In School Suspension). Once a student has received a referral, he/she will be sent to the principal's office. A referral will result in loss of privileges. The principal will make every effort to contact a parent or guardian on each referral. Fighting and profanity may result in In-Building Suspension (IBS).

A non-custodial parent may request in writing that he or she be provided a copy of any written notices usually provided to a parent related to your child's misconduct that may involve expulsion.

Phones/Electronics/Articles from Home

Do not allow your children to bring articles to school that could be harmful to others or distract the learning process. **Cell Phones are not allowed at West End Elementary. The Administrator will collect any phones brought to school and notify the parents.** Violation of this policy will result in the phone being confiscated and the parents must pick up the phone from the administrator. If your child needs to bring a phone for an afterschool activity, then they must bring it to the office to be kept for them until the end of the school day.

Students must not bring valuables or irreplaceable items to school, unless prior permission has been obtained from the principal. Examples include, but are not limited to: toys of all kinds, electronic games, radios, ipods / mp3 players, CDs / DVDs or CD / DVD players, cameras, large sums of money, expensive jewelry, laser pointers, etc. All toys should be left at home. If items are brought to school, teachers will collect the item and turn it in to the principal's office. The principal will determine whether to return the item at the end of the day for the student to take home or whether the parent will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct. The school will not be responsible for lost or stolen articles.

Disruptions

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution.

We ask that parents remain out of the classroom area during the school day. Parents are requested to sign in at the office every time they come to the school for safety purposes. At the end of the day, parents may wait for their children **outside** of the building. The teachers are responsible for their entire class and they are put in an unfavorable situation if parents bring children to the room late, or come early in order to beat the rush.

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person – student or non-student – who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts classes while on District property or on public property that is 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; **entering a classroom without authorization**, and disrupting the activity with profane language or misconduct.
- Interferes with the transportation of students in District vehicles.

COUNSELING

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, or substance abuse needs. The counselor may also make available information about community resources to address personal concerns. Other duties of the counselor include Character Education: Character Counts!, Special Education Referrals and ARD Meetings, Testing Coordinator for STAAR and Section 504, At-Risk Classification, GPC Meetings and Classroom Visits.

Students or Parents who wish to meet with the counselor should contact the West End Elementary School Counselor at 979-357-2595. The school will not conduct a psychological examination, test, or treatment without requesting the parent's written consent.

CURRICULUM RELATED INFORMATION

Honors and Awards

Student honor rolls are posted in the paper throughout the school year at the end of each six weeks. Special recognition is given to students who achieve honor roll status. Students in grades first through five that receive all A's and no more than two B's per 6-weeks, will be on the AB honor roll. Students that receive all A's will be on the Distinguished Honor Roll. Any student that is on the Distinguished Honor Roll for the entire school year will be awarded a medal. End of the year special awards are given to the student(s) with outstanding achievements.

GRADING SYSTEMS

Kindergarten

Progress will be reported weekly through personal notes.

First, Second, and Third Grades

A. Grades will be weighted as follows:

- Daily grades ***count once***. Daily grades include class work, homework, and quizzes.
- Major grades ***count twice***. Major grades include test, projects, and some class work.

B. Grades will be taken on class work completed independently by the student. Grades will not be taken on guided practice.

C. If a student fails a test, it will be sent home to be signed by the parent. The concept will be retaught at school/tutoring.

D. A student shall be permitted a reasonable opportunity to redo an assignment, daily or test, for which the student initially received a failing grade. The student must be given at least two school days from the date the graded assignment is returned to the student to redo an assignment. The student will receive a grade no higher than 70 on an assignment that is redone.

E. Homework is to be turned in the next day. Homework may be class work that has not been completed in school, for reinforcement, or for projects. If a student doesn't complete assignments/homework, he/she will be required to make up his work during

school time –recess, music, library, etc. In case of absence, the student will be given a day to complete the assignment for each day of absence.

F. Assignment Sheets – First grade students will receive weekly schedules. Second and third grade students will be responsible for recording their assignments daily.

G. Art, Music, PE/Health, and Technology will receive

E – excellent
S – satisfactory
N – needs improvement
U – unsatisfactory

Fourth & Fifth Grades

A. Grades will be weighted as follows:

- Daily grades ***count once***. Daily grades include class work, homework, and quizzes.
- Major grades ***count twice***. Major grades include test, projects, and some class work.

B. If a student fails a major assignment, it will be sent home to be signed by the parent. If a student fails a test, he/she will be retaught the concept to insure that they have learned the material.

C. A student shall be permitted a reasonable opportunity to redo an assignment, daily or test, for which the student initially received a failing grade. The student must be given at least two school days from the date the graded assignment is returned to the student to redo an assignment. The student will receive a grade no higher than 70 on an assignment that is redone.

D. Grades will be taken on class work completed independently by the student/cooperative learning group.

E. A grade may be taken on notebooks each six weeks.

F. Homework should be used for practice to ensure mastery for a class objective or test. All homework is due the next day unless otherwise specified. If a student chooses not to complete a homework assignment, the following procedure will occur:

1. The student will be required to complete the assignment that same day.
2. If the homework is still not completed, it will be sent home as homework the second day.
3. If the homework is not completed by the third day, the recorded grade is a zero, with the opportunity to retake for a 70.

G. Art, Music, PE/Health, and Technology will receive

E – excellent
S – satisfactory
N – needs improvement
U – unsatisfactory

Make-up Work

For any class missed, the teacher may assign the student makeup work which will be allowed for any absence (excused or unexcused). It is the student's responsibility to request makeup work, to complete the work, and to hand it in on time without the teacher's reminders. Students have one (1) plus the total number of days absent to turn in makeup work. In most situations, except in the case of extended illness, students should wait until their return to school to catch up on work missed during their absence. A student who does not make up the assigned work within the time frame allotted will

receive a grade of zero for the assignment(s). A student will be permitted to make up tests and to turn in projects due in any class missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

Requests for makeup work by calling the school office can be made if a student is absent for two (2) or more days. The office must be contacted prior to 9:30 a.m. and every effort will be made to fill the request. The work can be picked up in the school office at the end of the school day.

Promotion and Retention

Bellville ISD adopted a promotion/retention policy for grades 1-5 beginning with the 2010-11 school years. The new promotion/retention policy states:

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas; a grade of 70 or above in English Language Arts, Mathematics, Science and Social Studies is required for promotion to the next grade level.

The English language arts (ELAR) grade for grades 1-5 will consist of the following:

Reading.....70%	Spelling..... 5%
English.....20%	Handwriting.. 5%

In addition, fifth grade students will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school any day between January 1 and the date of the first administration of the STAAR.* In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

Parents of a student in grades 3-5 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside the normal school year.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

Report Cards

Written reports of absences and student grades or performance in each class or subject are issued to parents at least once every six weeks. At the end of the first three weeks of a grading period, parents are notified if the student's grade average is near or below 70, or below the expected level of

performance. If a student receives a grade of less than 70 in any class or subject during a grading period, the parents are requested to schedule a conference with the teacher of that class or subject.

Report cards and unsatisfactory progress reports ***must be signed*** by the parent and ***returned to the school*** within five days. If your child does not return the progress report/report card after five days, he/she will be subject to consequences.

Kindergarten: Achievement or progress in kindergarten shall be reported to parents through mastery of objectives. S, N, and U will be used for work/study habit and personal behavior. A parent conference will be scheduled the first six weeks to go over the report card.

Student Schedules

The school day begins at 8:00 a.m. & ends at 3:30 p.m. No student should arrive before 7:15 a.m. each morning because teachers are not on duty before that time. The school is not responsible for students on campus before 7:15 a.m.or after 4:15 p.m.

After school all car riders are to sit in the assigned car rider line. All bus riders are to go to their assigned locations.

Testing—STAAR (State of Texas Assessments of Academic Readiness)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grade 5 is required by law in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 21 for additional information.

STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

Physical Activity for Students in Elementary Grades

In accordance with state policy, Bellville ISD will ensure that students in Kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. Annually, the District will conduct a physical fitness assessment of students in grades 3- 5. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Extracurricular Activities / UIL

Students will be given an opportunity to participate in the University Interscholastic League literary competition. Contestants will be chosen on the basis of ability in the particular event and will be coached by West End faculty and staff. The events are:

- 2nd Grade: Ready Writing, Storytelling
- 3rd Grade: Ready Writing, Storytelling, Spelling
- 4th Grade: Art, Music Memory, Number Sense, Oral Reading, Ready Writing, and Spelling

- 5th Grade: Art, Music Memory, Number Sense, Oral Reading, Ready Writing, Spelling, Dictionary Skills, Listening Skills, and Maps, Graphs, and Charts

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and forge strong friendships with other students. Participation is a privilege. UIL rules include:

- A student who receives, at the end of any grade evaluation period, a grade below 70 in any academic class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extra-curricular activities for at least three weeks. An ineligible student may practice or rehearse however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade 70 or above in all academic classes, and (2) completed three weeks of ineligibility.
- A student is allowed up to ten absences from a class during the school year for extracurricular activities or public performances. All UIL activities and activities approved by the Board are subject to these restrictions. A student who misses class because of participation in a non-approved activity will receive an unexcused absence. Students who participate in the Austin County Fair, Houston Livestock Show, or San Antonio Livestock Show must meet the criteria above.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, to minimize safety hazards, and to prevent disruption. Please review some of West End Elementary dress code guidelines or contact the school if you have other questions or concerns. For additional dress code guidelines, please refer to the Bellville ISD Student Code of Conduct. Students with questions regarding the dress code should use this rule of thumb:

IF IN DOUBT, DON'T WEAR IT!

- Shirts with spaghetti straps may not be worn to school unless there is another shirt underneath the straps (straps must be wide enough to cover the shoulder without excessive bare skin showing)
- Sleeveless shirts need to fit close around the armpits and must be at least 2".
- Shirts that expose the waist when the arms are raised are not allowed.
- "Yoga Pants" or tight/form fitting pants are prohibited.
- Over-sized jeans, shorts, and pants on boys need to be belted for safety reasons (no sagging).
- Short skirts may only be worn if there are shorts on underneath the skirt and they meet the required length. (No shorter than 4" above the kneecap)
- Short shorts are not appropriate for school; all shorts must meet the required length. (No shorter than 4" above the kneecap) Leggings under athletic shorts are permissible.

- Hats, caps, bandanas, and/or head coverings are not allowed at school.
- No Flip Flops or Cleats (Flip flops may be allowed on special occasions announced by the Principal)

*****Our sidewalks at WE can also become very slippery due to the weather; therefore, tennis shoes are the safest shoes to wear.**

NOTE: Any clothing, hair style, makeup and/or jewelry that are distracting, as deemed by the campus administrator, will be prohibited.

EMERGENCY SITUATIONS

Medical Treatment

If a student should have a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment. Therefore, parents are asked to complete an emergency care consent form. Parents should keep emergency care information (name of doctor, emergency phone numbers, allergies to medications, etc.) up-to-date: having current information will be of critical importance should an accident or injury occur that requires medical attention. Please contact the school nurse to update any information.

The District is not responsible for medical costs associated with a student's injury. The District does make available, however, an optional low-cost students accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims through the business office.

School Closing Information

In case of an emergency closing of schools, the District-wide ***School Messenger*** phone notification system will notify parents and guardians via the phone numbers provided on the student identification registration card. The district will rely on contact information on file with the district to communicate with parent in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed. Parents and students are also encouraged to listen to KTEX, 106.1 FM or KWHI 1280 AM on the radio; or listen to Channel 2, 11, and 13 on the Houston TV stations for information about the Bellville Independent School District. The Superintendent will determine when schools will be closed for emergency weather or other factors, which may be dangerous.

Drills

Students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

FIELD TRIPS

Permission to Attend Field Trips

Information letters and permission slips will be sent home with all children regarding planned field trips. Any child attending field trips will be required to have a signed permission slip from the parent/guardian. If the permission slip is not returned, the child will not be permitted to attend.

Field Trip Chaperones

Adult chaperones are provided for field trips. The classroom teacher will make arrangements as needed for additional help. If you are interested in being involved in field trips, please let your child's teacher know early in the year. We welcome parent involvement.

Field Trip Transportation

School district transportation is provided for field trips. All students will ride the bus to the field trip event. Student's siblings may NOT ride the bus or participate in field trip activities. Adult chaperones will need to provide their own transportation unless the permission slip says parents can ride the bus.

GOVERNMENTAL AUTHORITIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

* The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
* The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
* The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

* To comply with an order of the juvenile court.
* To comply with the laws of arrest.
* By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
* By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
* To comply with a properly issued directive to take a student into custody.
* By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to block a custody action, notification will most likely be after the fact.

