

Agenda of Regular Meeting

The Board of Trustees Bellville ISD

A Regular Meeting of the Board of Trustees of Bellville ISD will be held August 27, 2020, 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. Preview Presentation from Templeton Demographics 3
6. Reports & Discussion Items
- A. Monthly Financial Report 27
- B. Discussion of BISD's Educational Broadband Spectrum and Related Actions 36
- C. Superintendent's Report 37
7. Consent Agenda Items
- A. Approve minutes of Regular Board Meeting July 21, 2020. 38
- B. Approve minutes from Special Board Meeting August 6, 2020 41
- C. Approve minutes from Agenda Review Workshop August 20, 2020 43
- D. Approve Donations & Budget Amendments 45
- E. Approval of TASB Policy Update 115 48
- F. Approve Resolutions for Continued Wage Payments for Remote Work & Idled Employees related to District Response to COVID-19. 117
- G. Consider action to approve the Notice of General Election for the Bellville ISD School Board Election on November 3, 2020. 121
- H. Consider action to approve the election polling places for the Bellville ISD School Board Election on November 3, 2020. 122
- I. Approve Superintendent's continued employment with Texas A&M as an adjunct professor for the 2020-2021 School Year. 123
- J. Approve Dennis Jurek as an official district designee for applicable authorizations. 124
8. Action Items
- A. Consider action to approve Huckabee Architects for partnership, services, and fees for future long-range planning and short-term capital improvements. 126
- B. Approve BISD Grazing Lease Process & Agreement 127

C.	Consider action on 2020-2021 Employee Compensation Plan and incorporation of funds received from the TEA Teacher Incentive Allotment.	137
D.	Consider action to delegate contractual authority to obligate the school district under Texas Education Code (TEC) 11.1511 (c) (4) to the superintendent, solely for the purpose of obligating the district under TEC, 48.257 and TEC, Chapter 49, Sub-chapters A and D, and rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).	144
E.	Consider action to approve the 2019-2020 Maintenance & Operations Budget.	149
F.	Consider action to approve the 2019-2020 Interest & Sinking Budget.	152
G.	Consider action to approve the 2019-2020 Food Service Budget.	155
H.	Consider action on Resolution for BISD I&S Defeasement Program.	158
I.	Consider action to approve the 2019-2020 Bellville ISD Tax Rate.	168
J.	Consider action to approve the 2019-2020 Certified Appraisal Roll.	170
K.	Consider action to approve the annual review and update of the BISD Board's Fund Balance Strategy and Commitments	172
L.	Consider action to approve the BISD Resolution of Investment Policy and Investment Strategies.	181
M.	Consider action to approve the 2020-2021 Local Appraisal System.	183
N.	Consider updated Board Goals	204
O.	Consider action on BISD Asynchronous Instructional Plan for the 2020-2021 School year.	208
9.	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.	Consider legal advice on any item listed on Board Agenda. (551.071)	
10.	Reconvene Open Session	
A.	The Board will take action on items from Closed Session as needed.	
B.	Board Report	
11.	Adjourn	



**Bellville
Independent
School
District**

Demographic Report Summer 2020



TEMPLETON
DEMOGRAPHICS

hanleywood | metrostudy

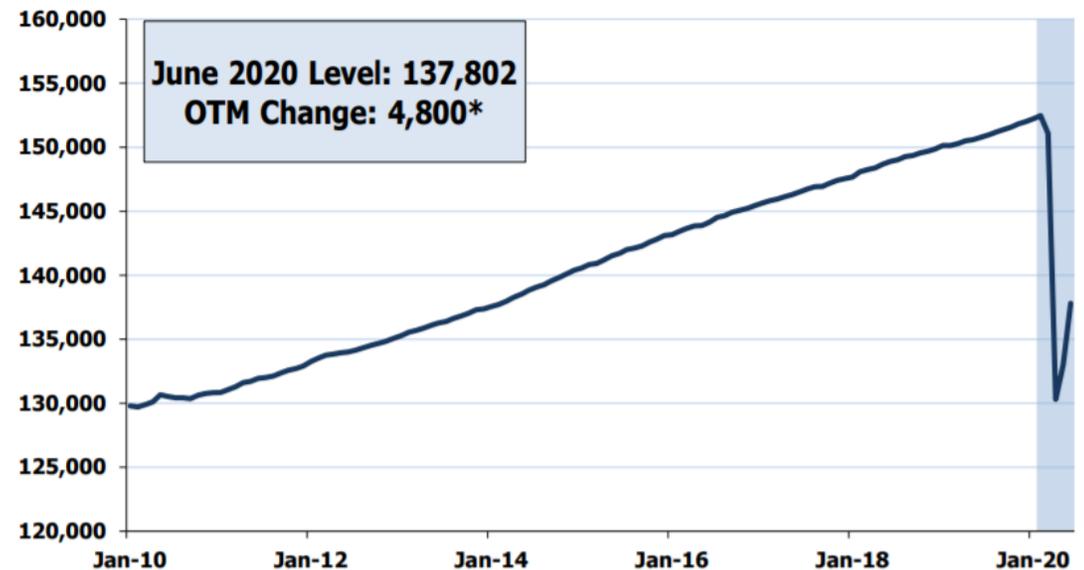


Impacts of COVID-19 ...

- Total employment began to rise in May after states began reopening procedures, adding 2.7 million jobs in May and 4.8 million jobs in June
- But, 36% of states representing 50% of national GDP have either reversed or paused reopening as cases rose in July
- Leisure and hospitality and retail trade accounted for the largest share of the employment increase, after accounting for the largest declines
- Employment is roughly 14.7 million jobs below pre-pandemic level, only 1/3rd of the job losses have returned
- US Unemployment Rate: 13.3%

Employment in total nonfarm January 2010–June 2020

Seasonally adjusted, in thousands



Bureau of Labor Statistics, Current Employment Statistics survey, July 02, 2020.
Shaded area represents recession as denoted by the National Bureau of Economic Research.
Most recent 2 months of data are preliminary.
* denotes significance.

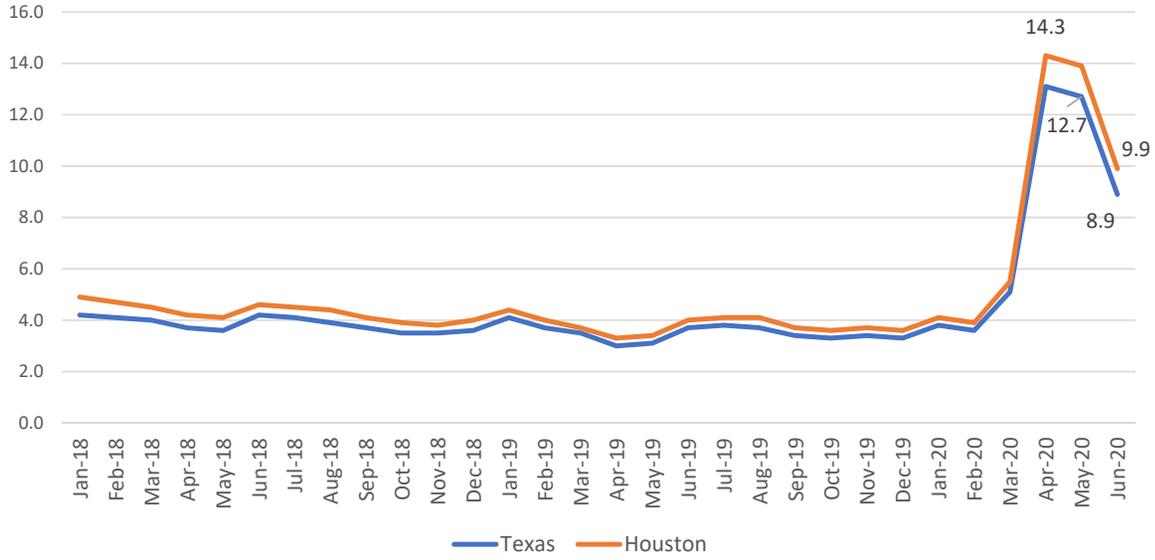


Source: Bureau of Labor Statistics

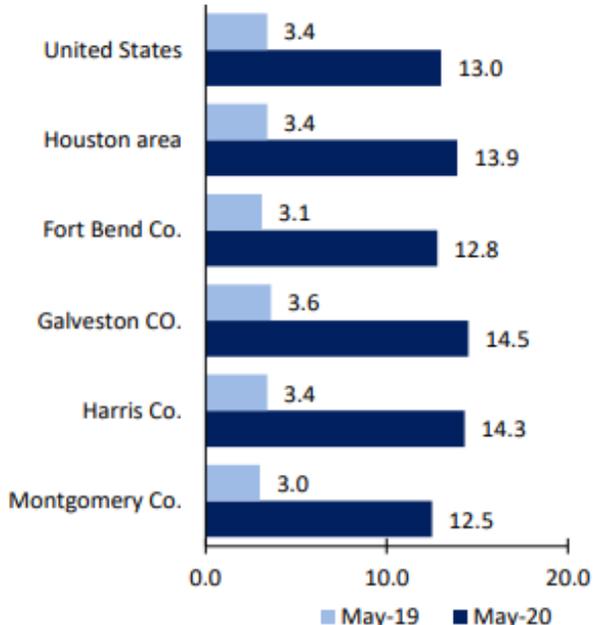


Houston MSA Economic Conditions

Unemployment Rates, Jan 2018- June 2020



Unemployment rates



Source: U.S. BLS, Local Area Unemployment Statistics.

- Texas and Houston’s unemployment rates peaked in May and began dropping in June
- Largest employment sector declines were in Leisure and hospitality and mining and logging
- States that are pausing or reversing reopening plans as cases rise in July represent 50% of the US GDP, proving the economy is not yet in the clear as some rebounds occurred in June





Texas Energy Market

- Drilling activity remains down despite a rebound in oil prices, with roughly 70% fewer active rigs compared to 2019
- Oil prices bottomed in April but have since stabilized at roughly \$40 a barrel, still slightly below breakeven for a new well
- Roughly 70% of all mining sector losses were in Texas, resulting in nearly 1 in 4 Texas mining employees filing for unemployment since February
- Texas rig counts have dropped below 2016 levels

Energy Activity



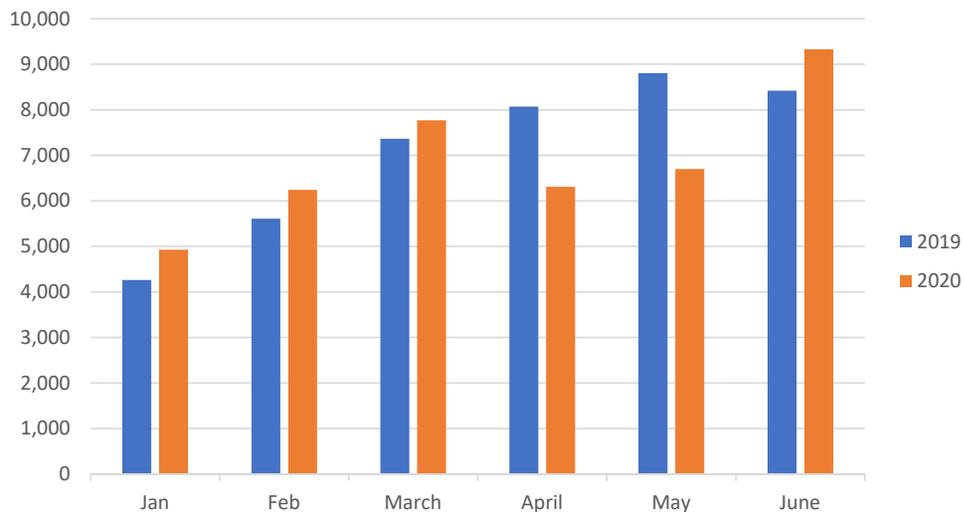
NOTE: Data are through the week ending June 19, 2020. Price is for West Texas Intermediate crude oil.
SOURCE: Baker Hughes; Energy Information Administration.