The District is also required by state law to notify:

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

LIBRARY / TEXTBOOKS

Library

All students will visit the library on a regular basis. No student should have more than two books out of the library at one time. When a student checks out a library book, the student is responsible for the care of that book while he/she has it. If the book is lost or damaged beyond repair, the student will be required to pay the purchase price of the book. Students are not allowed to check out books until they have paid for the lost or damaged book. The average cost of a library book purchased today is $15.00.

Skills appropriate for each grade level will be taught at least one library period per six weeks. No library fines will be charged for overdue books. Students are not allowed to check out any new books until they have returned their overdue books. Students will not receive their report card at the end of the year if they have a book checked out to them. Each year the library has a Book Fair where students may purchase books to begin a collection of their own.

Textbooks, Electronic Textbooks, Technological Equipment, and other Instructional Materials

Textbooks and other district approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Bellville ISD Health Policies

Student Health Services

Administration of Medication by Authorized School Personnel

MEDICINE AT SCHOOL

Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container provided by the parent/guardian, along with a written request including name of student, name of medication, dosage, date, and parent/guardian signature. Medication will not be administered differently than the label specifies without a new prescription or written documentation from the physician.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request including name of student, name of drug, dosage, date, and parent/guardian signature. Medication will be administered based on the manufacturer's recommendations for age and/or weight.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

The district does not accept or administer medications that contain narcotics for the safety of the student(s) and in compliance with the District's Drug Abuse Policy. If a student has been prescribed medication in this category for pain, cough, etc., they are asked to remain at home until they are able to replace the medication with an over-the-counter product or a non-narcotic prescription medication while at school for symptom control.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication but only:

- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent for emergency treatment on the district's Registration form.

ALL medications are to be kept in the nurse's office. Medications will be kept in a locked cabinet.

When dispensing medications, the qualified district employee administering the medication(s), will keep records indicating the date, time, dosage, and will initial and provide his/her signature.

At the end of the school year: All medication must be picked from the school clinic by the last day of school. Any medication left at the school will be disposed.

Students violating this procedure will be subject to disciplinary action under the district's drug abuse policy.

Student Information

Name: _____ DOB: _____ Grade: _____ School Year: _____

Homeroom Teacher: _____

Medication Physician Information

Medication Name: _____ Dose: _____ Route: _____ Time(s): _____

Reason for medication: _____ Start Date: _____ Stop Date: _____

Physician Name: _____ Physician Phone: _____

Note: The School Nurse reserves the right to refuse administration of any medication at school if any question regarding student safety arises.

Bellville ISD Health Services Consent for School to Administer Medication

*I give permission that the above medication be administered by school personnel to my above named child according to district policy. Dosage changes must have a new prescription or written documentation from the physician.

**I give my consent for school personnel to contact the above physician/pharmacy if there is a question or clarification needed about this medication.

Parent/Guardian Signature: _____ Date: _____

Parent/ Guardian Phone Number: _____ Parent/ Guardian Email Address: _____

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

- Students that present to the nurse with symptoms of a possible contagious nature or with a temperature of 100 degrees or higher will be sent home.
- The district requests that students not return to school until they have been symptom free and fever free(less than 100 degrees) for 24 hours without a fever reducing medication such as Tylenol or Ibuprofen.
- The student may be required to present a note from their doctor stating that they have been examined and released before they will be allowed to return to school.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://webds.dshs.state.tx.us/immco/affidavit.shtm. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Exemptions have to be renewed every two years.

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: http://www.dshs.state.tx.us/immunize/school/default.shtm

Asthma/Allergic Reaction

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

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

to provide the school nurse yearly with the students' individual health asthma management plan. See school nurse for forms.

Food Allergy

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

Diabetes

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

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance. Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may by found on the UIL Web site at http://www.uil.utexas.edu/athletics/health/steroid_information.html

Injury/Restriction Policy

If a student requires physical restrictions or supportive equipment such as, crutches, supportive braces or ace bandage, a written note from the parent is required indicating the restriction(s) and time frame of restriction. The request will be honored for three (3) days. If more than 3 days is required, a doctor's note must be presented to the nurse. Once released by the doctor, written authorization to return to normal activity level is required. Please present all notes to the nurse. The nurse will inform homeroom teacher and coaches. Students in athletics should refer to the athletic policy.

Lice Policy

Students found to have live lice will be sent home for treatment and removal of nits. Parents must treat students with an approved lice killing treatment. The student may return to school after treatment is completed and all live lice have been removed. Once the student has been sent home, they

are to report to the nurse with a parent or legal guardian for re-assessment before returning to the classroom. The district does not adhere to a no-nits policy but reserves the right not to allow the student(s) back at school if there is not adequate evidence that the situation is being addressed / monitored.

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- **What is meningitis?** Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- **What are the symptoms?** Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- **How serious is bacterial meningitis?** If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- **How is bacterial meningitis spread?** Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- **How can bacterial meningitis be prevented?** Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- **What should you do if you think you or a friend might have bacterial meningitis?** You should seek prompt medical attention.
- **Where can you get more information?** Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all

communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us/.

School Health Advisory Council

Bellville ISD's School Health Advisory Council holds meetings during the year. Additional information regarding the district's School Health Advisory Council is available from the school nurse, Suzanne Lockett RN (357-2595).

PARENTAL INVOLVEMENT, RESPONSIBILITY AND RIGHTS

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication, and that includes parents, teachers, administrators, and the Board.

Every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the Student Handbook (including the Student Code of Conduct) with his or her child and sign and return the acknowledgment form. A parent with questions is encouraged to contact the principal.
- Become familiar with all of your child's school activities and with the academic programs offered in the district. Discuss with the counselor or principal any questions, such as concerns about placement, assignments, and other options available to the child. Monitor the child's academic progress and contact teachers as needed.
- Attend scheduled conferences and request additional conferences as needed. To schedule telephone or in-person conference with a teacher, counselor, or principal; please call the school office at 357-2595 for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.

Parents also have the right to:

- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child.
- Request the transfer of your child to another classroom if your child has been determined to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is NOT provided for a transfer to another campus.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds or has been the victim of a sexual assault by another student assigned to the same campus.
- You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
- Review the child's student records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6)

psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments administered.

- If an instructional activity in which the child is scheduled to participate in conflicts with the parent's religious or moral beliefs, the parent may temporarily remove the child from the classroom. The removal cannot be for the purpose of avoiding a test or may not extend for an entire semester. Further, the child must satisfy grade level requirements as determined by the school and by TEA.
- If your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. District employees may advise parents in placement. Offer to serve as a parent representative on the District-level or campus-level planning committees formulating educational goals and plans to improve student achievement.
- Attend Board meetings to learn more about District operations.
- Our **fundraising** organization is the West End Elementary PTO, who occasionally is permitted to conduct fund-raising drives for school purposes. For further information, contact the PTO President. (*Fund raising is not permitted on school property except through the PTO.)*

Complaints by Students/Parents

Usually student or parent complaints or concerns may be addressed simply--by a phone call or conference with the teacher. For those complaints and concerns that cannot be so easily handled, the District has adopted a standard complaint policy. In general, a parent or student should first raise the complaint with the teacher and then the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees, members of the community elected to set policy and priorities for the District.

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific complaint processes for the following:

- Discrimination on the basis of gender.
- Bullying, harassment, or the creation of "hit lists".
- Sexual abuse or sexual harassment of a student.
- Loss of credit on the basis of attendance.
- Teacher removal of a student for disciplinary reasons.
- Expulsion of a student.
- Identification, evaluation, or educational placement of a student with a disability.
- Instructional materials.
- On-campus distribution of non-school materials to students.
- Complaints against District Peace Officers.

For additional information, also see the Bellville ISD Student Code of Conduct.

Distribution of School Materials

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

etc. All school publications are under the supervision of the teacher, sponsor and principal. A school yearbook will be available for students to purchase.

Non-School Materials…from students

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the Superintendent. Materials displayed without authorization will be removed. If the material is not approved within two school days of the time it was submitted, it should be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student or non-student will have a reasonable period of time to present his or her viewpoint. Any student who posts material without prior approval will be subject to disciplinary action.

Non-School Materials…from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent for prior review. The Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Fees

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to students. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchases of pictures, publications, yearbooks, etc.
- Voluntary purchase of student accident insurance.
- Fees for damaged library books and state-owned equipment.
- Personal apparel, used in extracurricular activities
- Replacement costs for lost textbooks

Visitors

Parents and other visitors are welcome to visit West End Elementary School. All visitors must first report to the office, submit their driver's license, and comply with all applicable district policies and procedures. Visitors are expected to wear a "visitor" sticker. Visits to individual classrooms during instructional times shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interfere with the delivery of instruction or disrupts the normal school environment.

Pictures/Videos

Children's pictures will be taken during the day for publication in the New Ulm Enterprise and the Bellville Times newspaper for news items. Video pictures may be taken for demonstration of lessons or discipline purposes. If parents do not want to have pictures or videos taken of their child, please write a letter stating that you do not want your child's picture to be taken. If we do not have a letter on file stating that you do not want your child's picture taken or your child to be part of a video we will assume you give us permission to film your child or to take their picture.

State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Pictures will be taken in the fall for the school yearbook. If you want to purchase a package, the company will send home order information. Spring class and individual pictures are also taken and will be available. Spring group pictures will be prepaid. If you do not send the money on the day of the pictures, a class picture will not be made for your child.

Videos of Students

For safety purposes, video/audio equipment will be used to monitor student behavior on buses (and in common areas on campus). Students will not be told when the equipment is being used. The principal will review the video routinely and document student misconduct.
Discipline will be in accordance with the Student Code of Conduct. A parent who wants to view a video following discipline of that parent's child may request access in accordance with policy FL in the District's policy manual.

SCHOOL FACILITIES AND SAFETY

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended--both this year and in the coming years--littering, defacing, or damaging school property is not tolerated. Students will be required to make restitution for damages they cause and shall be subject to disciplinary consequences in accordance with the Student Code of Conduct.

Asbestos

The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Bellville ISD Central Administration Office. If you have and questions, please contact the BISD Central Office at 979-865-3133.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area my contact the BISD Central Office at 979-865-3133.

Safety

Student safety on campus or at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the Student Code of Conduct and any additional rules for behavior and safety set by the principal or teachers, and bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Pets

In order to provide a safe environment for our students, the following will be enforced concerning live animals / insects etc. in the building:

- No pets/insects are allowed at school (not even for show & tell).
- Prior approval must be obtained from Principal concerning any living animal project in the classroom.
- Animal projects must be curriculum related and contained in a secure childproof container.
- No children will be permitted to touch/handle anything that can possibly harm them.
- A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district days before bringing the service animal on campus.

Vandalism

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended – both this year and in the coming years – littering, defacing, or damaging school property is not tolerated. Students will be required to pay for the damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

SPECIAL EDUCATION

Records

Parents of a student with disabilities who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

Providing Assistance to Students Who Have Learning Difficulties or Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*. Additional information regarding the IDEA is available from the school district in a companion document *A Guide to the Admission, Review, and Dismissal Process.*

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First
- Partners Resource Network

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

Contact Person: Director of Special Education
Phone Number: 979-865-7021

Asistencia para estudiantes que tienendificultadesde aprendizaje o necesitanservicios de educaciónespecial.

Si un niño tiene dificultades de aprendizaje, el padre puede comunicarse con la persona mencionada abajo para informarse sobre la remisión a educación general en términos generales o sistema de evaluación para los servicios de apoyo del distrito. Este sistema conecta alos estudiantes con una variedad de opciones de apoyo, incluyendo remisiones para una evaluación de educación especial. Los estudiantes que tienen dificultades en el aulanormal deberían tomarse en cuenta para tutoría, compensación y otros servicios de apoyo académicos o del comportamiento que están disponibles para todos los estudiantes, incluyendo un proceso basado en la respuesta a intervención (RtI).La implementación de la respuesta a intervención tiene el potencial de tener un efecto positivo en la habilidad de los distritos de cubrir las necesidades de todos los estudiantes con dificultades.

El padre tiene derecho, en todo momento, a solicitar una evaluación para los servicios de educación especial. En un periodo de tiempo razonable, el distrito debe decidir si dicha evaluación es necesaria. Si la evaluación es necesaria, el padre seránotificado y se le pedirá que provea un consentimiento informado por escrito para realizar la evaluación. El distrito debe completar la evaluación y el informe en 60 días del calendario desde la fecha en que el distrito recibió el consentimiento escrito. El distrito debe darle al padre una copia del informe de la evaluación.

Si el distrito determina que no es necesaria la evaluación, el distrito le proporcionará al padre un aviso previo por escrito que explica por qué no se evaluará al niño. El aviso por escrito incluirá una explicación que les informa a los padres sobre sus derechos, si están en desacuerdo con el distrito. El distrito tiene la obligación de darles a los padres el *Aviso Sobre Procedimientos de Protección- Derechos de los Padres de Estudiantes con Discapacidades.* El distrito escolar tiene información adicional sobre IDEA en un documento complementario*Guía para el Proceso de Admisión, Revisión y Retiro*.

Los siguientes portalesde internet proveen información a aquellas personas interesadas en obtener información y recursos específicos para estudiantes con discapacidades y sus familias:

- Texas Project First
- PartnersResource Network

La persona designada con quien se debe comunicar para obtener información sobre las opciones para un niño que tiene dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es:

Persona con quien comunicarse: 865-7021

SPECIAL PROGRAMS

The district provides special programs for gifted/talented students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the Campus Counselor.

English Learners

A student who is an English Learner (EL) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an EL student. In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program. The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, below, may be administered to an EL student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to EL students who qualify for services. If a student is considered EL and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions in conjunction with the LPAC.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent a parent or legal guardian from inspecting the records, the District will either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older) and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District. A student's records can only be view if the viewer is: working with the student; considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA, or an individually designed program for a student with disabilities under Section 504; compiling statistical data; or investigating or evaluating programs. Such persons would include school officials (such as teachers, counselors, diagnosticians & support staff); a person or company with whom the district has contracted to provide a particular service (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on a school committee; or a parent or student assisting a school official or staff in the performance of his or her duties.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with a court order or a lawfully issued subpoena, or to a school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the Superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

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

Copies of students' records are available upon request unless the District is given a copy of a court order terminating the parental rights. Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

STUDENT RIGHTS

No student will be required to participate without parental consent in any survey, analysis, or evaluation -- funded in whole or in part by the U.S. Department of Education -- that concerns:

- Political affiliations
- Mental and psychological problems embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior.
- Critical appraisals of other individuals with whom the student or the student's family has close family relationships.
- Relationship privileged under law, such as those with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her child's classroom and to review each test that has been administered to his or her child.

Nondiscrimination

Bellville ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs.

Pledges of Allegiance

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each school day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

State law requires students in grade 3-12 to recite a portion of the Declaration of Independence during Celebrate Freedom Week (the week of September 17th). Parents may submit a written request that their child be excused from this recitation if applicable.

Right to Pray

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

Search and Seizure

School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.

In the interest of promoting student safety and attempting to ensure that schools are safe and drug-free, District officials may from time to time conduct searches.

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are responsible for the security and contents of the assigned desks and lockers.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Sexual Harassment/Sexual Abuse

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about expectations in this area with a teacher, counselor, principal or designee.

Unwanted and un-welcomed conduct of a sexual nature--words, gestures or any other sexual conduct, including requests for sexual favors--directed toward another student or a District employee is unacceptable.

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual Abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:
http://www.tea.state.tx.us/index.aspx?id=2820
http://sapn.nonprofitoffice.com/
http://www.taasa.org/member/materials2.php

Reports may be made to:
The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

A substantial complaint against a student will result in appropriate disciplinary action, according to the nature of the offense. *See the Student Code of Conduct.*

Harassment

Prohibited harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; or substantially interferes with the student's academic performance. The District believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors and discriminations that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law.

The District will not tolerate harassment. Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. A substantial complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct. The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools.

Retaliation

Retaliation of a student occurs when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

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

Bullying

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

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

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.
Please contact Mike Coker, Superintendent, who has been designated as the district's liaison for children in the conservatorship of the state, at 979-865-3133 with any questions.

TECHNOLOGY

Computer Resources

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be given a copy of the District's *Acceptable Use Policy*.

Students who abuse the computers or do not follow the *Acceptable Use Policy* as specified in the Bellville ISD Student Code of Conduct Handbook will lose the privilege of using a computer. Abuse and misuse of the computers will result in disciplinary actions as specified in the Bellville ISD Discipline Handbook. The complete District Acceptable Use Policy is located in the Student Code of Conduct Handbook.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

If you **do not want** to allow your child access to the Bellville ISD computer network and the Internet, you need to send a note to your campus office. You need to state in the note that you do not want your child to participate in the electronic educational resources that Bellville ISD provides through the Internet.

Students and parents should be aware that electronic communications--e-mail--using District computers are not private and may be monitored by District staff.

Computer Access

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications resources such as the Internet. Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers-either their own or another person's; or using the network in a way that would disrupt use by others.

Students who want to use computers in the library must have special computer passes stating their assignments as well as the signature of the teacher making the assignments. This rule does not apply when a teacher accompanies an entire class to the computer lab to work on a project.

TRANSPORTATION

School Bus

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students; its cost is reimbursed by the state of Texas. Bus routes and any subsequent changes are posted at the school. Parents may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop or an approved route. Further information may be obtained by calling the BISD Transportation Department at (979) 865-3673. Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely.

When riding school buses, students must:

1. **Follow the driver's directions at all times.**
2. **Board and leave the bus in an orderly manner at the designated bus stop nearest home.**
3. **Be seated while the bus is moving.**
4. **Keep books, band instrument cases, feet, and other objects out of the aisle.**
5. **Do not deface the bus and/or its equipment.**
6. **Do not put head, hands, arms, or legs out of the window, or hold any object out of the window or throw objects within or out of the bus.**
7. **Observe all usual classroom rules.**
8. **Do not smoke, possess or use any form of tobacco.**
9. **Fasten seat belts (if available on the bus) at all times.**
10. **Upon leaving the bus, wait for the driver's signal before crossing in front of the bus.**

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended. Students will receive one warning. The second offense will require a parent conference in person or via telephone. The third offense will result in the student being removed from the bus for 1-3 days. On the fourth offense, the student will be removed from the bus for one week or more (up to the remainder of the school year), depending on the offense. Fighting, disrespect to the driver, and destruction of property may result in the loss of bus privileges on the first offense. Parents will be notified about these bus write-ups.

Students at bus stops should be monitored by parents if possible. There may be incidents that occur while waiting for the bus, or after departing the bus, over which the school has little control.

Travel-School Sponsored Students who participate in school-sponsored trips are required to use the transportation provided by the school to and from the event, unless prior arrangements have been made through the principal's office.

Drop Off/Pick Up Procedures

SAFETY REMINDERS MORNING DROPOFF:

- ✓ Tardy Bell rings at 8:05. If the student is not in their classroom at that time, a tardy is received.
- ✓ DO NOT go around the car line to get to a parking space.
- ✓ A Staff Member will unload children.
- ✓ All West End Students need to be dropped off at the front of the school.
- ✓ If you are dropping an older child in the back to catch a bus, DO NOT block the area for the buses and DO NOT allow your child to run in front of a bus. NO WEST END STUDENTS MAY BE DROPPED OFF IN THE BACK OF THE SCHOOL!

SAFETY REMINDERS AFTERNOON PICKUP:

- ✓ Pick up your child between 3:30 - 3:45. Other arrangements MUST be made with the principal if you will be late.
- ✓ Parents choosing to walk up to get their student need to park in the grassy area to the right of the cafeteria and use the sidewalk to get their child.
- ✓ DO NOT go around the car line to get to a parking space.
- ✓ A Staff Member will escort children to the car.
- ✓ NO STUDENTS SHOULD BE PICKED UP AT THE BUS AREA.
- ✓ If you need to change your child's transportation mode, please call the school by 2:30 PM.

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ACKNOWLEDGMENT FORM
Student Handbook

My child and I acknowledge that the West End Elementary Student Handbook is online on the school's website at http://we.bellvilleisd.org under the School Resources tab. We have read the documents and understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Handbook and District Code of Conduct.

Print name of student:_____

Signature of student:_____

Signature of parent:_____

Date:_____

Check if applicable to your family:

☐ We would like to receive a hard copy of the WE Student Handbook. I have the following siblings at this school.

Name of Sibling	Grade	Name of Sibling	Grade
_____		_____	
_____		_____	

NOTICE TO PARENTS: DIRECTORY INFORMATION

"Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Bellville ISD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 7. Bellville ISD has designated the following information as directory information: student's name, address, telephone listing, electronic mail address, photograph, honors and awards received, date and place of birth dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, and enrollment status."

Remember that the student directory is to be used by parents for party invitations. NO INVITATIONS OF ANY KIND ARE TO BE HANDED OUT IN SCHOOL OR SCHOOL PARKING LOT.

Dennis Jurek
Assistant Superintendent

Bellville Independent School District

Board of Trustees
Regular Board Meeting
July 25, 2019

RE: Consider action to approve the proposed tax rate to be published in the Notice of Public Meeting.

In accordance with Texas Education Code § 44.004, BISD will publish the *Notice of Public Meeting to Discuss Proposed Tax Rate*. Included in the notice is the proposed tax rate to be discussed and adopted after the public meeting on the proposed tax rate, which must be voted on by the Board of Trustees.

It is my recommendation the board approve, **$1.17593** as the proposed tax rate for the purposes of publishing in the 2019 *Notice of Public Meeting to Discuss Budget and Proposed Tax Rate*, of which **$1.03593** is for maintenance and operations (M&O) and **$0.14000** for interest and sinking (I&S).

Sincerely,

Mr. Dennis Jurek
Assistant Superintendent of Finance and Operations
Bellville Independent School District

Dennis Jurek
Assistant Superintendent

Bellville Independent School District

Board of Trustees
Regular Board Meeting
July 25th 2019

RE: Healthy, Hunger-Free Kids Act of 2010

Dear Board Members,

Section 205 of the Healthy, Hunger-Free Kids Act of 2010 issues a Paid Lunch Equity (PLE) tool for school food authorities participating in the National School Lunch Program to calculate and compare local meal rates to federal reimbursement rates. The goal of the act is for locally paid meal prices to equal the amount of federal free reimbursement amounts. For 2019-2020, the adjusted average price is the weighted average paid lunch price charged in 2018-2019, increased by a factor of ***two percentage points*** above the Consumer Price Index and rounded down to the nearest 5 cents. For 2019-2020 the Consumer Price Index is 2.68 percent. The Paid Lunch Equity Tool Calculated increases for Bellville ISD paid student lunch prices is ten cents ($0.10) at the primary level and ten cents ($0.10) at the secondary level. The 2019-2020 federal reimbursement rate have not been issued, the 2018-2019 reimbursement rate for lunch is $3.31.

As required by section 205 of the Healthy, Hunger-Free Kids Act of 2010, I recommend the board increase prices as indicated:

	2018-2019 Current Price	Proposed Increase	2019-2020 Proposed Price
Student Lunch - High School	$3.00	$0.10	$3.10
Student Lunch - Junior High	$3.00	$0.10	$3.10
Student Lunch - Intermediate	$2.80	$0.10	$2.90
Student Lunch – Primary/WE	$2.80	$0.10	$2.90
Student Breakfast – District Wide	$1.70	$0.10	$1.80
Staff Lunch	$4.00	$0.10	$4.10
Staff Breakfast	$2.50	$0.10	$2.60
Visitor Lunch	$4.50	$0.10	$4.60
Visitor Breakfast	$3.25	$0.10	$3.35
A la Carte	On a per item bases to offset increases in cost of goods		

Sincerely,

Mr. Dennis Jurek
Assistant Superintendent of Finance and Operations
Bellville Independent School District

518 South Mathews Street • Bellville, Texas 77418
979-865-3133

SFA NAME:	BELLVILLE ISD

SY 2019-20 Price Adjustment Calculator

Go to Instructions

SY 2019-20 Weighted Average Price Requirement	
Requirement price to the nearest cent	*Optional* price requirement ROUNDED DOWN to nearest 5 cent
$ 3.00	$ 3.00

Note: Above prices are based on adjusting SY 2018-19 price requirement by the 2% rate increase plus the Consumer Price Index (2.68%)

SY 2018-19 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for October 2018.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2018-19 Weighted Average Price
1.	2,462	$ 3.00	$ 7,386.00	
2.	2,389	$ 3.00	$ 7,167.00	
3.	2,031	$ 2.80	$ 5,686.80	
4.	1,219	$ 2.80	$ 3,413.20	
5.	815	$ 2.80	$ 2,282.00	
6.			$ -	
7.			$ -	
8.			$ -	
9.			$ -	
10.			$ -	
TOTAL	8,916		$ 25,935.00	$ 2.91

*Note: SY 2018-19 Weighted Average Price equal to or above the target price of **$3.00** are compliant for SY 2019-20. **$3.00** is the difference between the Free and Paid reimbursement rates for SY 2018-19.*

Total Price Increase for SY 2019-20
$ 0.09

Required price increase for SY 2019-20 (with 10 cent cap)
$ 3.00

Remaining increase carried forward to SY 2020-21
$ -

Remaining credit carried forward to SY 2020-21
$ -

Go to SY2019-20 Report

Step 3 (Optional)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	2,462	$ 3.10	$ 7,632.20	
2.	2,389	$ 3.10	$ 7,405.90	
3.	2,031	$ 2.90	$ 5,889.90	
4.	1,219	$ 2.90	$ 3,535.10	
5.	815	$ 2.90	$ 2,363.50	
6.			$ -	
7.			$ -	
8.			$ -	
9.			$ -	
10.			$ -	
TOTAL	8,916		$ 26,826.60	$ 3.01

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.
March 2019

Go to instructions

SFA NAME:	BELLVILLE ISD

SY 2019-20 Weighted Average Pricing Report

This report assists in tracking the pricing requirements and amounts carried forward for SY 2019-2020. Information on this report is used to determine the SY 2019-20 weighted average price requirements.
Please print and keep in records.
NOTE: If information is changed in the tool, the report contents will change.