Covid and the Housing Market: What Impact?

Houston Monthly Sales, 2019-2020



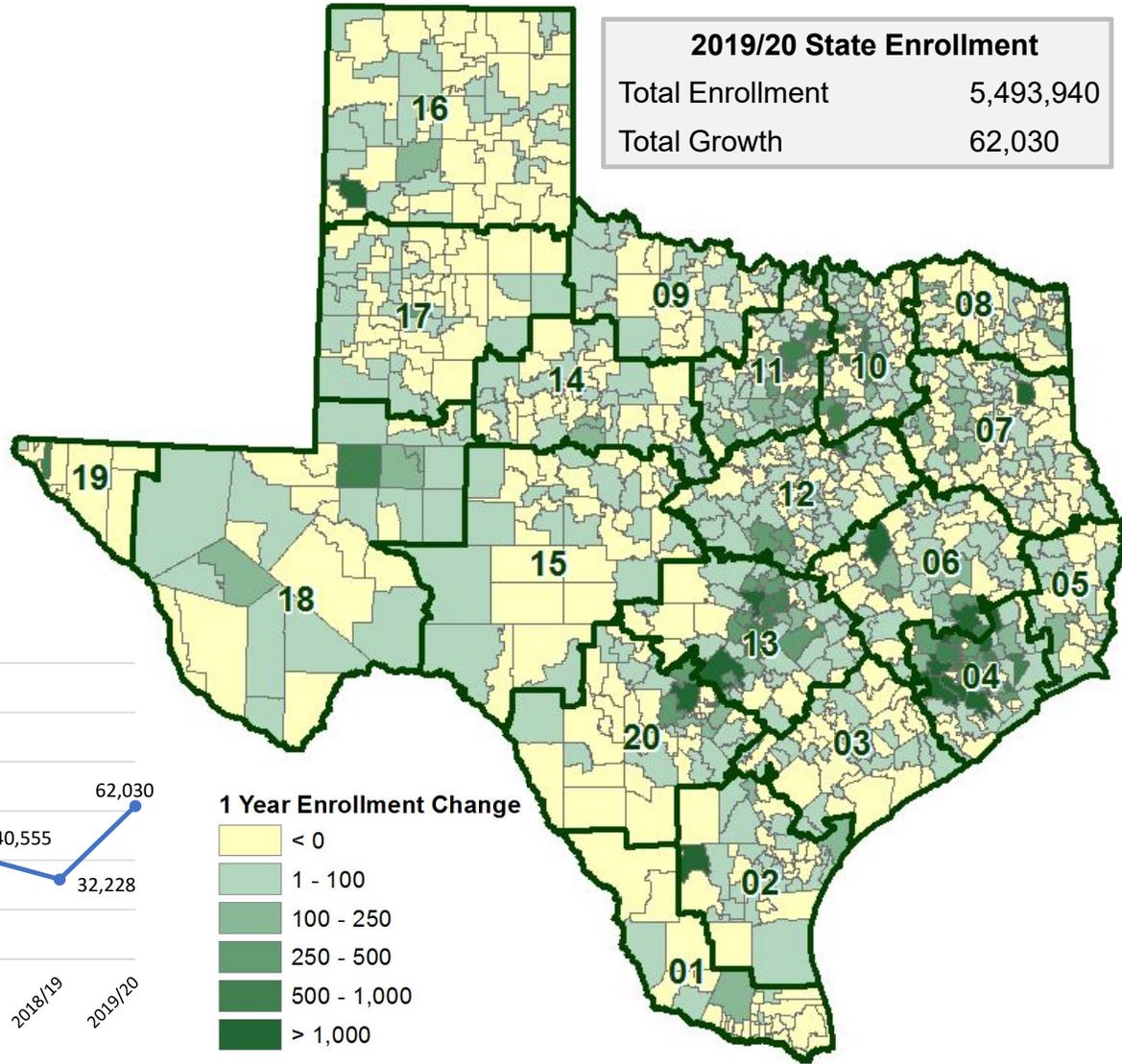
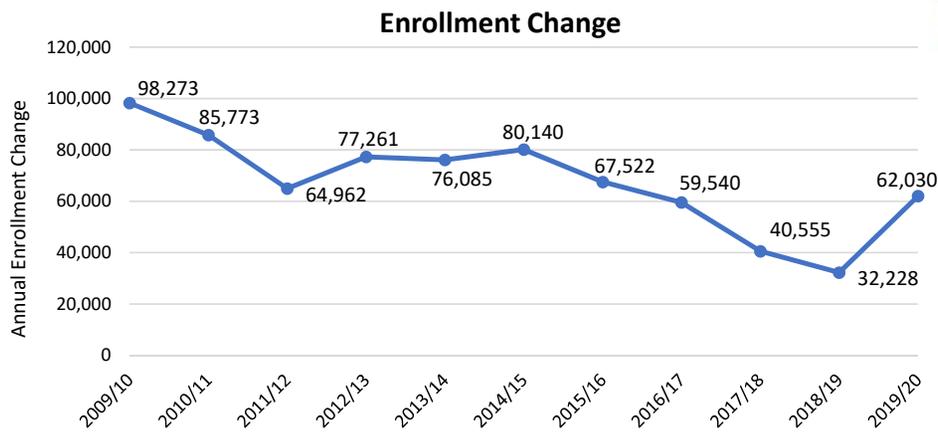
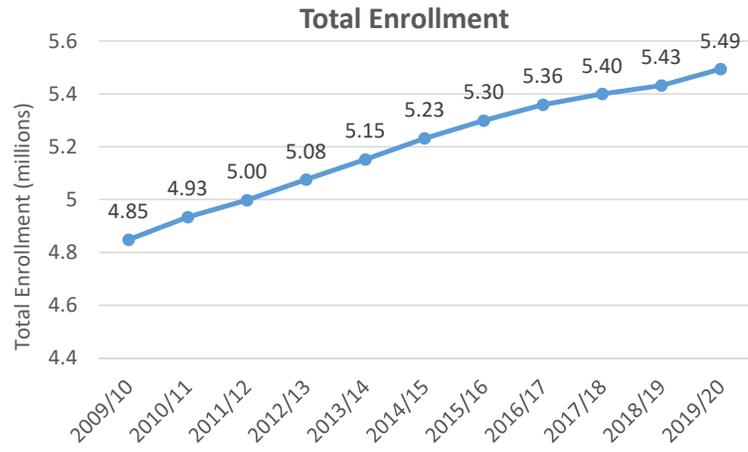
Date	Sales	Avg Price	Median Price	Total Listings	Months Inventory
Jan-June 2019	42,530	\$ 301,562	\$ 239,999	166,623	3.83
Jan- June 2020	41,280	\$ 304,107	\$ 248,214	160,747	3.45

- Median home prices remains near record highs across the state
- Home inventory remained extremely tight as sales dropped in April, but by May, new home inventory was roughly flat or even up year over year in every major Texas market
- In the month of June, total monthly home sales rebounded and surpassed 2019 levels in Austin (+9.3%), DFW (+16%), Houston (+15.7%) and San Antonio (+14%)
- Historically low interest rates and pent up demand have resulted in a fast recovery for the housing market





State Enrollment Trends

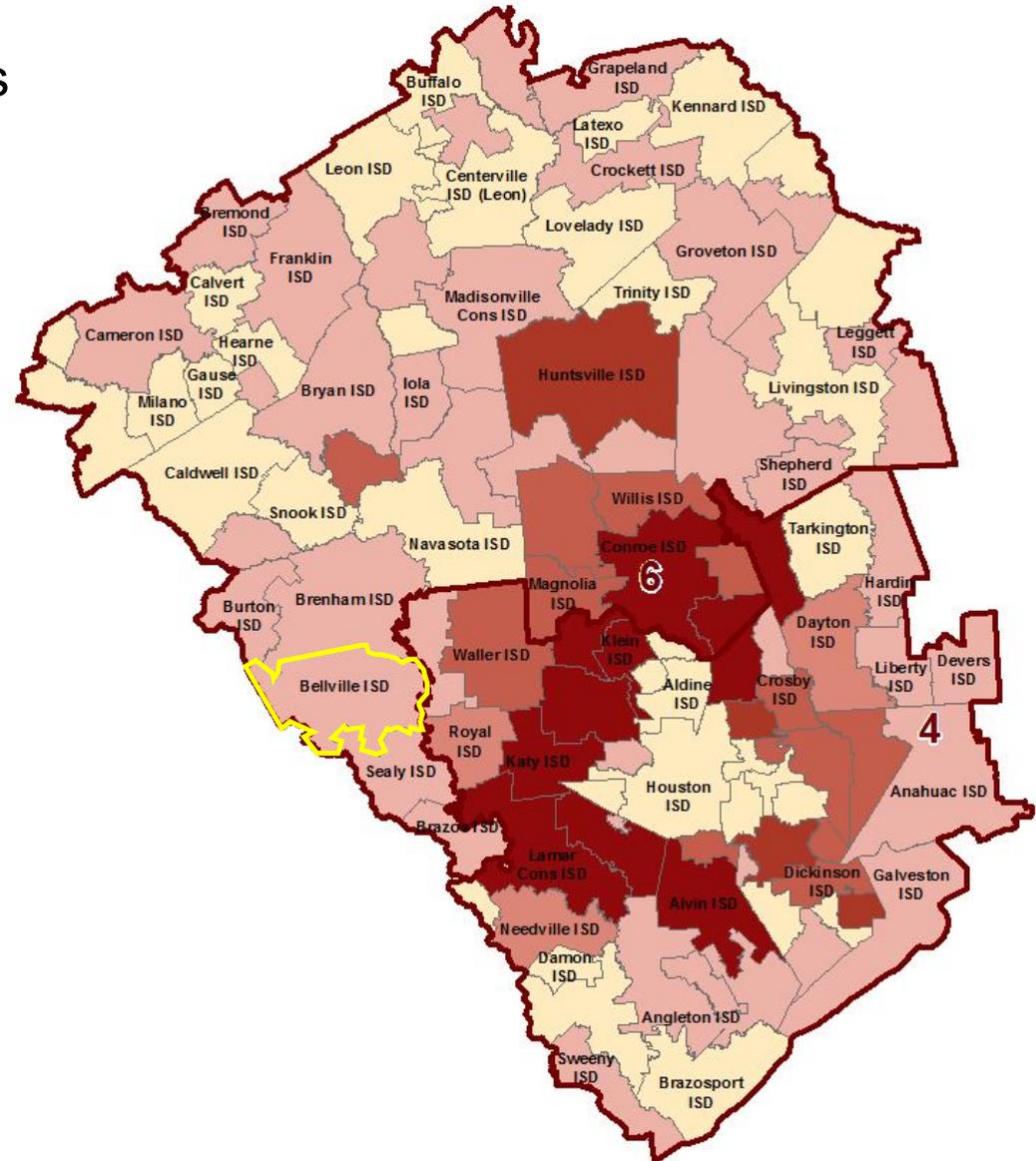
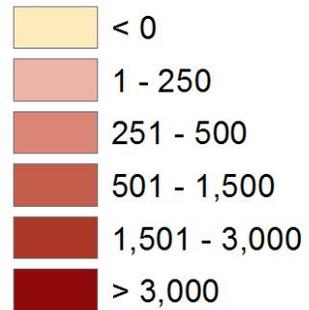