Section 1: SY 2019-20 Weighted Average Paid Price Requirements

A. SY 2019-20 Weighted Average Price Requirement*: **This price will be entered into the SY 2020-21 tool to determine the SY 2020-21 weighted average price requirements*	**$3.00**
B. *Optional* Price ROUNDED DOWN to nearest $0.05 cents:	**$3.00**

Section 2: Amounts Carried Forward to SY 2020-21

Select the SY 2019-20 method used to ensure sufficient funds are provided for PAID Lunches

Increase SY2019-2020 average weighted price

Average Weighted Price Adjustments

A. Remaining increase carried forward to SY 2020-21:	**$0.00**
B. Remaining credit carried forward to SY 2020-21:	**$0.00**
Enter in the new average weighted price for SY 2019-20:	**$3.01**

Non-Federal Source Contributions

C. Remaining Annual Non-Federal Source Contribution carried forward to SY 2020-21:	**N/A**
D. Remaining Credit carried forward to SY 2020-21:	**N/A**
Enter the amount of Non-Federal Source contributions for SY 2019-20:	

Enter Sources of Non-Federal Funds Contributed:
General Fund Transfer

Split Calculations

Both average weighted price adjustments and Non-Federal source contributions

E. Remaining Annual Non-Federal Source Contribution carried forward to SY 2020-21:	**N/A**
F. Remaining Credit carried forward to SY 2020-21:	**N/A**
Enter the amount of Non-Federal Source contributions for SY 2019-20:	
Enter the new average weighted price for SY 2019-20:	

Bellville ISD

Bellville, Texas

Learners Today, Leaders Tomorrow!

Board of Trustees
Regular Board Meeting
July 25, 2019

RE: Consider Recommendation to Purchase Two District Suburbans

Dear Trustees,

In accordance with the Texas Education Code, Chapter 44, Subchapter B, Section 44.031, Bellville ISD has solicited proposals through inter-local governmental contracts to meet our purchasing requirements, regarding the purchase of a multi-functional vehicle.

The requested suburbans are like for like replacements of 2007 suburbans. One of the 2007 suburbans has a blown engine and the other has over 300,000 miles and its reliability is questionable. The demand for SUVs has increase, BISD currently runs around 120 SUV trips per year and around 27,000 miles per SUV. These suburbans are utilized by both staff and studnets.

Specifications:

2020 Chevrolet 1500 Suburban, 9 passenger, cloth seats, 6 speed automatic

It is my recommendation the board approve, the purchase of two (2) Suburbans from **Caldwell Country Chevrolet** under the Buy Board Cooperative #521-16 at a unit cost of $39,335 each, totaling **$79,070.**

Sincerely,

Dennis Jurek
Assistant Superintendent
Bellville Independent School District

QUOTE# 00AA **CONTRACT PRICING WORKSHEET**

End User: BELLVILLE ISD	Contractor: CALDWELL COUNTRY CHEV
Contact Name: TIFFANY SOOTOO	CALDWELL COUNTRY CHEVROLET
Email: TIFFANY.SOOTOO@BEEVILLEISD.ORG	Prepared By: CHRIS COLLINS
Phone #: 979-865-3673	Email: chris@caldwellcountry.com
Fax #:	Phone 979-567-6129
Location City: BELLVILLE, TEXAS	Fax #: 979-567-0853
Date Prepared: JULY 16, 2019	Address: P. O. Box 27, Caldwell, TX 77836
Contract Number: BUY BOARD #521-16	Tax ID # 14-1856872
Product Description: 2020 CHEVROLET 1500 SUBURBAN CC15906	

A Base Price:	$38,958

B Published Options

Code	Description	Cost	Code	Description	Cost
	4X2, NINE (9) PASSENGER-CLOTH SEATS, FRONT/REAR AIR CONDITION, 5.3LV8, 6-SPD AUTOMATIC, LOCKING REAR AXLE DIFFERENTIAL, FULL RUBBER FLOOR, TILT, CRUISE, POWER WINDOWS, POWER LOCKS, POWER MIRRORS, KEYLESS ENTRY, AM-FM STEREO W/BLUETOOTH, DEEP TINT GLASS, RUNNING BOARDS, TRAILER TOW HITCH, REAR VISION CAMERA	INCL			
				CALDWELL COUNTRY CHEVROLET	
				PO BOX 27	
				CALDWELL,TEXAS 77836	

Subtotal B	INCL

C Unpublished Options

Code	Description	Cost	Code	Description	Cost

Subtotal C	

D Other Price Adjustments (Installation, Delivery, Etc…)

Subtotal D	INCL

E Unit Cost Before Fee & Non-Equipment Charges(A+B+C+D)	$39,335
Quantity Ordered	2
Subtotal E	$78,670
F Non-Equipment Charges (Trade-In, Warranty, Etc…)	
STATE FEE	$400
G. Color of Vehicle: WHITE	
H. Total Purchase Price (E+F)	$79,070

Estimated Delivery Date:	UNITS CURRENTLY IN STOCK -IMMEDIATE

Bellville ISD

Bellville, Texas

Learners Today, Leaders Tomorrow!

Board of Trustees, Board Meeting
July 25, 2019

RE: Consider Recommendation Office and School Supply Proposals

Dear Trustees,
In accordance with the Texas Education Code, Chapter 44, Subchapter B, Section 44.031, Bellville ISD has solicited RFP(s) for catalog proposal pricing to meet purchasing requirements. Below are the responses from RFP #2019-002.
Approval of the proposals will place these vendors on BISD's approved vendor bid list and BISD will receive any discounts offered in the proposals. I recommend the board approve all vendors listed to provide the district with choices to purchase products at the best value to Bellville Independent School District.

VENDOR	2018-2019 Discount	2019-2020 Discount	Shipping	Additional Information:
American Ceramic Supply	0-60%	0%	Volume Discount	Classroom Supplies
Bio Corporation	-	5%	Free Shipping $250+	Classroom Supplies, BuyBoard, TIPS, EPIC6
Coast to Coast Computer Products	-	15% Diamond Series Line	Free Shipping	Printer Toner/Ink Cartridges, BuyBoard, TIPS, EPIC6
Cravens Office Supply	10-75%	10-75%	Free Delivery	General Office & Instructional Supplies
Discount School Supply – EarlyChildhood LLC	18%	18%	Volume Discount	Classroom Teaching Tools, BuyBoard
EAI Education	-	15%	Free Shipping $100+	Classroom Supplies/Teaching Tools, BuyBoard, Choice Partners, TIPS
ECS Learning–STAAR Master	0-25%	0%	Volume Discount	Texas Test Prep Materials, BuyBoard
Follett	-	0-45%	Free Delivery	Library/Classroom Materials, BuyBoard
hand2mind, Inc.	15%	15%	12% or Free Delivery $99+	Instructional Resources, BuyBoard, TIPS
KAMICO – STAAR Connection	0%	0-20%	Free Delivery	Specialized Instructional Media, sole source vendor for certain media products, BuyBoard & Choice Partners
Lakeshore Learning	5%	5%	Free Delivery	Classroom Teaching Tools, TCPN, TIPS & BuyBoard
Learning Zone	10%	10%	Free Shipping $150+, excludes Furn & Equip	Classroom Supplies & Furniture, BuyBoard, TIPS
Lectorum Publications, Inc.	-	20%	Volume Discount	Children's Books in Spanish, BuyBoard, Choice Partners
Nasco	10-20%	10-20%	Free Shipping $99+	General Office & Instructional Supply
Privacy Shields/Classroom Products	0%	0%	Free Shipping	Classroom Cardboard Privacy Shields
Quill	10-15%	5-15%	Free Delivery	General Office & Instructional Supply, National IPA
School Outfitters	2%		Varies by Item	Classroom Furniture, TIPS
School Specialty	14-31%	12-35%	Varies by item	General Office & School Supplies, TCPN
South Texas School Furniture	10-15%	5-50%	Volume Discounts	Furniture, BuyBoard/TIPS
The Master Teacher	5%	5%	Volume Discount	Instructional Materials, ESC6

Sincerely,

Dennis Jurek
Assistant Superintendent of Finance & Operations
Bellville Independent School District

Dennis Jurek
Assistant Superintendent

Bellville Independent School District

Board of Trustees
Regular Board Meeting
July 25, 2019

Dear Trustees,

In accordance with the Texas Education Code, Chapter 44, Subchapter B, Section 44.031, Bellville ISD has solicited Competitive Seal Bids (CSB #2019-003) for custodial supplies for the 2019-2020 school year. Notice was posted in the local newspaper and on the BISD Website.

Attached you will find the bid tabulation for custodial supplies. Based on the bid prices and other factors our maintenance director recommends the bids highlighted on the tabulation page as our approved source for custodial supplies.

I concur, and I would recommend that the board accept the bid for custodial supplies highlighted on the bid tabulation form.

Sincerely,

Mr. Dennis Jurek
Assistant Superintendent of Finance and Operations
Bellville Independent School District

518 South Mathews Street • Bellville, Texas 77418
979-865-3133

CUSTODIAL SUPPLIES 2019-2020 BID TABULATION / ITEM	QTY.	UNIT OF MEASURE	All American Poly	Buckeye Cleaning Center	Calico Industrial Supply	Central Poly	Concorde Chemical & Supply	Dash Medical Supply	Ferguson Facilities Supply	Global Industrial	HighPoint/Hillyard	Interboro Packaging Corp "A"	Interboro Packaging Corp "B"	Interboro Packaging Corp "C"	Interboro Packaging Corp "D"	Interboro Packaging Corp "E"	Landsberg Orora Co.	Pyramid School Products	Quill	SupplyWorks	Unipak	TOTAL
1. Toilet Tissue	400	Case/48	-	-	-	-	$ 38.75	-	$ 44.95	-	-	-	-	-	-	-	$ 35.30	-	-	$ 41.46	-	$ 14,120.00
2. Roll Towels (8")	300	Case/6	-	-	-	-	$ 28.30	-	$ 38.95	-	-	-	-	-	-	-	$ 29.82	-	$ 28.72	$ 21.75	-	$ 8,490.00
																				No Y-Notch		
3. Can Liners (60 gal.)	300	Case/100	$ 18.52	-	$ 16.74	$ 14.90	$ 21.00	-	$ 18.79	$ 46.57	$ 24.06	$ 18.82	$ 17.24	$ 16.18	$ 14.24	$ 12.34	$ 16.58	-	$ 33.94	$ 22.14	$ 16.60	$ 5,556.00
					Too Thin	Too Thin						Too Thin	Too Thin	Too Thin	Too Thin	Too Thin	Too Thin				Too Thin	
4. Can Liners (20-30 gal.)	300	Case/500	$ 18.88	-	-	$ 13.90	$ 13.50	-	$ 15.85	$ 45.86	$ 7.98	$ 15.72	$ 13.72	-	-	-	$ 22.06	-	-	$ 8.97	$ 12.90	$ 3,870.00
			250 p/cs			500 p/cs	250 p/cs			500 p/cs	250 p/cs	500 p/cs	500 p/cs							250 p/cs	500 p/cs	
5. Can Liners (1.5 Gal)	10	Case/1000	-	-	-	$ 39.00	$ 12.75	-	$ 11.77	$ 12.49	$ 11.41	$ 12.98	-	-	-	-	-	-	-	$ 15.36	-	$ 114.10
										2 case min												
6. Mop Handle, Wood	4	Case/12	-	$ 34.77	-	-	$ 48.00	-	$ 31.32	-	$ 44.77	-	-	-	-	-	-	$ 44.76	-	$ 49.08	-	$ 125.28
7. Mop Head	6	Case/12	-	$ 37.85	-	-	$ 63.00	-	$ 43.92	-	$ 92.77	-	-	-	-	-	-	$ 43.08	-	$ 80.76	-	$ 227.10
8. Maid Broom	36	Each	-	$ 5.67	-	-	-	-	$ 2.91	-	$ 4.60	-	-	-	-	-	-	$ 5.11	$ 9.43	$ 5.13	-	$ 104.76
											12 min order											
9. Castex Vacuum Bags	8	Case/10	-	-	-	-	$ 82.00	-	$ 210.00	-	-	-	-	-	-	-	-	-	-	-	-	$ 656.00
10. Sponge/Scrubber Pads	12	Case/20	-	-	-	-	-	-	$ 42.76	-	$ 28.00	-	-	-	-	-	-	$ 13.98	-	$ 17.80	-	$ 167.76
											40 p/cs											
11. Latex Gloves	14	Case/10bx	-	-	-	-	-	$ 38.20	$ 33.30	-	$ 68.27	$ 28.90	-	-	-	-	-	$ 33.90	-	$ 60.50	-	$ 404.60
12. Toilet Bowl Mop	4	Case/12	-	$ 12.15	-	-	-	-	$ 7.56	$ 27.12	$ 7.80	-	-	-	-	-	-	$ 11.88	-	$ 9.00	-	$ 30.24
13. Lambswool Duster	8	Dz	-	$ 63.96	-	-	-	-	$ 81.72	$ 123.60	$ 57.60	-	-	-	-	-	-	$ 61.68	$ 90.60	$ 104.88	-	$ 460.80
14. Scouring Sticks/Pumice	10	Dz	-	-	-	-	-	-	$ 25.68	-	$ 27.10	-	-	-	-	-	-	$ 23.88	$ 27.98	$ 33.36	-	$ 238.80
15. Bowl Cleaner	24	Case/12	-	-	-	-	$ 30.20	-	$ 29.40	-	$ 41.74	-	-	-	-	-	$ 29.00	-	$ 38.99	$ 32.52	-	$ 695.00
16. Carpet Spot & Stain Extractor	8	Case/12	-	-	-	-	$ 40.00	-	$ 42.72	-	$ 36.89	-	-	-	-	-	-	$ 40.98	-	$ 32.76	-	$ 262.08
17. Lysol Disinfectant Spray	60	Case/12	-	-	-	-	$ 80.00	-	$ 91.44	$ 100.05	-	-	-	-	-	-	$ 75.50	$ 80.98	-	$ 105.60	-	$ 4,530.00
18. Stainless Steel Cleaner	10	Case/12	-	-	-	-	$ 43.00	-	$ 44.88	-	$ 33.67	-	-	-	-	-	-	$ 41.59	$ 91.67	$ 37.80	-	$ 336.70
19. Bleach	100	Case/6	-	-	-	-	$ 16.50	-	$ 13.50	-	$ 17.60	-	-	-	-	-	-	-	-	$ 34.56	-	$ 1,350.00
20. Liquid manual Dish Soap	3	Case/8	-	-	-	-	$ 45.00	-	$ 34.48	$ 48.46	$ 45.89	-	-	-	-	-	$ 35.11	$ 38.98	$ 41.00	$ 32.56	-	$ 97.68
21. Ajax/Oxygen Bleach Cleaner	3	Case/24	-	-	-	-	$ 28.00	-	$ 24.96	-	-	-	-	-	-	-	$ 25.38	$ 28.99	$ 24.96	$ 30.20	-	$ 74.88
22. Super-Sorb	10	Case/24	-	-	-	-	$ 136.00	-	$ 164.88	-	-	-	-	-	-	-	-	$ 136.98	$ 138.00	$ 156.76	-	$ 1,360.00
23. Purell Instant Hand Sanitizer	8	Case/8	-	-	-	-	-	-	$ 87.76	-	-	-	-	-	-	-	$ 74.24	-	-	$ 79.44	-	$ 445.44
TOTALS																						$43,718.22
		Supplier/Bid Notes:	$1,000+ Free Delivery	Shipping Inlcuded	Shipping Inlcuded	Shipping Inlcuded	Shipping Inlcuded	Shipping Inlcuded	Shipping Inlcuded	Shipping Inlcuded	$500+ free Delivery	$500+ Free Delivery					Shipping Inlcuded	$75+ Free Delivery	Shipping Inlcuded	Shipping Inlcuded	Shipping Inlcuded	

Bellville ISD

Bellville, Texas

Learners Today, Leaders Tomorrow!

Board of Trustees
Regular Board Meeting
July 25, 2019

RE: Consider Recommendation to Approve Property Casualty Insurance for the 2019-2020 School Year.

Dear Trustees,

Property Casualty Insurance has been provided by Property Casualty Alliance of Texas (PCAT) through an Interlocal Agreement, fulfilling our purchasing requirements under Texas Education Code, Chapter 44, Subchapter B, Section 44.031.

PCAT Interlocal Agreement was formed under the Interlocal Cooperative Act, Chapter 791 of the Texas Government Code to provide member districts lowest long-term cost for property and casualty coverage, rate and coverage stability, proactive loss prevention and cash dividends. PCAT coverage includes Property, Boiler & Machinery, Auto Physical Damage, Inland Marine, Electronic Data Processing Equipment, Crime, General Liability, Auto Liability, Educator's Legal Liability, Cyber Sutie and Employment –Practices Liability.

PCAT is offering 2 year or 3 year addendums at the attached renewal option rates. The 2 and 3 year addendums have an opt-out clause if the member rate and/or deductible increase by more than 10%. NAS is offer 3 renewal options as requested by the Board at increase deductible rates. Please see attached.

It is my recommendation the Bellville ISD Board of Trustees approves PCAT to a two year agreement for our Property Casualty Insurance at the Option that best meets the district's needs.

Sincerely,

Dennis Jurek
Assistant Superintendent of Finance and Operations
Bellville Independent School District

	Expiring 9/1/2018 Exposures @ 2018 Rates	Expiring 9/1/2019 Exposures @ 2018 Rates	Renewal Option #1 9/1/2019 - 2020	Renewal Option #2 9/1/2019 - 2020	Renewal Option #3 9/1/2019 - 2020
	PCAT	PCAT	PCAT	PCAT	PCAT
Property					
Buildings & Contents Values	$70,855,400	$80,232,980	$80,232,980	$80,232,980	$80,232,980
Deductibles					
Wind & Hail	$100,000 per occurrence	$100,000 per occurrence	$100,000 per occurrence	$200,000 per occurrence	$500,000 per occurrence
All Other Perils	$5,000	$5,000	$5,000	$5,000	$100,000
Equipment Breakdown	$5,000	$5,000	$5,000	$5,000	$5,000
Flood	$100,000	$100,000	$100,000	$100,000	$100,000
General Liability					
ADA	2,241	2,196	2,196	2,196	2,196
Limits					
Each Occurrence	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$1,000,000
Deductibles					
General Liability	$1,000	$1,000	$1,000	$1,000	$1,000
Law Enforcement Liability	$5,000	$5,000	$5,000	$5,000	$5,000
Auto Fleet					
# Vehicles for Liability	51	54	54	54	54
Cost New for Auto Physical Damage	$3,178,733	$3,370,875	$3,370,875	$3,370,875	$3,370,875
Limits					
Combined Single Limit (Bodily Injury & Property Damage)	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$1,000,000
Deductibles					
Bodily Injury & Property Damage	$1,000	$1,000	$1,000	$1,000	$1,000
Educator's Legal Liability					
Limits					
Cov A - Prof Educational Services	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$1,000,000
Cov B - Employment Practices Liability	Combined w/Cov A	Combined w/Cov A	Combined w/Cov A	Combined w/Cov A	Combined w/Cov A
Cov C - Non Monetary Damages	$100,000 per claim / $300,000 Aggregate	$100,000 per claim / $300,000 Aggregate	$100,000 per claim / $300,000 Aggregate	$100,000 per claim / $300,000 Aggregate	$100,000 per claim / $300,000 Aggregate
Deductibles					
Coverage A	$5,000	$5,000	$5,000	$5,000	$5,000

	Expiring 9/1/2018 Exposures @ 2018 Rates	Expiring 9/1/2019 Exposures @ 2018 Rates	Renewal Option #1 9/1/2019 - 2020	Renewal Option #2 9/1/2019 - 2020	Renewal Option #3 9/1/2019 - 2020
	PCAT	PCAT	PCAT	PCAT	PCAT
Cyber Suite					
Limits					
Per Occurrence	$100,000	$100,000	$100,000	$100,000	$100,000
Deductibles					
Per Ocurrence	$1,000	$1,000	$1,000	$1,000	$1,000
Sublimits					
Cyber Extortion	$25,000	$25,000	$25,000	$25,000	$25,000
Computer Fraud	$25,000	$25,000	$25,000	$25,000	$25,000
Misdirected Payment Fraud	$25,000	$25,000	$25,000	$25,000	$25,000
Data Compromise Liability	Included in General Aggregate Limit	Included in General Aggregate Limit	Included in General Aggregate Limit	Included in General Aggregate Limit	Included in General Aggregate Limit
Network Security Liability	Included in General Aggregate Limit	Included in General Aggregate Limit	Included in General Aggregate Limit	Included in General Aggregate Limit	Included in General Aggregate Limit
Premium Summary					
Property	$92,525	$104,784	$135,907	$123,407	$110,907
Equipment Breakdown	$2,905	$3,290	$3,530	$3,290	$3,530
General Liability & EE Benefits Liability	$2,336	$2,289	$2,073	$2,289	$2,073
Educator's Legal Liability	$6,696	$6,562	$7,300	$6,562	$7,300
Automobile Liability	$22,971	$24,322	$19,640	$24,322	$19,640
Auto Physical Damage	$14,101	$14,953	$10,728	$14,953	$10,728
CyberSuite	$1,149	$1,373	$1,373	$1,373	$1,373
Property Valuations	Included	Included	Included	Included	Included
Facility Surveys	Included	Included	Included	Included	Included
Driver Training	Included	Included	Included	Included	Included
Employee Web-Based Training	Included	Included	Included	Included	Included
Annual Premium	**$142,683**	**$157,573**	**$180,551**	**$176,196**	**$155,551**
Multi-Year Proposal?			3 Years	3 Years	3 Years
Max Wind & Hail Deductible	**$100,000**	**$100,000**	**$100,000**	**$200,000**	**$500,000**
Premium + Maximum Wind & Hail Deductible	**$242,683**	**$257,573**	**$280,551**	**$376,196**	**$655,551**

*1 Year coverage available for additional 10% annual premium

PCAT
Property Casualty Alliance of Texas

2 Year Interlocal Addendum
9/1/2019 – 9/1/2021

Bellville ISD

1. PCAT and **Bellville ISD** (Member) agree that Member will be a PCAT Member for the 2019-2020 through the 2020-2021 Participation Period. The rates in effect for each Participation Period will be applied to any changes in exposure during each Participation Period, and these rates will be the basis for determining the Contributions due PCAT for each period. Member agrees to an annual rate adjustment, up or down, beginning 9/1/2020 that will reflect the actual percentage change in total PCAT funding rates, defined as the change in rates to fund for reinsurance and pool retained losses. A certified document of these changes will be provided by PCAT to the Member.
2. This Interlocal Addendum along with the most recently signed Interlocal Agreement shall represent the entire agreement and may not be amended or altered without the written consent of both parties.
3. If Member terminates this Addendum prior to 8/31/2021, a short-term cancellation penalty of twenty percent (20%) of Annualized Contributions for the 2019-2020 Participation Period will be due from Member and payable to PCAT within 30 days after notice of termination is received.
4. **Member Opt-Out Clause**: If future reinsurance terms or catastrophic losses cause an unanticipated change in PCAT's funding model that result in a Member rate and/or deductible increase of more than 10%, then the Member will have the option to reject the renewal and be released from this Addendum with zero penalty cost.

This Addendum must be executed prior to September 1, 2019.

The undersigned agrees to this Addendum.

Bellville ISD Authorized Signature	PCAT Board Member
Printed Name	Date
Date	

Non-Appropriations Clause: This Addendum is subject to the appropriation of funds by Member in its budget adopted for any fiscal year for the specific purpose of making payments pursuant to this Addendum for that fiscal year. The obligation of Member pursuant to this Addendum in any fiscal year for which this Addendum is in effect shall constitute a current expense of Member for that fiscal year only, and shall not constitute an indebtedness of Member of any monies other than those lawfully appropriated in any fiscal year. In the event of non-appropriation of funds in any fiscal year to make payments pursuant to this Addendum, this Addendum may be terminated.

PCAT
Property Casualty Alliance of Texas

3 Year Interlocal Addendum
9/1/2019 – 9/1/2022

Bellville ISD

1. PCAT and Bellville ISD (Member) agree that Member will be a PCAT Member for the 2019-2020 through the 2021-2022 Participation Period. The rates in effect for each Participation Period will be applied to any changes in exposure during each Participation Period, and these rates will be the basis for determining the Contributions due PCAT for each period. Member agrees to an annual rate adjustment, up or down, beginning 9/1/2020 that will reflect the actual percentage change in total PCAT funding rates, defined as the change in rates to fund for reinsurance and pool retained losses. A certified document of these changes will be provided by PCAT to the Member.
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The undersigned agrees to this Addendum.