Region 4 & 6 Enrollment Trends

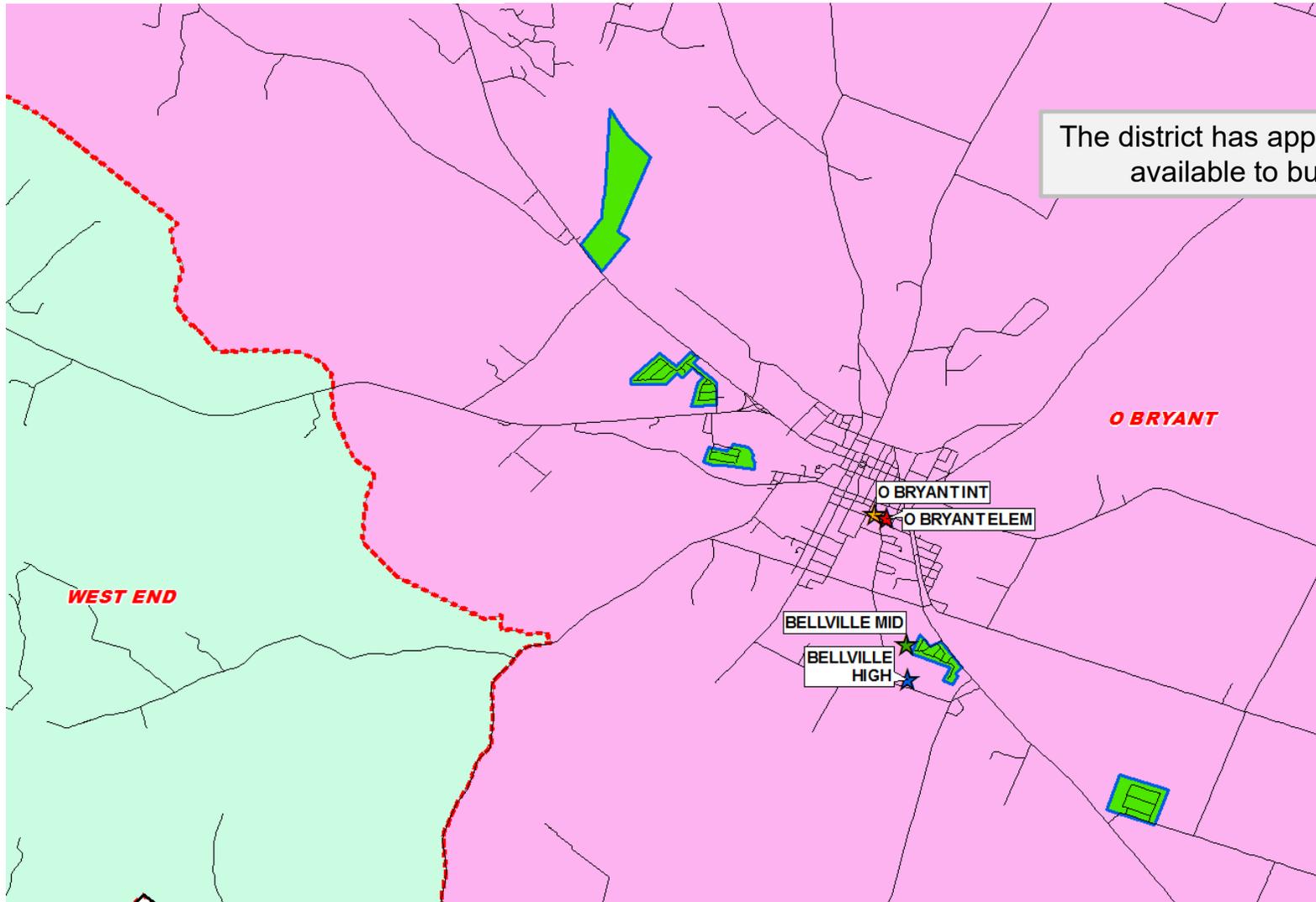
Bellville ISD added 42 students between 2014/15 and 2019/20

5 Yr Enrollment Change





District Housing Overview





District Housing Activity

Bell Oaks

- 72 total lots
- 68 occupied homes
- 2 VDL and 2 homes U/C
- 0.529 student yield