Bellville ISD Authorized Signature	PCAT Board Member
Printed Name	Date
Date	

Non-Appropriations Clause: This Addendum is subject to the appropriation of funds by Member in its budget adopted for any fiscal year for the specific purpose of making payments pursuant to this Addendum for that fiscal year. The obligation of Member pursuant to this Addendum in any fiscal year for which this Addendum is in effect shall constitute a current expense of Member for that fiscal year only, and shall not constitute an indebtedness of Member of any monies other than those lawfully appropriated in any fiscal year. In the event of non-appropriation of funds in any fiscal year to make payments pursuant to this Addendum, this Addendum may be terminated.

RICE&GARDNER
CONSULTANTS INCORPORATED

July 18, 2019

Dr. Nicole Poenitzsch
Superintendent of Schools
Bellville Independent School District
518 S. Matthews Street
Bellville, TX. 77418

PROPOSAL FOR: **Bellville High School Professional Services to:**
Replace Auditorium Stage Lighting, Sound System and Stage Curtain
Bellville Independent School District

Dear Mr. Coker,

Rice and Gardner Consultants, Inc (RGCI) is pleased to submit a fee proposal to prepare documents to replace auditorium stage lighting, sound and curtain systems for Bellville High School.

- **SCOPE AND FEE**

The following is a description of project requirements:

1. New stage lighting and controls system
2. New sound systems for existing stage and house
3. Stage curtain replacement

RGCI will lead and coordinate a site visit with the A/E team to evaluate existing auditorium and stage conditions, and determine best design practice. Included with our scope is evaluation of all drawings, bid and contract documents, construction schedule and contractor recommendations.

Included with our scope is a recommended path forward, and associated construction cost estimate to replace scope systems. Our fee will be based on a not to exceed fee of $59,000 (Fifty Nine Thousand Dollars), including expenses as noted below:

Architect/ Engineer	$23,000.00 not to exceed amount
Program Management	$36,000.00 not to exceed amount

6161 Savoy Suite 1212
Houston, Texas 77036
v 713.482.2300
f 713.482.2314

Dr. Nicole Poenitzsch, Superintendent
Bellville Independent School District
Bellville, Texas 77418

Hourly rates by position:

Senior Project Manager	$140/ hr
Project Manager	$100/ hr
Architect/ Engineer	$140/ hr
Project Controls	$80/ hr

Bellville Independent School District shall compensate Rice & Gardner Consultants, Inc. under the following terms and conditions of this agreement.

1. Payment for services shall be made within fifteen (15) days of receipt of invoice.
2. Additional services if required, will be negotiated with Bellville ISD and approved in writing before proceeding with any work.

❖ **PROJECT GUIDELINES**

The scope of our Professional Services shall include site examination of the existing spaces in question. In addition, RGCI and AE team will review available documents and evaluate findings with maintenance director. Further, we shall oversee the preparation of contract documents based on these evaluations and review documents with the Owner for approval

❖ **AGREEMENT**

We are sending you our agreement in hardcopy and electronically. Should this contract meet your approval, please indicate your acceptance by signing at the location indicated below and returning to us.

Best Regards,

Jim Rice, LEED AP BD+C, CxA
President
Rice & Gardner Consultants, Inc.
Date: 07/19/2019

Accepted by:

Dr. Nicole Poenitzch
Superintendent
Bellville ISD
Date: _____

Bellville ISD

Bellville, Texas

Learners Today, Leaders Tomorrow!

July 25, 2019

SUBJECT: CONSIDER APPROVAL OF THE PROCUREMENT METHOD FOR RENOVATION OF THE HIGH SCHOOL AUDITORIUM

For construction related projects for renovations to the High School Auditorium it is recommended to the Board of Turstees to approve Competitive Sealed Proposals as the procurement method to be used.

Competitive Sealed Proposals provide a competitive environment in which the award does not look at price alone but all evaluation factors and their relative importance to provide the best value to the district.

COST/FUNDING SOURCE(S): NONE

STAFFING IMPLICATIONS: NONE

THIS ITEM DOES NOT REQUIRE CONSULTATION OR PREPARATION OF PLANS

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDATION: The Board of Trustees approve Competitive Sealed Proposals method of delivery for procuring repairs for damages related to Hurricane Harvey.

Bellville ISD

Bellville, Texas

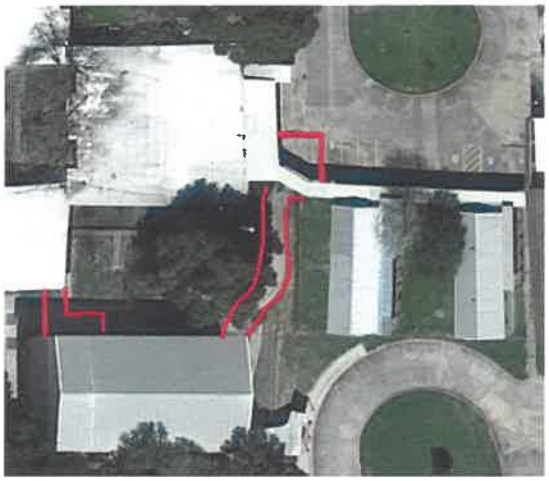
Learners Today, Leaders Tomorrow!

Board of Trustees
Regular Board Meeting
July 25, 2019

RE: Consider Request for OBI Covered Walkway Addition

Dear Trustees,

In accordance with the Texas Education Code, Chapter 44, Subchapter B, Section 44.031, Bellville ISD has solicited proposals through inter-local governmental contracts to meet our purchasing requirements, regarding Covered Walkway Addition. The request is for the installation of a covered canopy on existing concrete walkways of approximately 200 linear feet at O'Bryant Intermediate School, as illustrated in the caption. The canopy will be fabricated to match the existing canopy.



COMPANY	PURCHASING COOP	TOTAL PRICE
Point Alliance Solution	PAC Region 3 # 3-100-18	$57,923.25
Avadek	N/A	$83,568.00

It is my recommendation the Bellville ISD Board of Trustees approve the OBI Covered Walkway Addition to **Point Alliance Solution** for the amount of **$57,923.25** under PAC Region 3 contract number 3-100-18.

Sincerely,

Dennis Jurek
Assistant Superintendent of Finance and Operation
Bellville Independent School District

Proposal

AVAdek
Walkway Cover Systems & Canopies
12110 Galveston Rd Bldg 1
Webster TX 77598
(P) 713-944-0606 (F) 713-944-5815
www.avadek.com

Date: 02/27/2019

Proposal Submitted To		*Work To Be Performed At*	
Name:	*Bellville ISD*	*Name:*	*O'Bryant Intermediate School*
Street:		*Street:*	*414 S Tesch St*
City:		*City:*	*Bellville*
State, Zip:	,	*State, Zip:*	*TX, 77418*
Tele. No:	*713-582-4562*	*Tele. No:*	
ATTN:	*JD Higginbotham*	*Architect:*	

PROVIDE AND INSTALL EXTRUDED ALUMINUM CANOPIES AS NOTED:

Base Bid **$ 83,568.00**

1 Each: 8' -0" x 24' -0" @ 10' -0" ht.
1 Each: 12' -0" x 45' -0" @ 11' -1" ht.
1 Each: 9' -0" x 12' -0" @ 8' -0" ht.
1 Each: 9' -0" x 12' -0" @ 8' -0" ht.
1 Each: 9' -0" x 34' -0" @ 8' -0" ht.
1 Each: 9' -0" x 57' -0" @ 8' -0" ht.
1 Each: 20' -0" x 24' -0" @ 8' -1" ht.

TWO COAT KYNAR PAINTED
6" FASCIA
2 3/4" DECKING
4" X 4" COLUMNS
4" X 8" BEAMS
4" X 6" BEAMS
Drainage thru columns

Included:
1) ENGINEER SEALED SHOP DRAWINGS
2) INSTALLATION
3) SURFACE MOUNTED FLASHING
4) Concrete footings

Excluded:
1) BUILDING PERMIT
2) ELECTRICAL & LIGHTING
3) SALES TAX - (IF JOB IS TAX EXEMPT, AN EXEMPT / RESALE CERTIFICATE IS REQUIRED)

Notes:
1) RETAINAGE WILL BE 5%
2) Will need to thru bolt and attach plate on iniside wall of gym.

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner for the sum of see above with payments as follows:

NET 30 DAYS

Respectfully Submitted
AVAdek
Per Rob

Note: This proposal may be withdrawn by us if not accepted within 30 days

ACCEPTANCE OF PROPOSAL

The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Printed Name: _____

Date: _____ Signature: _____

Point Alliance Solutions

Texas H.U.B.
TBPE Firm #20375
JOC Contractor
Region 3 - #3-100-18

Estimate

Date	Estimate #
4/5/2019	19-01-022

PAS - Engineering - Construction - Environmental
22720 Lain Rd.
Spring, TX 77379

Phone #	E-mail
832-953-2899	sales@pas-texas.com

Name / Address	Ship To
Bellville Independent School District 518 South Mathews St. Bellville, TX 77418 Mr. Dennis Jurek	Elementary School 414 S. Tesch St. Bellville, TX

Terms	Due Date	Project
Due on receipt	4/5/2019	

Item	Description	Qty	Rate	Total
General	THIS PROPOSAL IS FOR THE LABOR, MATERIALS, EQUIPMENT, FABRICATION AND INSTALLATION OF THE ALUMINUM WALKWAYS Fabricate custom sized aluminum canopy walkways at (3) locations on campus. 1. The front entry to expand the existing canopy to include the total waiting area at the gates. 2. The area from the front building over the existing concrete walkway to the gymnasium. 3. The area from the rear side of the gymnasium over to the classroom buildings. The new aluminum canopies will be fabricated to match the existing canopy system. They will have integrated guttering, solid bases and matching posts. Posts in the gymnasium area will be set in concrete pillars.	1	53,550.00	53,550.00
General	Barricades and safety barriers during the project.	1	327.25	327.25
General	Shipping of materials to job site.	1	952.00	952.00
Supervision	Commercial Supervision during on-site pier work and metal installation.	80	38.675	3,094.00

Total $57,923.25

GLENN HEGAR TEXAS COMPTROLLER OF PUBLIC ACCOUNTS

The Texas Comptroller of Public Accounts (CPA) administers the Statewide Historically Underutilized Business (HUB) Program for the State of Texas, which includes certifying minority, woman, and service disabled veteran-owned businesses as HUBs and facilitates the use of HUBs in state procurement and provides them with information on the state's procurement process.

We are pleased to inform you that your application for certification/re-certification as a HUB has been approved. Your company's profile is listed in the State of Texas HUB Directory and may be viewed online at https://mycpa.cpa.state.tx.us/tpasscmblsearch/index.jsp. Provided that your company continues to meet HUB eligibility requirements, the attached HUB certificate is valid for the time period specified.

You must notify the HUB Program in writing of any changes affecting your company's compliance with the HUB eligibility requirements, including changes in ownership, day-to-day management, control and/or principal place of business. *Note: Any changes made to your company's information may require the HUB Program to re-evaluate your company's eligibility.*

Please visit our website at http://comptroller.texas.gov/procurement/prog/hub/ and reference our publications (i.e. Grow Your Business pamphlet, HUB Brochure and Vendor Guide) providing addition information on state procurement resources that can increase your company's chances of doing business with the state.

Thank you for your participation in the HUB Program! If you have any questions, you may contact a HUB Program representative at 512-463-5872 or toll-free in Texas at 1-888-863-5881.

Texas Historically Underutilized Business (HUB) Certificate

HUB
Statewide Historically Underutilized Business Program

Certificate/VID Number:	**1471042071300**
File/Vendor Number:	**509676**
Approval Date:	**21-SEP-2018**
Scheduled Expiration Date:	**21-SEP-2022**

The Texas Comptroller of Public Accounts (CPA), hereby certifies that

POINT ALLIANCE SOLUTIONS L.L.C.

has successfully met the established requirements of the State of Texas Historically Underutilized Business (HUB) Program to be recognized as a HUB. This certificate printed 21-SEP-2018, supersedes any registration and certificate previously issued by the HUB Program. If there are any changes regarding the information (i.e., business structure, ownership, day-to-day management, operational control, business location) provided in the submission of the business' application for registration/certification as a HUB, you must immediately (within 30 days of such changes) notify the HUB Program in writing. The CPA reserves the right to conduct a compliance review at any time to confirm HUB eligibility. HUB certification may be suspended or revoked upon findings of ineligibility.

Laura Cagle-Hinojosa, Statewide HUB Program Manager
Statewide Support Services Division

Note: In order for State agencies and institutions of higher education (universities) to be credited for utilizing this business as a HUB, they must award payment under the Certificate/VID Number identified above. Agencies, universities and prime contractors are encouraged to verify the company's HUB certification prior to issuing a notice of award by accessing the Internet (**https://mycpa.cpa.state.tx.us/tpasscmblsearch/index.jsp**) or by contacting the HUB Program at **512-463-5872** or toll-free in Texas at **1-888-863-5881.**

Rev. 06/16

Bellville ISD

Bellville, Texas

Learners Today, Leaders Tomorrow!