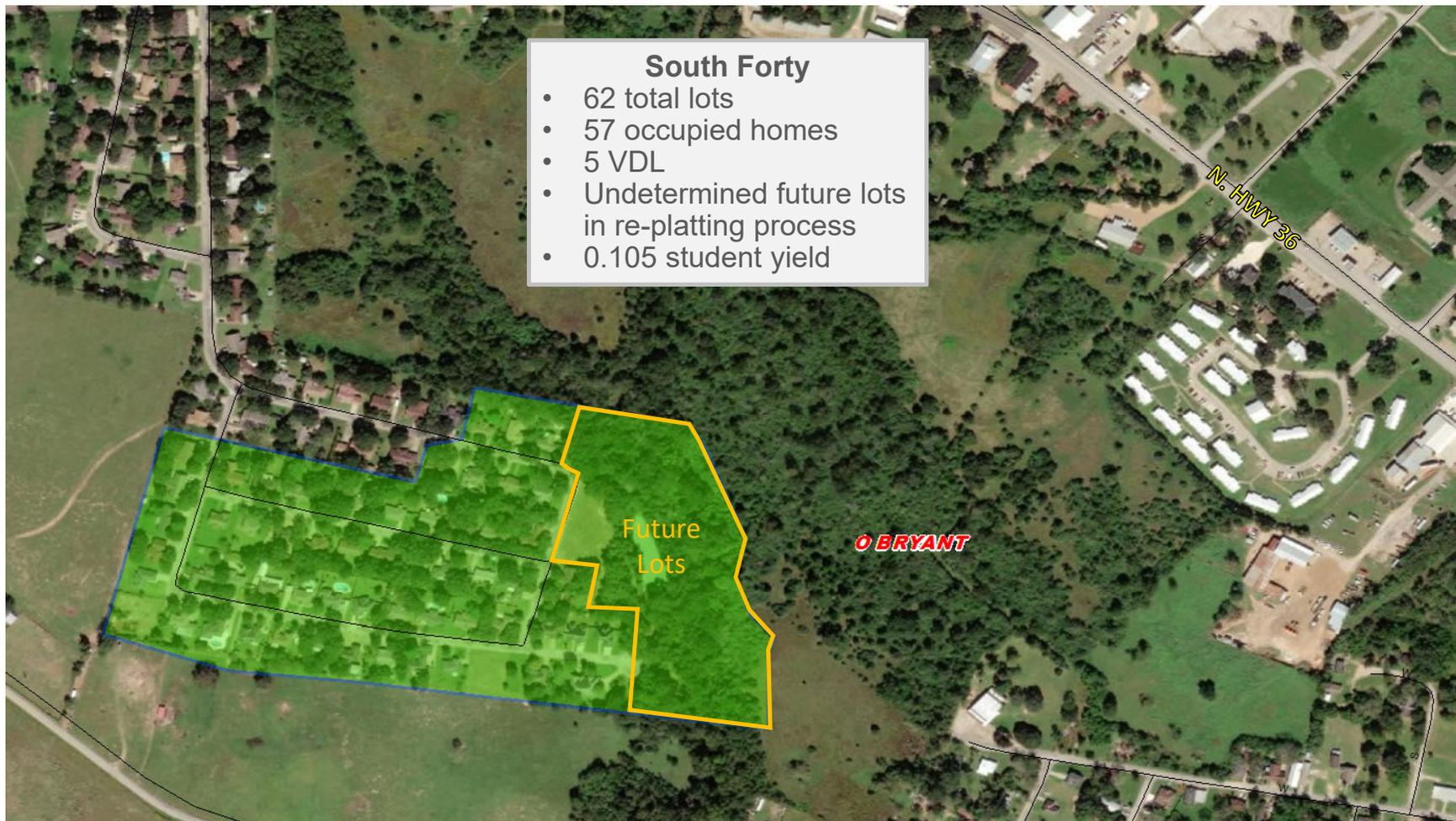


District Housing Activity



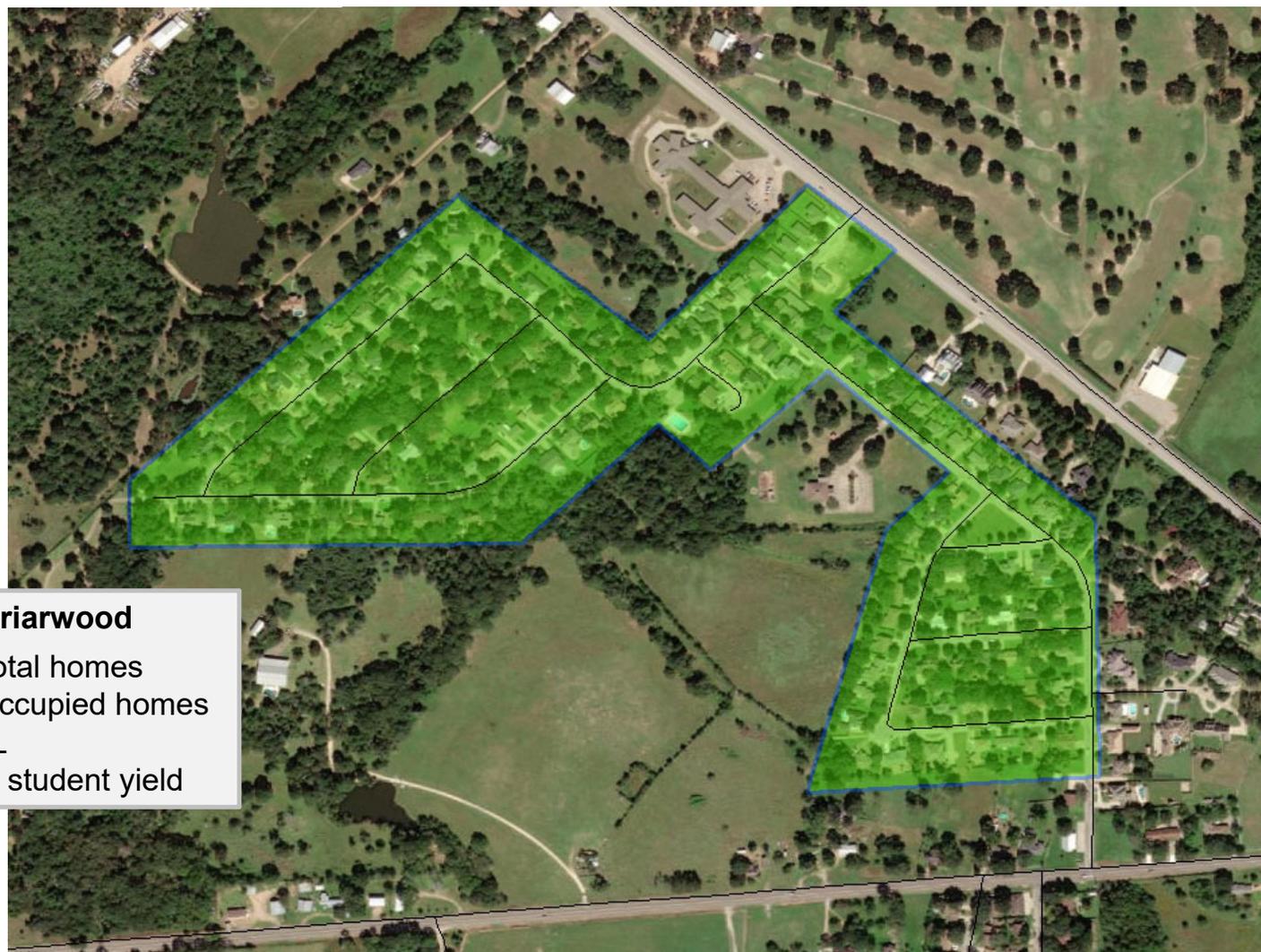


District Housing Activity





District Housing Activity



Briarwood

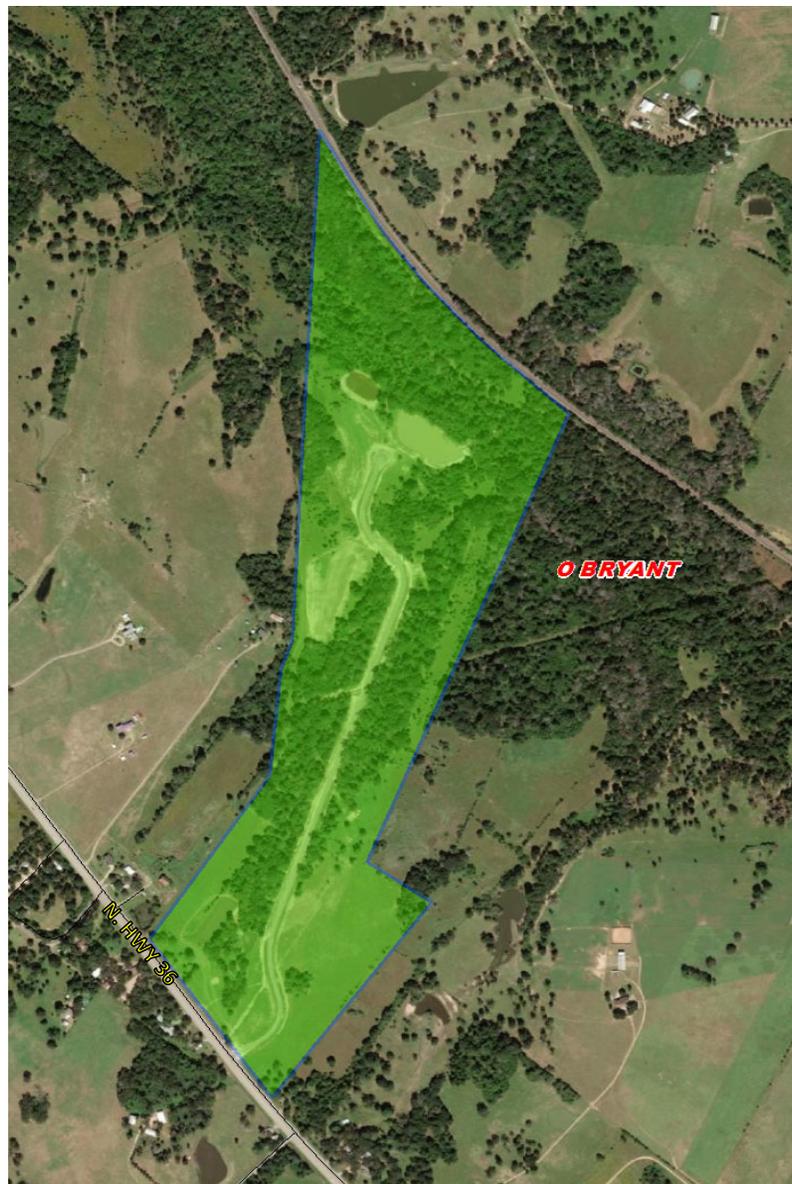
- 140 total homes
- 138 occupied homes
- 2 VDL
- 0.350 student yield



District Housing Activity

Creekwood Estates

- 28 total lots
- 28 VDL
- Custom homes on estate lots
- \$900K-\$1M and up





Multi-Family Housing Overview



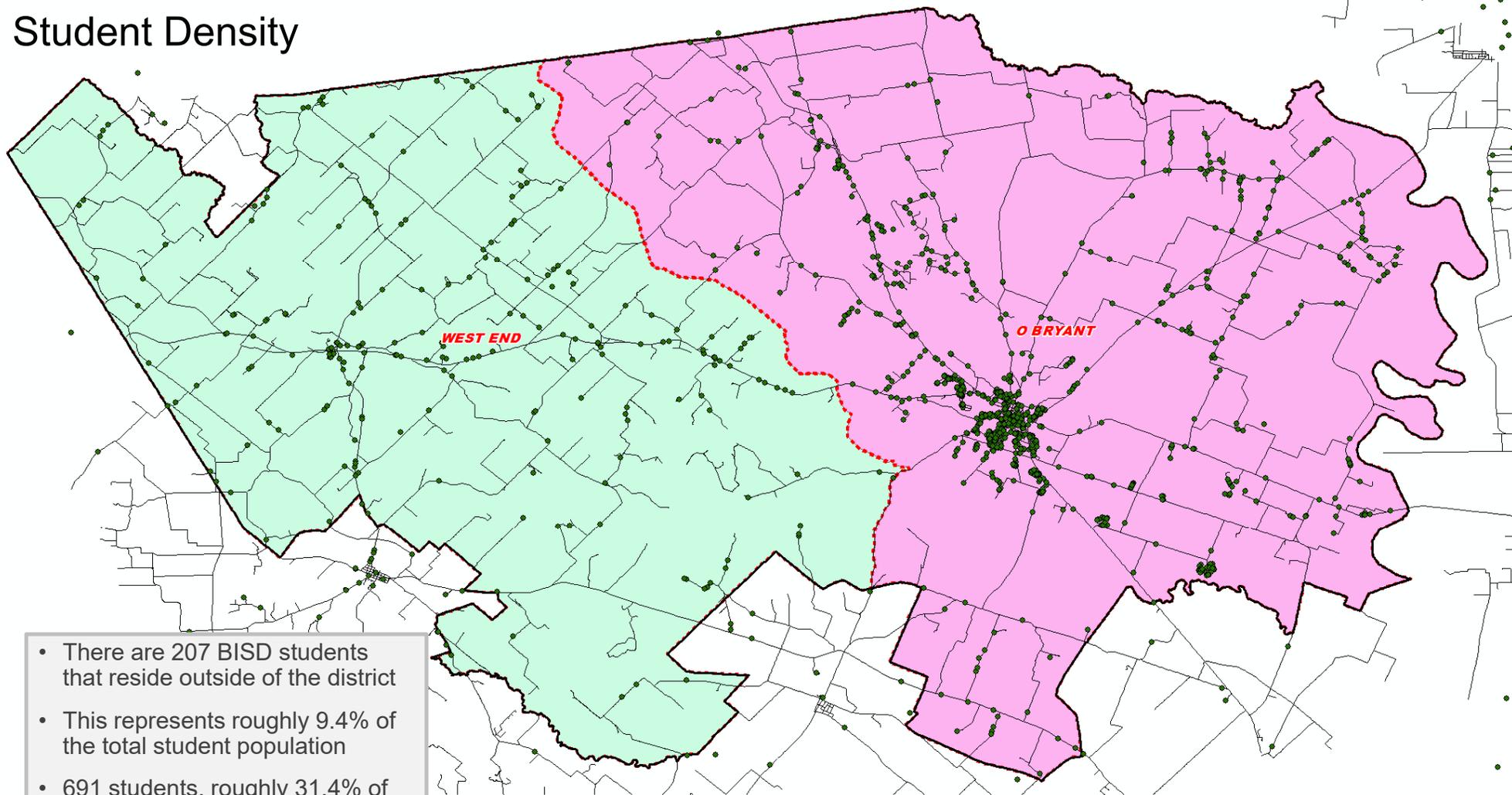
- There are currently 205 existing MF units in the district
- Bellville ISD's current multi-family student yield is 0.312

*Image includes Manufactured Home Communities





Student Density



- There are 207 BISD students that reside outside of the district
- This represents roughly 9.4% of the total student population
- 691 students, roughly 31.4% of the total student population, reside within Bellville city limits





TEA Transfer Report

Transfers In From	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	5 Year Change
Brenham ISD	17	20	20	15	15	21	+4
Columbus ISD	37	38	43	42	40	40	+3
Hempstead ISD	32	37	49	53	51	43	+9
Royal ISD	19	22	23	20	15	15	-4
Sealy ISD	32	42	36	42	38	40	+8
Waller ISD	3	8	9	10	10	3	0
Total Transfers In*	144	174	187	195	183	186	+42

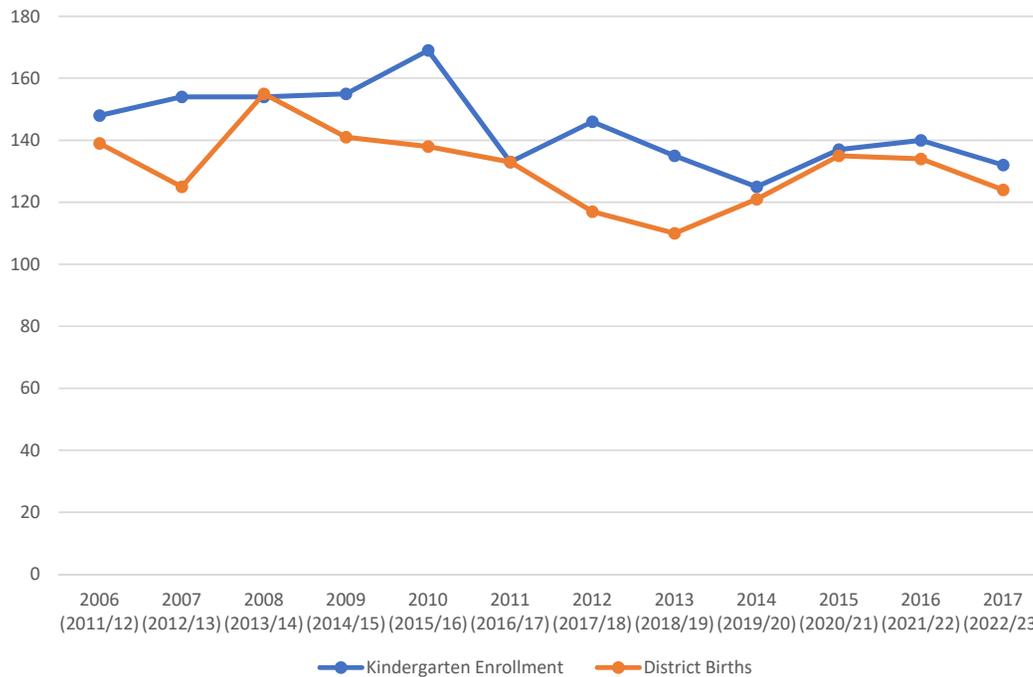
Transfers Out To	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	5 Year Change
Brenham ISD	15	13	10	10	3	3	-12
Fayetteville ISD	7	12	7	10	10	3	-4
Sealy ISD	6	12	13	24	21	33	+27
Total Transfers Out*	53	65	57	79	69	82	+29



Birth Rate vs. KG Enrollment

	Kindergarten Enrollment	District Births	Ratio
2006 (2011/12)	148	139	1.065
2007 (2012/13)	154	125	1.232
2008 (2013/14)	154	155	0.994
2009 (2014/15)	155	141	1.099
2010 (2015/16)	169	138	1.225
2011 (2016/17)	133	133	1.000
2012 (2017/18)	146	117	1.248
2013 (2018/19)	135	110	1.227
2014 (2019/20)	125	121	1.033
2015 (2020/21)	137	135	1.015
2016 (2021/22)	140	134	1.045
2017 (2022/23)	132	124	1.065

Birth Rate vs. Bellville ISD KG Enrollment





Ten Year Forecast by Grade Level

Year (Oct)	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	% Growth
2015/16	12	39	169	163	174	153	163	163	167	184	175	202	162	155	132	2,213		
2016/17	8	43	133	166	167	170	159	160	163	181	191	189	185	165	159	2,239	26	1.2%
2017/18	9	50	146	148	173	177	169	166	171	165	176	209	180	173	149	2,261	22	1.0%
2018/19	18	34	135	155	145	172	180	165	171	172	175	187	189	171	169	2,238	-23	-1.0%
2019/20	19	52	125	145	162	147	175	174	160	173	174	179	177	180	165	2,207	-31	-1.4%
2020/21	19	52	135	134	148	163	150	172	176	162	177	179	168	168	175	2,178	-29	-1.3%
2021/22	19	52	138	144	136	149	166	149	175	178	167	186	168	160	162	2,149	-29	-1.3%
2022/23	19	52	130	149	147	137	151	164	152	177	182	177	175	159	153	2,124	-25	-1.2%
2023/24	19	52	135	140	152	147	140	152	166	153	182	197	166	166	153	2,120	-4	-0.2%
2024/25	19	52	135	145	143	155	151	138	157	168	156	194	185	158	160	2,116	-4	-0.2%
2025/26	19	52	132	145	149	143	158	154	141	160	174	167	182	176	153	2,105	-11	-0.5%
2026/27	19	52	131	139	149	152	145	157	159	144	163	186	159	173	171	2,099	-6	-0.3%
2027/28	19	52	138	139	141	152	155	143	160	161	148	174	175	151	167	2,075	-24	-1.1%
2028/29	19	52	136	147	143	144	155	156	144	163	166	158	164	166	146	2,059	-16	-0.8%
2029/30	19	52	140	144	152	146	145	153	159	146	166	177	149	156	162	2,066	7	0.3%

Yellow box = largest grade per year
Green box = second largest grade per year



Ten Year Forecast by Campus

CAMPUS	HISTORY	CURRENT	ENROLLMENT PROJECTIONS									
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
O'Bryant Primary School	560	552	548	541	536	542	545	535	536	537	537	550
West End Elementary School	148	144	148	148	151	147	151	155	154	156	159	155
ELEMENTARY TOTALS	708	696	696	689	687	689	696	690	690	693	696	705
Elementary Absolute Change	-43	-12	0	-7	-2	2	7	-6	0	3	3	9
Elementary Percent Change	-5.73%	-1.69%	0.00%	-1.01%	-0.29%	0.29%	1.02%	-0.86%	0.00%	0.43%	0.43%	1.29%
O'Bryant Intermediate School	296	303	277	264	262	248	242	262	254	246	256	246
INTERMEDIATE SCHOOL TOTAL	296	303	277	264	262	248	242	262	254	246	256	246
Intermediate School Absolute Change	9	7	-26	-13	-2	-14	-6	20	-8	-8	10	-10
Intermediate School Percent Change	3.14%	2.36%	-8.58%	-4.69%	-0.76%	-5.34%	-2.42%	8.26%	-3.05%	-3.15%	4.07%	-3.91%
Bellville Junior High	518	507	515	520	511	501	481	475	466	469	473	471
JUNIOR HIGH SCHOOL TOTAL	518	507	515	520	511	501	481	475	466	469	473	471
Junior High School Absolute Change	6	-11	8	5	-9	-10	-20	-6	-9	3	4	-2
Junior High School Percent Change	1.17%	-2.12%	1.58%	0.97%	-1.73%	-1.96%	-3.99%	-1.25%	-1.89%	0.64%	0.85%	-0.42%
Bellville High School	716	701	690	676	664	682	697	678	689	667	634	644
HIGH SCHOOL TOTAL	716	701	690	676	664	682	697	678	689	667	634	644
High School Absolute Change	5	-15	-11	-14	-12	18	15	-19	11	-22	-33	10
High School Percent Change	0.70%	-2.09%	-1.57%	-2.03%	-1.78%	2.71%	2.20%	-2.73%	1.62%	-3.19%	-4.95%	1.58%
DISTRICT TOTALS	2,238	2,207	2,178	2,149	2,124	2,120	2,116	2,105	2,099	2,075	2,059	2,066
District Absolute Change	-23	-31	-29	-29	-25	-4	-4	-11	-6	-24	-16	7
District Percent Change	-1.02%	-1.39%	-1.31%	-1.33%	-1.16%	-0.19%	-0.19%	-0.52%	-0.29%	-1.14%	-0.77%	0.34%





One Year Forecast

Campus	Current 2019/20	2020/21 ENROLLMENT PROJECTIONS BY GRADE																
		EE	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL	CHANGE
O'Bryant Primary School	552	19	52	109	111	125	132	0	0	0	0	0	0	0	0	0	548	-4
West End Elementary School	144	0	0	26	23	23	31	20	25	0	0	0	0	0	0	0	148	4
ELEMENTARY TOTALS	696	19	52	135	134	148	163	20	25	0	696	0						
O'Bryant Intermediate School	303	0	0	0	0	0	0	130	147	0	0	0	0	0	0	0	277	-26
INTERMEDIATE SCHOOL TOTALS	303	0	0	0	0	0	0	130	147	0	277	-26						
Bellville Junior High	507	0	0	0	0	0	0	0	0	176	162	177	0	0	0	0	515	8
JUNIOR HIGH SCHOOL TOTALS	507	0	0	0	0	0	0	0	0	176	162	177	0	0	0	0	515	8
Bellville High School	701	0	0	0	0	0	0	0	0	0	0	0	179	168	168	175	690	-11
HIGH SCHOOL TOTALS	701	0	0	0	0	0	0	0	0	0	0	0	179	168	168	175	690	-11
TOTAL ENROLLMENT	2,207	19	52	135	134	148	163	150	172	176	162	177	179	168	168	175	2,178	-29





Ten Year Forecast by Grade Level- High Scenario

Year (Oct)	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	% Growth
2015/16	12	39	169	163	174	153	163	163	167	184	175	202	162	155	132	2,213		
2016/17	8	43	133	166	167	170	159	160	163	181	191	189	185	165	159	2,239	26	1.2%
2017/18	9	50	146	148	173	177	169	166	171	165	176	209	180	173	149	2,261	22	1.0%
2018/19	18	34	135	155	145	172	180	165	171	172	175	187	189	171	169	2,238	-23	-1.0%
2019/20	19	52	125	145	162	147	175	174	160	173	174	179	177	180	165	2,207	-31	-1.4%
2020/21	19	52	139	134	149	163	150	172	176	162	177	183	168	168	175	2,187	-20	-0.9%
2021/22	19	52	147	148	137	150	166	150	175	178	167	187	172	160	163	2,171	-16	-0.7%
2022/23	19	52	146	159	152	138	153	164	153	177	182	177	176	163	155	2,166	-5	-0.2%
2023/24	19	52	150	157	163	152	141	154	166	154	182	197	166	167	158	2,178	12	0.6%
2024/25	19	52	147	161	162	166	156	141	159	168	157	194	185	158	162	2,187	9	0.4%
2025/26	19	52	144	158	165	162	172	159	144	162	174	168	182	176	153	2,190	3	0.1%
2026/27	19	52	147	152	163	169	166	172	164	147	165	186	160	173	171	2,206	16	0.7%
2027/28	19	52	155	156	154	166	173	167	175	166	151	176	175	152	168	2,205	-1	0.0%
2028/29	19	52	152	165	161	157	170	172	169	179	171	161	166	166	147	2,207	2	0.1%
2029/30	19	52	158	161	170	164	162	170	175	172	184	180	152	158	162	2,239	32	1.4%

Yellow box = largest grade per year
Green box = second largest grade per year





Ten Year Forecast by Grade Level- Low Scenario

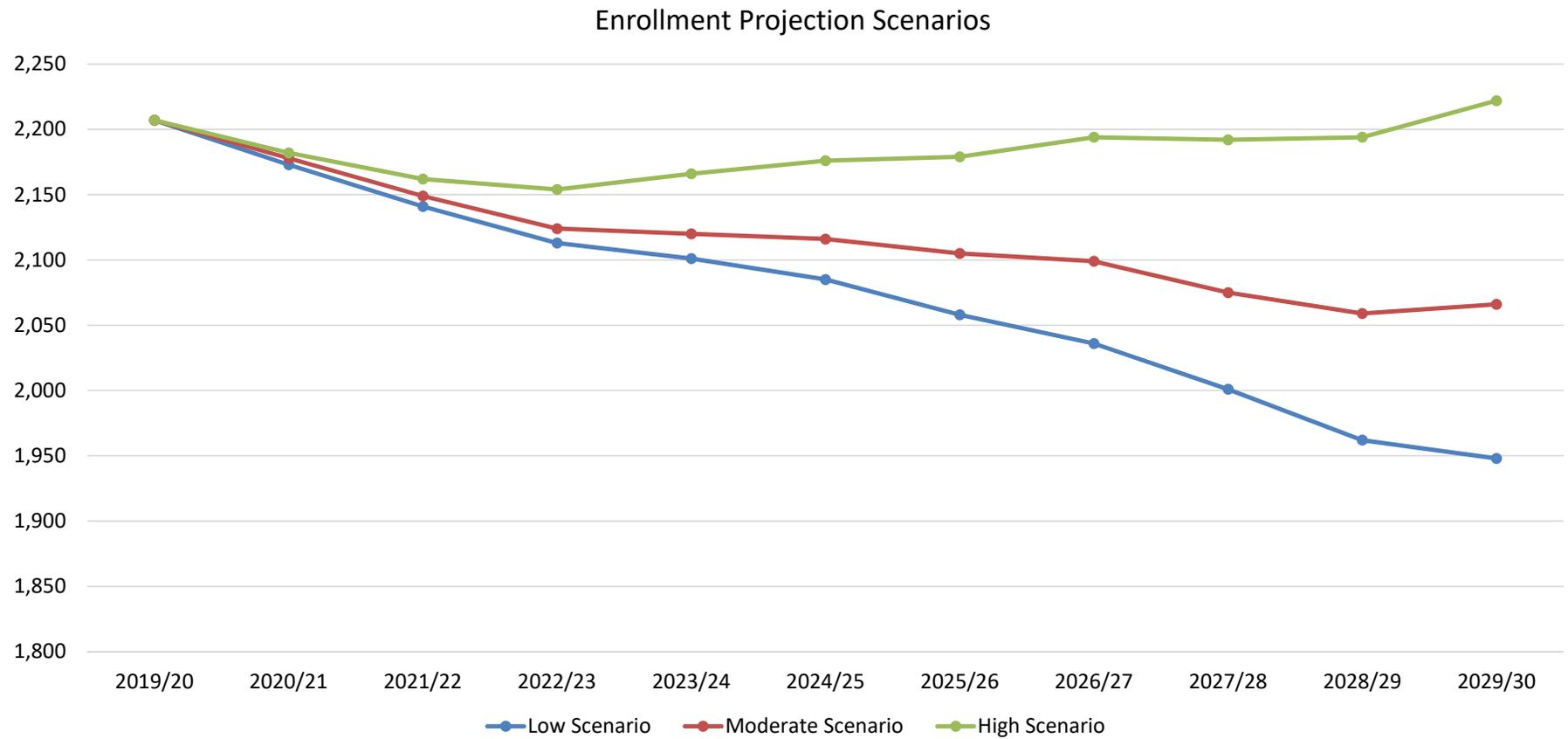
Year (Oct)	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	% Growth
2015/16	12	39	169	163	174	153	163	163	167	184	175	202	162	155	132	2,213		
2016/17	8	43	133	166	167	170	159	160	163	181	191	189	185	165	159	2,239	26	1.2%
2017/18	9	50	146	148	173	177	169	166	171	165	176	209	180	173	149	2,261	22	1.0%
2018/19	18	34	135	155	145	172	180	165	171	172	175	187	189	171	169	2,238	-23	-1.0%
2019/20	19	52	125	145	162	147	175	174	160	173	174	179	177	180	165	2,207	-31	-1.4%
2020/21	19	52	135	134	148	163	150	171	172	162	177	179	168	168	175	2,173	-34	-1.5%
2021/22	19	52	138	144	136	149	166	149	174	174	164	186	168	160	162	2,141	-32	-1.5%
2022/23	19	52	127	149	147	137	151	164	152	176	178	174	175	159	153	2,113	-28	-1.3%
2023/24	19	52	130	137	152	147	140	152	166	153	181	190	163	166	153	2,101	-12	-0.6%
2024/25	19	52	126	139	140	155	151	138	157	168	156	192	177	155	160	2,085	-16	-0.8%
2025/26	19	52	123	135	143	140	158	154	141	159	174	164	178	168	150	2,058	-27	-1.3%
2026/27	19	52	122	130	139	146	142	157	156	141	162	184	154	169	163	2,036	-22	-1.1%
2027/28	19	52	128	129	132	142	148	140	159	158	144	170	171	146	163	2,001	-35	-1.7%
2028/29	19	52	123	136	131	134	144	149	139	162	160	152	158	162	141	1,962	-39	-1.9%
2029/30	19	52	126	130	139	132	135	142	150	141	165	169	142	150	156	1,948	-14	-0.7%