Board of Trustees
Regular Board Meeting
July 25, 2019

RE: Consider Recommendation for BISD Technology Purchases

Dear Trustees,

In accordance with the Texas Education Code, Chapter 44, Subchapter B, Section 44.031, Bellville ISD has solicited proposals through inter-local governmental contracts to meet our purchasing requirements, regarding BISD Technology Purchases.

It is my recommendation the board approve, the following Technology:

Campus	Item	Qty	Company	Interlocal Agreement	Price
District	TxEIS Security Server	1	Avinext	DIR-TSO-4159	$14,750.11
OBP & OBI	Promethean Boards	2	CDW	DIR-TSO-3865	$6,303.34
JH & OBI	Chrome Box (24/lab)	2	CDW	NIPA R160201	$16,813.44
OBP	Chrome Book Cart – 25	2	CDW	DIR-TSO-4159/R160201	$16,381.36
WE	Chrome Book Cart – 25	1	CDW	DIR-TSO-4159/R160201	$8,190.68
Tech Dept	Chrome Books Individual	15	CDW	DIR-TSO-4159	$3,852.6
					$66,291.53

Sincerely,

Dennis Jurek
Assistant Superintendent of Finance and Operations
Bellville Independent School District

QUOTE CONFIRMATION

CDW•G PEOPLE WHO GET IT

DEAR BRIAN REID,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
KSLH886	7/8/2019	190790	0729494	$28,424.64

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
HP Chromebook 11 G6 - Education Edition - 11.6" - Celeron N3350 - 4 GB RAM Mfg. Part#: 3NU57UT#ABA UNSPSC: 43211503 Contract: Texas HP DIR TSO 4159 (DIR-TSO-4159)	90	4946649	$232.16	$20,894.40
Bretford 36 Unit CDWCHROME36 Chromebook Cart Mfg. Part#: CDWCHROME36 Contract: NIPA ESCR4 Tech & IWB Solutions Products/Services (R160201)	3	4547757	$1,376.85	$4,130.55
HPE Aruba Instant IAP-305 (US) - wireless access point Mfg. Part#: JX946A UNSPSC: 43223108 Contract: NIPA ESCR4 Tech & IWB Solutions Products/Services (R160201)	3	4381529	$392.83	$1,178.49
Google Chrome Management Console License Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: Texas Google DIR TSO 4180 (DIR-TSO-4180)	90	3577022	$24.68	$2,221.20

90 = 232.16

3 = 1376.85

3 = 392.83

90 = 24.68

PURCHASER BILLING INFO		
Billing Address: BELLVILLE INDEPENDENT SCHOOL DIST ACCTS PAYABLE 518 S MATHEWS ST BELLVILLE, TX 77418-1599 **Phone:** (979) 865-3133 **Payment Terms:** NET 30 Days-Govt/Ed	**SUBTOTAL**	$28,424.64
	SHIPPING	$0.00
	SALES TAX	$0.00
	GRAND TOTAL	**$28,424.64**
DELIVER TO	**Please remit payments to:**	
Shipping Address: BELLVILLE HIGH SCHOOL BRIAN REID 850 SCHUMANN RD BISD BELLVILLE, TX 77418-7027 **Shipping Method:** UPS Ground	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Cost = 8,190.68
× 3
24,572.04

15 books = 3852.60

Need Assistance? CDW•G SALES CONTACT INFORMATION				
	Matt Albertson	|	(866) 222-4918	| mattalb@cdwg.com

Avinext

AV SAVVY. NETWORK SMART.

Formerly MicroAge College Station
The Personal Computer Store, Inc.
1400 University Drive East - College Station, TX 77840
Phone (979)846-9727 Fax (979)268-1017
www.Avinext.com

Here is the quote you requested.

Quotation

Quote #	Date
184525	04/22/19

Sales Rep

Robert Orzabal
979-846-9727 Ext. 220
orzabal@avinext.com

For	Phones
Brian Reid Bellville ISD 850 Schumann Road Bellville, TX 77418 United States	(979) 865-7089

PO #	Terms	Ship Date	Ship Via
	Net 30 days	4/29/2019	

	Part	Description	Qty	Price	Ext. Price
1		VMWare Server HS			$10,225.11
2	867963-B21	HPE DL360 GEN10 5118 2P 32G 8SFF SVR	1	$6,657.81	$6,657.81
3	835955-B21	HPE 16GB 2RX8 PC4-2666V-R SMART KIT	4	$427.11	$1,708.44
4	867998-B21	HPE 1U GEN10 BEZEL KIT	1	$47.61	$47.61
5	872477-B21	HPE 600GB SAS 10K SFF SC DS HDD	5	$362.25	$1,811.25
6		VMWare 6.5			$4,525.00
7	VS6-ESP-KIT-A	ACD VSPHERE 6 ESSLPL KIT 3 HOSTS MAX 2 PROCS PER HOST	1	$2,850.00	$2,850.00
8	VS6-ESP-KIT-3G-SSS-A	ACD BASIC SNS VSPHERE 6 ESSLPL KIT 3YR	1	$1,675.00	$1,675.00

SubTotal	$14,750.11
Sales Tax	$0.00
Shipping	$0.00
Total	**$14,750.11**

Please contact me if I can be of further assistance.

QUOTES ARE VALID FOR 30 DAYS FROM THE DATE SHOWN ABOVE. PRICES SUBJECT TO CHANGE - PRICES BASED UPON TOTAL PURCHASE - ALL DELIVERY, TRAINING OR CONSULTING SERVICES TO BE BILLED AT PUBLISHED RATES FOR EACH ACTIVITY INVOLVED - GENERALLY ALL HARDWARE COMPUTER COMPONENTS PROPOSED ABOVE ARE COVERED BY A LIMITED ONE TO THREE YEAR WARRANTY, COVERING PARTS AND LABOR ON A DEPOT BASIS - WE SPECIFICALLY DISCLAIM ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OR WITH REGARD TO ANY LICENSED PRODUCTS. WE SHALL NOT BE HELD LIABLE FOR ANY LOSS OF PROFITS, BUSINESS, GOODWILL, DATA, INTERRUPTION OF BUSINESS, INCIDENTIAL OR CONSEQUENTIAL MERCHANTABILITY OR FITNESS OF PURPOSE, OR DAMAGES RELATED TO THIS AGREEMENT.

QUOTE CONFIRMATION

DEAR BRIAN REID,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
KSKZ240	7/8/2019	181432	0729494	$6,303.34

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
IWB-AB+2 ADJORFIX Mfg. Part#: PCS-022210-JW-1 Electronic distribution - NO MEDIA Contract: MARKET	2	2009712	$461.26	$922.52
IWB WALL-OBR Mfg. Part#: PCS-02210-JW-1 Electronic distribution - NO MEDIA Contract: MARKET	2	2008996	$86.49	$172.98
IWB-AB+2 BASIC KIT Mfg. Part#: PCS-022210-JW-2 Electronic distribution - NO MEDIA Contract: MARKET	2	2009713	$64.82	$129.64
Promethean ActivBoard Touch - interactive whiteboard - USB Mfg. Part#: AB10T78D UNSPSC: 44111911 Contract: MARKET	2	4527554	$992.07	$1,984.14
Promethean UST-P1 - Mount Upgrade Kit - DLP projector - ultra short-throw - Mfg. Part#: ABMTSUPG-UST UNSPSC: 45111609 Contract: MARKET	2	3060951	$1,547.03	$3,094.06

PURCHASER BILLING INFO		
Billing Address: BELLVILLE INDEPENDENT SCHOOL DIST ACCTS PAYABLE 518 S MATHEWS ST BELLVILLE, TX 77418-1599 **Phone:** (979) 865-3133 **Payment Terms:** NET 30 Days-Govt/Ed	**SUBTOTAL**	$6,303.34
	SHIPPING	$0.00
	SALES TAX	$0.00
	GRAND TOTAL	**$6,303.34**
DELIVER TO	**Please remit payments to:**	
Shipping Address: BELLVILLE HIGH SCHOOL BRIAN REID 850 SCHUMANN RD BISD BELLVILLE, TX 77418-7027 **Shipping Method:** DROP SHIP-COMMON CARRIER	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

QUOTE CONFIRMATION

CDW•G PEOPLE WHO GET IT

DEAR BRIAN REID,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
KSLH961	7/8/2019	KMSX875	0729494	$16,813.44

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Acer V206HQL - LED monitor - 19.5" Mfg. Part#: UM.IV6AA.A02 UNSPSC: 43211902 Contract: Texas Synnex DIR-TSO-3866 (DIR-TSO-3866)	48	3051875	$77.20	$3,705.60
Google Chrome Management Console License Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: NIPA ESCR4 Tech & IWB Solutions Products/Services (R160201)	48	3577022	$25.84	$1,240.32
Acer Chromebox CXI3 - mini PC - Celeron 3867U 1.8 GHz - 4 GB - 32 GB Mfg. Part#: DT.Z11AA.001 UNSPSC: 43211508 Contract: NIPA ESCR4 Tech & IWB Solutions Products/Services (R160201)	48	5600181	$247.24	$11,867.52

PURCHASER BILLING INFO

Billing Address:
BELLVILLE INDEPENDENT SCHOOL DIST
ACCTS PAYABLE
518 S MATHEWS ST
BELLVILLE, TX 77418-1599
Phone: (979) 865-3133
Payment Terms: NET 30 Days-Govt/Ed

DELIVER TO

Shipping Address:
BELLVILLE HIGH SCHOOL
BRIAN REID
850 SCHUMANN RD
BISD
BELLVILLE, TX 77418-7027
Shipping Method: UPS Ground

SUBTOTAL	$16,813.44
SHIPPING	$0.00
SALES TAX	$0.00
GRAND TOTAL	$16,813.44

Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515

Need Assistance? CDW•G SALES CONTACT INFORMATION

Matt Albertson | (866) 222-4918 | mattalb@cdwg.com

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at
http://www.cdwg.com/content/terms-conditions/product-sales.aspx
For more information, contact a CDW account manager



Board of Trustees
Regular Board Meeting
July 25, 2019

RE: Consider Revision of Board Policy DEC(Local)

Dear Trustees,
Included is the Proposed Revision to DEC(Local). The only revision included in this update is on page 5 under Annual Reimbursement for Leave (see blue underlined addition). The revision is a clarification, stating that only current school year local leave is considered in the annual attendance incentive for professional employees in the position of teacher, librarian, counselor or nurse. This has been the practice of the district.

It is my recommendation the Bellville ISD Board of Trustees approve the revision the DEC(local).

Sincerely,

Dennis Jurek
Assistant Superintendent of Finance and Operation
Bellville Independent School District

PROPOSED REVISIONS

Definitions

Family

The term "immediate family" is defined as:

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, use, or recording of leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

Earning Local Leave

An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.

Deductions

Leave Without Pay

The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.

Leave Proration

Employed for Less Than Full Year

If an employee separates from employment with the District before his or her last duty day of the year, or begins employment after the first duty day, state personal leave and local leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for:

1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and
2. Local leave the employee used but had not earned as of the date of separation.

Employed for Full Year

If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.

Recording

Leave shall be recorded as follows:

1. Leave shall be recorded in half-day increments for all employees.
2. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.

Order of Use

Earned compensatory time shall be used before any available paid state and local leave. [See DEAB]

Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:

1. Local leave.
2. State sick leave accumulated before the 1995–96 school year.
3. State personal leave.

Concurrent Use of Leave

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;

2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;

3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or

4. The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Limitations

Request for Leave

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes.

Duration of Leave

Discretionary use of state personal leave shall not exceed five consecutive workdays.

Local Leave

All employees shall earn five paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

Family and Medical Leave

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.

Twelve-Month Period

Combined Leave for Spouses

If both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. [See DECA(LEGAL)]

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. [See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]

Certification of Leave

If an employee requests leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA(LEGAL)]

Fitness-for-Duty Certification

If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.

End of Semester Leave

If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. [See DECA(LEGAL), Leave at the End of a Semester]

Failure to Return

If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), Recovery of Benefit Cost]

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use paid leave.

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Annual Reimbursement for Leave

Professional employees in the position of teacher, librarian, counselor, or nurse shall receive an annual reimbursement for unused local leave from the current school year to a maximum of five days per school year.

Leave taken for religious holy days shall not be considered used for purposes of calculating the annual reimbursement.

Leave shall be reimbursed at a rate established by the Board. Days for which the employee has been reimbursed shall not be deducted from the employee's local leave balance.

The rate established by the Board shall be in effect until a new rate is adopted. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Reimbursement for Leave Upon Retirement

The following leave provisions shall apply to local leave earned beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for reimbursement for unused local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee has at least five years of service with the District.