Yellow box = largest grade per year
 Green box = second largest grade per year





Alternative Enrollment Projection Scenarios





Key Takeaways

V – too sharp

W – “double dip” recession due to secondary outbreak

U – too long at the bottom with too abrupt of a rebound



Forecasted Shape Of The Recovery



- Houston’s unemployment rate peaked in April and May, but has since declined to less than 9% in June
- Oil prices have rebounded to roughly \$40 a barrel, however total active rigs remain below 2016 lows
- Slightly less than a third of the student population resides within the City of Bellville
- Almost 10% of the student population resides outside of the district
- A moderate growth scenario would expect a 2024/25 enrollment of 2,116 students due to large exiting classes and smaller incoming kindergarten classes
- High Growth Scenario represents strong KG growth



TEMPLETON DEMOGRAPHICS

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BELLVILLE INDEPENDENT SCHOOL DISTRICT

518 SOUTH MATHEWS STREET | BELLVILLE, TX | 77418 | PH: (979) 865-3133 | WWW..BELLVILLEISD.ORG

August 27, 2020

19 TAC §61.1013(i) Annually Reporting Requirement Hurricane Harvey Disaster Payments

SUBJECT: CONSTRUCTION AND REPAIRS DUE TO HURRICANE HARVEY INSURANCE CLAIM

- Damages centralized to High School; performance gym, old gym, championship hallway, boys locker room, cheerleader locker room, various roof leaks along roof elevation change and 400 wing entry way thresholds
- Insurance Confirmed Coverage on April 26, 2018
- Flood Coverage up to \$1,000,000 with \$100,000 deductible

Repairs/Estimated Cost	INSURANCE	FEMA	ACTUAL COST	BID
1. Performance Gym Floor Repair	\$20,904.96	\$20,904.96	\$20,904.96	\$20,904.96
2. Asbestos Abatement	\$58,406.00	\$58,406.00	\$58,406.00	\$58,406.00
3. Old Gym Bleacher Demo	--	--	\$7,800.00	\$7,800.00
4. Old Gym Floor Installation	\$127,030.30	\$127,030.30	\$127,030.30	\$127,030.30
5. General Contractor Repair	\$37,375.46	\$162,815.00	\$162,815.00	\$200,025.00
6. Mitigation (civil)	--	\$242,528.87	\$242,528.87	\$244,475.00
7. New Bleachers	\$86,178.00	--	\$89,828.00	\$89,828.00
SUB TOTAL	\$329,894.72	\$611,685.13	\$709,313.13	\$748,469.26
<i>Less Deductible</i>	<i>(\$100,000.00)</i>	--	--	--
<i>Less Insurance Payment</i>		<i>(\$229,894.72)</i>	--	--
TOTAL	\$229,894.72	\$381,790.41	\$709,313.13	\$748,469.26
FEMA Eligibility		<u>90%</u>		
FEMA Estimated Reimbursement		\$343,611.36		
DAC (direct administrative cost)		\$8,610.23		

TOTAL HURRICANE HARVEY EXPENSES	(\$709,313.13)
INSURANCE PAYMENT	\$229,894.72
FEMA ESTIMATED PAYMENT	\$343,611.36
SUBTOTAL	(\$135,807.05)
TEA DISASTER AID PAYMENT	\$156,599.89
TOTAL	\$20,792.84

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

Disaster Remediation Costs

ITEMIZED INVOICE LIST

Disaster Hurricane Harvey
 Date of Disaster August 27, 2017
 Date of Initial Proclamation or Executive Order August 23, 2017
 Period Covered - Two-year period following the governor's proclamation or executive order declaring a state of disaster.

Total Disaster Remediation Costs \$709,313.70

Unreimbursed Disaster Remediation Costs

Total	Invoice Total	Invoice #	Campus Name	Description of Work
\$97,628.00	-	-	-	Bellville High School Old Gym Bleachers
Costs	\$7,800.00	1612141	Bellville High	Bleacher Demo
Costs	\$70,298.70	App #1	Bellville High	New Telescoping Bleachers
Costs	\$3,699.90	App #2	Bellville High	Retainage for New Telescoping Bleachers
Costs	\$12,180.00	1977	Bellville High	R&G Professional Services
Costs	\$3,650.00	7282	Bellville High	Electrical for new bleachers
Costs				
Costs				
Costs	\$9,375.00	-	-	Damaged Threshold
Costs	\$9,375.00	App #1,#2 or #4	Bellville High	Miscott Pay Application 1, 2 or 4 Included the thresholds, see FEMA letter dated
Costs			Bellville High	April 4, 2019 denying 6 threshold at \$1,562.50 each totaling \$9,375.00, hardware
Costs			Bellville High	was included in these cost
Costs				
Costs				
Costs	\$37,241.54	-	-	Non-Eligible FEMA 10%
Costs	\$8,990.00	1878	Bellville High	R&G Professional Services
Costs	\$6,250.00	1895	Bellville High	R&G Professional Services
Costs	\$9,260.00	2039	Bellville High	R&G Professional Services
Costs	\$69,662.84	App #1	Bellville High	New Floor Materials & Labor
Costs	\$27,502.50	App #2	Bellville High	New Floor Materials & Labor
Costs	\$5,113.93	6578/App #3	Bellville High	Retainage New Floor Materials & Labor
Costs	\$63.00	7/31/2018	Bellville High	Newspaper Publications
Costs	\$63.00	5/31/2018	Bellville High	Newspaper Publications
Costs	\$125.00	7189	Bellville High	Install temp power for new floor
Costs	\$19,600.00	6093	Bellville High	Remove/Replace wood floor
Costs	\$1,190.00	1877	Bellville High	R&G Professional Services
Costs	\$64.80	2/28/2018	Bellville High	Newspaper Publications
Costs	\$50.16		Bellville High	Quick Dam Water Barrier
Costs	\$3,725.00	1876	Bellville High	R&G Professional Services
Costs	\$165.00	2037	Bellville High	R&G Professional Services
Costs	\$4,610.00	1890	Bellville High	R&G Professional Services
Costs	\$12,340.00	K5487	Bellville High	Asbestos Spec. Air Monitoring & PM
Costs	\$37,380.00	SOS2621	Bellville High	Removal/Disposal of Court Floor
Costs	\$186.00		Bellville High	Asbestos Abatement/Demo Notice Fee Invoice
Costs	\$72,105.00	App #1	Bellville High	Bellville FEMA Repairs/General
Costs	\$49,495.00	App #3	Bellville High	Bellville FEMA Repairs/General
Costs	\$22,191.25	App #4	Bellville High	Bellville FEMA Repairs/General
Costs	-\$9,375.00			amount applied under Damaged Threshold above
Costs	\$15,513.75	2040	Bellville High	R&G Professional Services
Costs	\$3,510.00	1879	Bellville High	R&G Professional Services
Costs	\$111,062.24	App #1	Bellville High	Bellville FEMA Repairs/Civil
Costs	\$66,025.00	App #2	Bellville High	Bellville FEMA Repairs/Civil
Costs	\$30,039.00	App #3	Bellville High	Bellville FEMA Repairs/Civil
Costs	\$12,151.38	App #4	Bellville High	Bellville FEMA Repairs/Civil
Costs	\$8,070.00	1896	Bellville High	R&G Professional Services
Costs	\$15,181.25	2043	Bellville High	R&G Professional Services
Costs	\$602,310.10	Subtotal		
Costs	-\$229,894.72	Insurance Payment 9/25/2019		
Costs	\$372,415.38			
Costs		X10% X 10% non-eligible for FEMA		
Costs	\$37,241.54			
Costs				
Costs				
Costs				
Total Costs	\$144,244.54	\$709,313.70		

\$565,069.16 Total costs reimbursed from insurance proceeds, federal disaster relief payments, or other sources

\$144,244.54 Balance of unreimbursed disaster expenses

STATEMENT OF LOSS

Insured: PCAT Bellville ISD
 Location of Loss: Bellville High School - Bellville, TX
 Date of Loss: August 28, 2017
 EMA File Number: 1000210637
 Claim Number: 008901-04301

	<u>Value</u>	<u>Loss</u>	<u>Claim</u>
Building - Per Attached Schedule	Not Determined		
EMA Damage Schedule	\$ 329,894.72		
Total Building Repairs	\$ 329,894.72	\$ 329,894.72	\$ 329,894.72
Less:			
Deductible	\$ (100,000.00)		
Subtotal	\$ (100,000.00)		\$ (100,000.00)
<hr/>			
Value, Loss, and Claim	Not Determined	\$ 329,894.72	\$ 229,894.72

Prepared by:
 Lance Grigar, AIC
 Executive General Adjuster
 Engle Martin & Associates

BELLVILLE INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE & INTEREST & SINKING
2019-2020 BUDGET BOARD REPORT

	2018-2019				2019-2020				
	ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
FOOD SERVICE									
5700 Local Revenues	\$540,834	42.48%	\$497,847	92.05%	\$543,526	42.57%	\$233	\$389,237	71.61%
5800 State Revenues	\$6,500	0.51%	\$5,351	82.32%	\$6,500	0.51%	\$0	\$5,243	80.65%
5900 Federal Revenues	\$725,723	57.01%	\$623,951	85.98%	\$726,675	56.92%	\$0	\$557,085	76.66%
Total Revenues	\$1,273,057	100.00%	\$1,127,149	88.54%	\$1,276,701	100.00%	\$233	\$951,565	74.53%
6100 Payroll Cost									
6200 Contracted Services	\$572,777	44.99%	\$533,519	93.15%	\$578,919	45.34%	\$50,262	\$550,427	95.08%
6300 Supplies	\$54,665	4.29%	\$48,415	88.57%	\$49,286	3.86%	\$3,422	\$42,628	86.49%
6400 Travel & Other Cost	\$625,615	49.14%	\$525,190	83.95%	\$638,496	50.01%	\$102	\$425,963	66.71%
6600 Capital Outlay	\$10,000	0.79%	\$6,498	64.98%	\$10,000	0.78%	\$1,259	\$3,637	36.37%
	\$10,000	0.79%	\$0	0.00%	\$0	0.00%	\$0	\$0	#DIV/0!
Total Expenditures	\$1,273,057	100.00%	\$1,113,622	87.48%	\$1,276,701	100.00%	\$55,044	\$1,022,654	80.10%

32

	2018-2019				2019-2020				
	ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
INTEREST & SINKING									
5700 Local Revenues	\$1,836,376	97.66%	\$1,848,648	100.67%	\$1,786,853	98.09%	\$14,444	\$1,956,539	109.50%
5800 State Revenues	\$43,920	2.34%	\$43,482	99.00%	\$34,880	1.91%	\$0	\$47,313	135.65%
5900 Federal Revenues	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
Total Revenues	\$1,880,296	100.00%	\$1,892,130	100.63%	\$1,821,733	100.00%	\$14,444	\$2,003,852	110.00%
BY OBJECT									
6500 Debt Service	\$1,820,258	100.00%	\$1,489,679	81.84%	\$1,821,733	100.00%	\$0	\$1,513,378	83.07%
Total Expenditures	\$1,820,258	100.00%	\$1,489,679	81.84%	\$1,821,733	100.00%	\$0	\$1,513,378	83.07%

**2019-2020 Cash and Investments Reports
 Bellville Independent School District**

Bank Accounts	Average Yield	Beginning Balance	Period Interest	Ending Balance
Industry State Bank				
General Operating	1.26%	\$18,134,824	\$18,688	\$17,113,735
Interest & Sinking	1.26%	\$1,556,227	\$1,665	\$1,570,670
Payroll	1.26%	\$752,576	\$769	\$751,537
Cafeteria	1.26%	\$109,733	\$88	\$59,135
Special Revenue	1.26%	\$154,312	\$182	\$321,500
Trust	1.26%	\$81,962	\$87	\$80,549
Auxilliary	1.26%	\$95,623	\$104	\$95,640
Construction	1.26%	\$0	\$0	\$0
Total Industry Bank		\$20,885,256	\$21,584	\$19,992,766

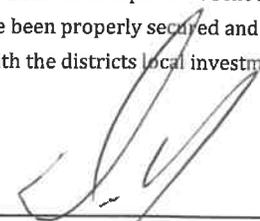
Certificate of Deposits	Principle	YTD Instrest
Total Certificate of Deposits	\$0	\$0

Total Pledge Securities @ Instrusty State Bank \$ 25,144,975

Lone Star Investment Pool	Beginning Balance	YTD Instrest	Ending Balance
LoneStar Pool (gov)	\$0	\$0	\$0
LoneStar Pool (corp+)	\$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	2019 Aug
90 day T-Bill	2.1500%	2.2300%	2.3700%	-	2.4300%	2.4300%	2.4300%	2.4700%	2.4300%	2.4300%	2.1900%	2.0500%
1 year T-Bill	2.5500%	2.6400%	2.7400%	-	2.5900%	2.5900%	2.5500%	2.5400%	2.4100%	2.3700%	2.0000%	1.9000%
TexPool	1.9725%	2.1162%	2.1794%	-	2.3821%	2.3821%	2.3919%	2.3870%	2.4198%	2.4118%	2.3702%	2.3877%
TexPool (Prime)	2.1993%	2.2975%	2.3696%	-	2.5939%	2.5939%	2.5793%	2.5837%	2.5798%	2.5680%	2.5167%	2.5013%
LoneStar Pool (gov)	1.9674%	2.1028%	2.1799%	-	2.3964%	2.3964%	2.3789%	2.3877%	2.4125%	2.4077%	2.3740%	2.3752%
LoneStar Pool (corp+)	2.2494%	2.3028%	2.3840%	-	2.6222%	2.6222%	2.6087%	2.6295%	2.6024%	2.5773%	2.5284%	2.4503%
TexSTAR	1.9920%	2.1327%	2.1925%	-	2.3734%	2.3734%	2.3869%	2.3980%	2.4140%	2.4099%	2.3743%	2.3952%
Texas Class Coop	2.2571%	2.3151%	2.4051%	-	2.6251%	2.6251%	2.6369%	2.6251%	2.4451%	2.5677%	2.5064%	2.3751%
Bellville ISD	2.4500%	2.5500%	2.6900%	-	2.7700%	2.7700%	2.7400%	2.7900%	2.7500%	2.7600%	2.6700%	2.5300%

	2019 Sept	2019 Oct	2019 Nov	2019 Dec	2020 Jan	2020 Feb	2020 Mar	2020 Apr	2020 May	2020 June	2020 July	2020 Aug
90 day T-Bill	1.9300%	1.6600%	1.5700%	1.5600%	1.5400%	1.5900%	0.0010%	0.1100%	0.1300%	0.1600%	0.1100%	0.1200%
1 year T-Bill	1.8800%	1.5900%	1.5400%	1.5400%	1.5600%	1.4800%	0.2500%	0.1700%	0.1600%	0.1700%	0.1400%	0.1400%
TexPool	2.6567%	1.9242%	1.6839%	1.6056%	1.5807%	1.5893%	0.6201%	0.4600%	0.2566%	0.2145%	0.2065%	0.1700%
TexPool (Prime)	2.5186%	2.0844%	1.8618%	1.8172%	1.8042%	1.7601%	1.1223%	0.9300%	0.7593%	0.4959%	0.3997%	0.3157%
LoneStar Pool (gov)	2.3793%	1.9221%	1.7126%	1.6205%	1.5714%	1.5600%	0.8138%	0.5338%	0.2869%	0.1913%	0.1428%	0.0997%
LoneStar Pool (corp+)	2.3335%	2.0790%	1.9293%	1.8929%	1.8425%	1.7700%	1.5679%	1.3148%	0.9601%	0.6721%	0.3579%	0.2665%
TexSTAR	2.5872%	1.9017%	1.6214%	1.5608%	1.5447%	1.5597%	0.5867%	0.4314%	0.1961%	0.1973%	0.2062%	0.1619%
Texas Class Coop	2.3451%	2.0855%	1.9441%	1.8692%	1.8410%	1.7753%	1.3222%	1.0667%	0.7061%	0.5773%	0.4341%	0.2857%
Bellville ISD	2.3100%	2.0700%	1.8500%	1.9200%	1.8800%	1.8900%	1.4400%	1.2600%	1.2600%	1.2600%	1.2600%	1.2600%

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	\$19,992,766	\$19,992,766	1	1.00
CD - Trust	\$0	\$0	365	0.00
Total	\$19,992,766	\$19,992,766	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



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 27, 2020

Subject:	BISD Educational Broadband System
Presenter:	Dr. Nicole Poenitzsch, Superintendent
Board Policy:	FB (Legal) Equal Educational Opportunity
BISD Goal:	<ol style="list-style-type: none">1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]

Summary:	<p>BISD owns an Educational Broadband System that was issued to the district by the FCC. The intent was to provide districts with the capabilities to provide internet access within their geographic boundaries for educational purposes. In April 2020, the FCC updated laws regarding EBS to allow district's to sell this license to corporations. Additionally, the FCC established that if district's who hold licenses do not have activities on their spectrums for 180 consecutive days prior to a determined deadline (mid January) they will lose their ability to hold the license and ownership will return to the FCC.</p> <p>BISD has engaged in a partnership with an attorney with EBS expertise to provide us with an approximate value of the license and assist in negotiating the:</p> <ul style="list-style-type: none">• Build out and use of our EBS by the determined deadline;• lease of our EBS; or• Sell of our EBS.
Attachments:	• None
Recommendation:	The recommendation is for the Board to: No Action is Recommended. Through discussion we need to determine our desired outcome for our EBS.



SUPERINTENDENT'S REPORT

AUGUST 2020

INFORMATIONAL ITEMS:

- 2020 First Day Enrollment at 2150 students. 230 online.
- 2020 Budgeted Enrollment at 2139.
- 2019 First Day Enrollment at 2135.
- Online Learning Website -Updated
- Health Alerts Website-Updated
- In Progress: Implementation of Block Scheduling & 9 Week Grading Periods
- In Progress: Football Ticket Pre-Sale
- Next Steps: LMS Research & Selection: Fall 2020
- Next Steps: 6-12 Device Distribution- September 2020

UPCOMING EVENTS:

- August 20: Football Scrimmages in Smithville
- August 21: Volleyball at Home
- August 24: Support Sessions for Parents of Online Learners
- August 25: Volleyball at Home
- August 26: Staff Google Meet; Parent Advisory Google Meeting
- August 27: Regular Board Meeting
- August 28: Football Scrimmage at Giddings; Volleyball at Home
- August 31: Special Board Meeting: Educational Broadband Spectrum
- September 3: Boardwalk at BHS

PERSONNEL UPDATE:

Current Openings

- Substitutes



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Board Meeting Minutes

518 SOUTH MATHEWS STREET | BELLVILLE, TX | 77418 | PH: (979) 865-3133 | WWW.BELLVILLEISD.ORG

JULY 21, 2020

REGULAR BOARD MEETING

6:35pm-10:37pm

Call to Order

The meeting of the BISD Board of Trustees was called to order by President Grant Lischka at 6:35pm. All members of the Board were present.

Invocation

Given by Daniel Symm

Pledge of Allegiance

Open Forum/Communications

None.

Presentations/Recognitions

- Presentation Alyssa Werner on the BISD Child Nutrition Department & Program

Reports & Discussion Items

- CAD Report presented by Greg Cook
- Delinquent Tax Report by Leslie Schadke, Purdue Brandon
- Monthly Financial Report by Dennis Jurek
- Discussion of BISD Educational Broadband Spectrum by Dennis Jurek
- Superintendent's Report by Nicole Poenitzsch
- First Reading of TASB Policy Update 115 by Nicole Poenitzsch
- Capital Improvement Updates by Michael Coopersmith
 - Current projects slated to be completed on time.
- Talent Management & Human Resource Update by Tony Hancock

Consent Agenda Items

The following items were approved: (Motion by Vince Ruffino, Second by Karen Win. Vote 7-0)

- Minutes of Regular Board Meeting for June 26, 2020;
- Donations & Budget Amendments

Action Items

Action was taken to approve the following items:

- 2020-2021 District Improvement Plan: (Motion by Jim Batson, Seconded by Kenneth Stein. Vote 7-0)
- 2020-2021 Campus Improvement Plans: (Motion Dusty Yantis, Seconded by Andy Murrell. Vote 7-0)
- 2020-2021 Student Code of Conduct: (Motion Jim Batson, Seconded by Vince Ruffino. Vote 7-0)

BELLVILLE BRAHMAS

LEARNERS TODAY. LEADERS TOMORROW.