The employee shall be reimbursed for each day of unused local leave, to a maximum of 50 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

School Resource Officer Program
Memorandum of Understanding
2019-2020

1. PARTIES

1.1 This Memorandum of Understanding is entered into between the Bellville Police Department (hereinafter referred to as the "Bellville PD" or "Police Department"), Austin County Sheriff's Department (hereinafter referred to as the "Austin County Sheriff" or "Sheriff's Department"), and the Bellville Independent School District (hereinafter referred to as the "Bellville ISD").

2. PURPOSE OF AGREEMENT

2.1 The purpose of this agreement is to provide uniformed police officers and marked patrol cars to the schools outlined on Attachment A, for the School Resource Officer Program per the terms of this Memorandum of Understanding.

2.2 Bellville PD and Bellville ISD both recognize and support the need for safe schools and a safe learning environment for our youth. In furtherance of that goal, the Bellville PD and Bellville ISD shall work in partnership toward this end.

2.3 The School Resource Officers, hereinafter referred to as "SRO", will work with the school administrator(s) to maintain a peaceful campus environment and take appropriate action regarding illegal activity occurring on-campus or at school related functions.

3. TERMS OF THE AGREEMENT

3.1 This Agreement shall be effective on August 26th, 2019, and shall be in effect for a period of one year.

3.2 The Bellville PD and/or Austin County Sheriff shall provide hourly contracted SROs to provide service to the designated campuses on each day that school is in regular session. Bellville ISD will provide the Bellville PD with a school calendar for the upcoming school year on or before July 15th each year.

3.3 This agreement shall be reviewed annually prior to renewal.

3.4 All police reports, citations, and other written documents generated by the SRO are the property of the Bellville PD or Austin County Sheriff and will be maintained by the Police Department or Sheriff's Office.

4. OBLIGATIONS OF PARTIES

4.1 The Bellville PD and/or Sheriff's Department, including the SROs, shall have the status of an employee for the purposes of this agreement. An SRO assigned to the Bellville ISD is an employee of the City or County and will also be considered an employee of the Bellville ISD for purposes of the School Resource Officer Program. As such, the SRO shall be subject to control, supervision, policies, procedures and General Orders of the Bellville PD or Sheriff's Department and Bellville ISD.

4.2 For the purpose of the School Resource Officer Program, compensation and benefits shall be paid directly to the SRO by Bellville ISD in the amount of forty dollars ($40) an hour for an eight (8) hour work day. All compensation and benefits shall be in accordance with the Bellville ISD policies as established for its employees. Bellville ISD shall maintain appropriate Worker's Compensation and Unemployment Insurance coverage for each SRO in accordance with coverage maintained for all other police officers employed by Bellville ISD.

4.3 The Bellville PD or Sheriff's Department will provide the SRO with uniforms and equipment in accordance with the Bellville Police Department policies.

4.4 Bellville ISD will provide the SRO with a portable two-way radio or program an existing radio to enable the SRO to communicate directly with the campus administrator(s). Preferably, the SRO will carry only one portable radio for all communication purposes.

4.5 The Bellville PD or Sheriff's Department will provide the SRO with all training necessary for the acquisition and maintenance of state licensing and certification requirements for police officers.

4.6 Bellville ISD will provide the SRO with necessary training specific to the function of the SRO, including but not limited to the Basic School Resource Officer course approved by the Texas Commission on Law Enforcement, Bellville ISD policies regarding student confidentiality and guidelines regarding the Family Educational Rights and Privacy Act (FERPA). Bellville ISD will be responsible for any and all expenses arising from such training, including travel, lodging and meals in accordance with Bellville ISD policy. The Bellville Police Department will provide a vehicle for training travel. Bellville ISD will consult with the Bellville Police Department to determine training needs prior to either party registering or committing to training.

4.7 The SRO is subject to current procedures in effect for City police officers, including attendance at all mandated training and testing to maintain state peace officer licensing and certification. This training and certification takes place throughout the year and may necessitate the temporary absence of the SRO from his/her assigned campus.

4.8 When a SRO is temporarily absent from his/her assigned campus for training or other reasons on a day that the school is in session, the Police Department will make reasonable efforts to provide a police presence for that campus by assigning other SROs or police officers to spend a portion of the school day on the affected campus. When a police officer is needed on campus at times when the SRO or other officer is not on campus, school personnel should call police dispatch at 979-865-3122 (non-emergency) or dial 9-1-1 in case of emergency.

4.9 Bellville ISD will provide the SRO with access to an office that affords security and privacy and such equipment as is necessary at the assigned school. This equipment should include, but is not limited to, a telephone, copier, filing space capable of being secured and access to a computer and/or secretarial assistance.

5. SCHOOL RESOURCE OFFICER SELECTION, TRANSFER AND REMOVAL

5.1 The SRO Program Selection Panel will be comprised of Police Department representatives as determined by the Chief of Police or designee and a Bellville ISD administrator as determined by Bellville ISD. The Chief of Police or his appointed designee will make the final decision on all appointments and assignments related to the SRO program.

5.2 An SRO may request to transfer to another school. The transfer may be approved provided:

5.2a The principals of each affected school agree with the transfer;

5.2b The transfer is approved by the Chief of Police or his appointed designee.

5.3 If Bellville ISD is dissatisfied with the performance of an SRO, Bellville ISD will notify the SRO supervisor (currently, Lt. Smalley) who will attempt to resolve the issue to the satisfaction of both Bellville ISD and the Police Department.

5.4 The Police Department may take appropriate corrective or disciplinary action regarding any allegation of misconduct on the part of a SRO in accordance with Police Department policy.

5.5 The Police Department is responsible for providing annual performance evaluations to each SRO, and input from Bellville ISD Administration will be solicited.

5.6 The Chief of Police and/or his appointed designee may dismiss or reassign a SRO based on Police Department guidelines and/or General Orders and when it is in the best interest of the City of Bellville and/or Bellville ISD.

5.7 In the event of a resignation, retirement, dismissal or reassignment of a SRO, or in the case of long-term absences by a SRO, the Police Department will provide a temporary replacement for the SRO within thirty (30) school days of receiving notice of such absence, dismissal, resignation or reassignment. As soon as practicable, the Selection Panel shall convene and recommend the permanent replacement(s) for the SRO position.

6. SCHOOL RESOURCE OFFICER RESPONSIBILITIES

6.1 The SRO will work in concert with the school principal(s), or the school designee, meeting with the principal(s) on a periodic basis.

6.2 The SRO will check in and out with designated school staff upon arriving or departing from campus unless circumstances prevent the SRO from doing so.

6.3 The SRO may provide a program of educational leadership by acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, and in addressing violence diffusion, violence prevention, and safety issues in the school community.

6.4 The SRO will act as a communication liaison with law enforcement agencies, and provide basic information concerning students on the campus served by the officer.

6.5 The SRO may present programs to parents on issues related to tobacco, alcohol, and other drugs, violence prevention and safety.

6.6 The SRO may provide informational programs for Bellville ISD staff on issues related to alcohol and other drugs and the law, violence, gangs, safety and security.

6.7 The SRO will gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempts to identify particular individuals who may be a substantial or material disruptive influence to the school and/or students.

6.8 The SRO will assist Bellville ISD staff in maintaining order on school property.

6.9 The SRO will take appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law. Whenever practicable, the SRO will advise the principal before requesting additional police assistance on campus.

6.10 The SRO will refer students and/or their families to the appropriate agencies for assistance when need is determined.

6.11 The SRO shall not act as a school disciplinarian or perform school administrative duties. However, if the principal believes an incident involves a violation of the law, the

principal may contact the SRO and the SRO will then determine whether law enforcement action is appropriate.

6.12 The SRO may perform other duties as may be mutually agreed upon in writing by the Police Department or Sheriff's Department and Bellville ISD.

6.13 Provided further that nothing required herein is intended to or will constitute a relationship or duty for the assigned police officer or the City or the County beyond the general duties that exist for law enforcement officers within the state.

6.14 The SRO will comply with all Bellville ISD policies and procedures, including those relating to the prohibition against the use of alcohol or drugs, and required drug and alcohol testing.

7. TIME AND PLACE OF PERFORMANCE

7.1 The Police Department or Sheriff's Department will ensure that the SROs report to the campus of their assigned school each day that school is in session during the regular school year. Each SRO will work an eight (8) hour day as determined by the school principal and the SRO supervisor. The SRO's activities will be dedicated to the assigned school campus except for:

7.1a Follow-up home visits when needed as a result of school related student problems.

7.1b School related off-campus activities when the principal requests officer participation and it is approved by the Bellville Police Department or Sheriff's Department.

7.1c Response to off-campus, but school-related criminal activity.

7.1d Response to emergency law enforcement activities or court appearances.

7.1e Transport of persons arrested on campus to a detention or holding facility.

7.1f Other official business approved by the SRO's supervisor.

7.2 Regular working hours may be adjusted on a situational basis with the consent of the SRO supervisor.

8. TERMINATION AND DEFAULT

8.1 Prior to the expiration of the Term, either Party is authorized to terminate this Agreement without cause by giving the other party at least thirty (30) days advance written notice of its intention to do so and, specifying therein, the effective date of such termination.

8.2 If either party breaches this agreement and/or its obligations hereunder, the non-breaching party shall give written notice thereof and the breaching party shall have 30 days to cure the alleged breach. In the event the breach is not cured within the 30 days, the non-breaching party may terminate this agreement with or without notice.

8.3 In the event this agreement is terminated for any reason before the expiration of the term, Bellville ISD shall prepare a final accounting, as of the effective date of the termination, of Bellville ISD share of the SRO Program.

9. NOTICE

9.1 Any notice permitted or required to be given to the City of Bellville or the Bellville Police Department, hereunder, may be given by registered or certified United States Postal Mail, postage prepaid, return receipt requested, and addressed to:

Chief of Police
City of Bellville Police Department
37 N. Bell
Bellville, TX 77418

9.2 Any notice permitted or required to be given to the Austin County or the Austin County Sheriff's Department, hereunder, may be given by registered or certified United States Postal Mail, postage prepaid, return receipt requested, and addressed to:

Sheriff
Austin County
417 N. Chesley St
Bellville, TX 77418

9.3 Any notice permitted or required to be given to the Bellville ISD, hereunder, may be given by registered or certified United States Postal Mail, postage prepaid, return receipt requested, and addressed to:

Superintendent
Bellville Independent School District
518 South Mathews, Bellville, TX 77418

9.4 Notice shall be deemed given upon deposit of the notice in the United States Postal Mail as aforesaid.

9.5 Either Party may designate a different address by giving at least ten (10) days written notice in the manner provided above.

10. MISCELLANEOUS

10.1 The terms and provisions of this agreement constitute the entire agreement between the City of Bellville Police Department and the Bellville Independent School District, and no modification of this agreement is effective unless in writing and executed by all parties.

10.2 Nothing herein shall be construed as a waiver of any defense or immunity that any party is entitled by statute or common law.

SIGNED in duplicate originals this _____ day of _____, 2019.

_____
Bellville PD

SIGNED in duplicate originals this _____ day of _____, 2019.

_____
Austin County Sheriff's Department

SIGNED in duplicate originals this _____ day of _____, 2019.

_____
Bellville ISD

School Resource Officer Program
Memorandum of Understanding

ATTACHMENT A

Bellville High School

Bellville Junior High School

O'Bryant Primary and O'Bryant Intermediate School

West End Elementary School

BOARD RESOLUTION
OF
BELLVILLE ISD

Bellville ISD (the "District"), designated as a governmental employer as defined in Section 457(e)(1)(A) of the Internal Revenue Code as amended, desires to adopt a deferred compensation plan under IRC Section 457(b) in which employees are permitted to make voluntary salary reductions.

WHEREAS, the District wishes to sponsor a defined contribution retirement plan entitled Bellville ISD 457(b) Plan (the "Plan"); and

WHEREAS, the District has been presented with a draft of the Plan which has been prepared by InvesTrust; and

NOW THEREFORE, IT IS RESOLVED that the Plan is approved to be effective July 25, 2019.

FURTHER RESOLVED, that the District is hereby authorized and directed to take any and all actions as may be necessary with respect to the adoption of the Plan and the foregoing resolutions, which action shall include by example, and not by way of limitation, execution of the Plan.

FURTHER RESOLVED, that this consent is ordered to be filed with the minutes of proceedings of the board.

_____ _____
Grant Lischka Date
Board President

_____ _____
Kenneth Stein Date
Board Secretary

Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications

All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

Employment of Contractual Personnel

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]

The Board delegates to the Superintendent final authority to employ contractual personnel [see DCA, DCB, DCC, and DCE, as appropriate] up to the level of assistant principal and to employ and dismiss noncontractual personnel [see DCD]. Such authority shall be granted until rescinded by the Board.

The Board retains final authority for employment of principal level and above, including District-level administrators

Employment of Noncontractual Personnel

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]

Employment Assistance Prohibited

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]