Board Meeting Minutes

Action Items-Continued

Action was taken to approve the following items:

- 2020-2021 Campus Handbooks: (Motion by Kenneth Stein, Seconded by Dusty Yantis. Vote 7-0)
- MOU between BISD and Bellville Police Department and Austin County Sheriff's Office for School Resource Officers: (Motion by Vince Ruffino, Seconded by Kenneth Stein. Vote 7-0)
- Update to EIC (Local) Academic Achievement and Class Rank to reflect 9 weeks grading periods: (Motion by Dusty Yantis, Seconded by Karen Winn. Vote 7-0)
- List of courses exempt from UIL No Pass No Play Policy: (Motion by Vince Ruffino, Seconded by Dusty Yantis. Vote 7-0)
- Increase school meal prices by 5 cent: (Motion by Dusty Yantis, Seconded by Vince Ruffion. Vote 7-0)
- 2020-2021 Custodial Supply List: (Motion by Dusty Yantis, Seconded by Jim Batson. Vote 7-0)
- Renewal of BISD's Contract for Provision of Worker's Compensation: (Motion by Jim Batson, Seconded by Dusty Yantis. Vote 7-0)
- BISD Technology purchase in the amount of \$269,359 for the purchase of 1:1 Chromebook ratio for students 6-12, wireless access points for campuses and issuance to remote learners: (Motion by Andy Murrell, Seconded by Dusty Yantis. Vote 7-0)
- Update to Policy CH (Local) Purchasing & Acquisition and CV (Local) Facilities Construction to increase Superintendent's authorization allowance to \$50,000: (Motion by Vince Ruffino, Seconded by Andy Murrell. Vote 7-0)
- Certification of BISD Letter of Intent to submit an Asynchronous Learning Plan to TEA in response to COVID-19: (Motion by Jim Batson, Seconded by Karen Winn. Vote 7-0)
- Addition of a nursing position to provide a full-time school nurse at all campuses: (Motion by Andy Murrell, Seconded by Kenneth Stein. Vote 7-0)

No Action Was Taken on the Item Below

- Resolution for continued wage payments for remote work/idled employees in response to COVID-19.

Executive Session

At 9:06pm a motion was made by Dusty Yantis to convene in executive session, seconded by Vince Ruffino. Vote 7-0

- Discussion of purchase, exchange, and lease or value of real property;
- Discussion of personnel and resignations;
- Conduct summative evaluation of the Superintendent and discuss related contract actions.
- Consider legal advice on any item listed on the Board Agenda.

Reconvene in Open Session

The board reconvened in open session at 9:36pm

- No Action was taken.

BELLVILLE BRAHMAS

LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Board Meeting Minutes

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Board Report

The Board discussed and established meeting dates for the 2020-2021 school year inclusive of meetings once per month for an Agenda Review Workshop and once per month for Regular Board Meetings.

Adjourn

At 10:37pm a motion was made by Karen Win to adjourn, seconded by Dusty Yantis. Vote 7-0



Board Meeting Minutes

AUGUST 6, 2020

REGULAR BOARD MEETING

6:32pm-11:34pm

Call to Order

The meeting of the BISD Board of Trustees was called to order by President Grant Lischka at 6:32pm. All members of the Board were present with the exception of Dusty Yantis.

Invocation

Given by Grant Lischka.

Pledge of Allegiance

Open Forum/Communications

None.

Presentations/Recognitions

- Introduction of BISD New Hires for the 2020-2021 school year by Tony Hancock.

Reports & Discussion Items

- Presentation from Huckabee Architects
- Presentation from VLK Architects
- Discussion of BISD Educational Broadband Spectrum.
- Discussion of SmartTag Procurement process
- Discussion of potential to take action on a Defeasement Program for management of I&S Revenue & Debt Repayment
- Discussion of M&O Tax Rate Compression based on enrollment & property values

Action Items

Action was taken to approve the following items:

- Updates to the BISD Board Operating Procedures (Motion by Vince Ruffino, Seconded by Kenneth Stein. Vote 6-0)
- Call for Order of Election for the BISD Board of Trustees on November 3, 2020: (Motion Vince Ruffino, Seconded by Jim Batson. Vote 6-0)

Executive Session

At 9:32pm a motion was made by Vince Ruffin to convene in executive session, seconded by Karen Winn. Vote 6-0

- Conduct summative evaluation of the Superintendent and discuss related contract actions.

BELLVILLE BRAHMAS

LEARNERS TODAY. LEADERS TOMORROW.



Board Meeting Minutes

Reconvene in Open Session

The board reconvened in open session at 11:32pm. The following items were approved.

- Amendments to the Superintendent's Contract to update wording regarding establishment of residency, increase compensation in the amount of \$5,000, and district coverage for employee and family's medical insurance. (Motion by Andy Murrell, Seconded by Karen Winn. Vote 6-0)

Board Report

None.

Adjourn

At 11:34pm a motion was made by Vince Ruffino to adjourn, seconded by Jim Batson. Vote 6-0.



Board Meeting Minutes

AUGUST 20, 2020

REGULAR BOARD MEETING

6:30pm-10:21pm

Call to Order

The meeting of the BISD Board of Trustees was called to order by President Grant Lischka at 6:30pm. All members of the Board were present with the exception of Jim Batson.

Invocation

Given by Grant Lischka.

Pledge of Allegiance

Open Forum/Communications

None.

Presentations/Recognitions

- None. Preview was given a presentation to be delivered by Templeton Demographics on August 27, 2020.

Reports & Discussion Items

- Monthly financial report to be delivered on August 27, 2020.
- Discussion of BISD Educational Broadband Spectrum. -Special Meeting requested for August 31, 2020.
- Superintendent's Report including first day enrollment: 2020 Enrollment- 2150, 2019 Enrollment 2135

Discussion of Consent Agenda Items

- Minutes of Regular Board Meeting July 21, 2020
- Minutes of Special Board Meeting August 6, 2020
- Donations and Budget Amendments to be presented on August 27, 2020
- Review of TASB Policy Update 115
- Review of resolutions for continued wage payments for remote work and idled employees related to district response to COVID-19
- Review Notice of General Election for Bellville ISD School Board Election on November 3, 2020;
- Review of election judges/alternates and polling places for the BISD Board Election on November 3, 2020;
- Discussion of Issuing a Grazing Lease Process & Agreement- To be moved to an Action Item on August 27, 2020;
- Discussion of an MOU between Austin County and BISD for reimbursement of applicable COVID Relief Funds;
- Discussion of Superintendent's Continued employment with Texas A&M;
- Discussion of naming Dennis Jurek as an official district designees for applicable authorizations

BELLVILLE BRAHMAS

LEARNERS TODAY. LEADERS TOMORROW.



Board Meeting Minutes

Discussion of Action Items

The following items were discussed for action on August 27, 2020:

- Partnership with Huckabee Architects for future services and long-range planning;
- 2020-2021 BISD Employee Compensation Plan inclusive of incorporation of funds received through TEA's Teacher Incentive Allotment;
- BISD's response to Chapter 49 classification;
- Maintenance & Operation Budget to be presented on August, 27, 2020;
- I&S Defeasement Program;
- I&S Budget to be presented on August 27, 2020;
- Food Service Budget to be presented on August, 27, 2020;
- BISD Tax Rate to be presented on August 27, 2020;
- 2019-2020 Certified Appraisal Roll to be presented on August 27, 2020;
- Annual Review & Renewal of BISD Fund Balance Strategy;
- BISD Resolution for District Investment Policy to be presented on August 27, 2020;
- Locally developed Employee Appraisal System;
- Updates to the BISD Board Goals inclusive of legislatively required performance targets for Early Childhood Literacy in Reading and Math and College, Career, and Military Readiness standards;
- Asynchronous Plan for submission to TEA

Executive Session

At 9:01pm a motion was made by Dusty Yantis to convene in executive session, seconded by Andy Murrell.

Vote 6-0

- For the purpose of discussing the purchase, exchange, lease, or value of real property (551.072);
- Discussion of personnel and resignations (551.074);
- Consider legal advice on any action listed on Board Agenda (551.071)

Reconvene in Open Session

The board reconvened in open session at 10:21pm.

Board Report

None.

Adjourn

At 10:21pm a motion was made by Andy Murrell to adjourn, seconded by Vince Ruffino. Vote 6-0.

BELLVILLE INDEPENDENT SCHOOL DISTRICT BUDGET TRANSFER

CODING	DESCRIPTION	Decrease	Increase
FUNCTION 11	INSTRUCTION	\$ 140,000.00	
FUNCTION 23	SCHOOL LEADERSHIP		\$ 20,000.00
FUNCTION 33	HEALTH SERVICES		\$ 20,000.00
FUNCTION 81	FACILITIES		\$ 100,000.00
FUNCTION 11	INSTRUCTION	\$ 100,000.00	
199-00-8911-00-000-000000	GENERAL FD OPERATING TRANSFER OUT		\$ 100,000.00

CHANGE TO BUDGET \$ -

REASON FOR BUDGET CHANGE:

BUDGET TRANSFERS FROM FUNCTION 11 TO COVER YEAR END LINE ITEM BUDGETS AND OPERATING DEFICIT IN THE FOOD SERVICE FUND.

Dennis Jurek
ORIGINATOR

APPROVED () DISAPPROVED ()

 PRINCIPAL/DIRECTOR

DATE

APPROVED () DISAPPROVED ()

[Signature]
 ASS'T. SUPERINTENDENT/BUSINESS. MGR

8/27/2020
 DATE

APPROVED () DISAPPROVED ()

 SUPERINTENDENT/BOARD

DATE



Dennis Jurek
Assistant Superintendent

Independent School District

Bellville Independent School District
Board of Trustees Meeting, August 27, 2020

DIRECT DONATIONS TO BELLVILLE ISD

The board may accept any bequest or gift of money or property on behalf of the District. The gift shall become the sole property of the District for its use and disposition. Please tender this letter as a recommendation for acceptance of these donations at the board meeting captioned above.

<u>DATE</u>	<u>DESCRIPTION OF DONATION</u>	<u>AMOUNT</u>
AUG 27	DONATION FROM DR. & MRS. HERBERT B SCHUMANN FOR FFA ACTIVITIES – SUPPLIES AND ENTRY FEES (FD 865)	\$ 2,000.00

Sincerely,

Dennis Jurek, Assistant Superintendent
Bellville Independent School District

Vantage Points

A Board Member's Guide to Update 115

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the local policies included in the update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

The description of local policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.

For questions, contact Policy Service at policy.service@tasb.org, call us at 800-580-7529, or visit our website at policy.tasb.org.

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions.

Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

In addition to these changes, Update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

We strongly encourage you to review the Explanatory Notes contained in your district's update packet for information specific to your local policies and background on changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.

Section B—Local Governance

Board Policy

A revision to **BF(LOCAL)** addressing board policy adoption clarifies that a district's legally referenced policies are not adopted by the board. The (LEGAL) policies provide information on current law and context for the district's (LOCAL) policies.

Section D—Personnel

Compensation and Benefits

For districts that provide paid vacation and holiday benefits, recommended revisions to **DED(LOCAL)** address the board's authorization of these programs, including which employees are eligible for the benefits. Administrative procedures are recommended to address the details of these programs to promote consistent, effective implementation and prevent conflict between policy and administrative procedures.

Discrimination, Harassment, and Retaliation

Revisions to **DIA(LOCAL)** incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Other revisions address the new Title IX regulations and:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;

- Indicate that the district will follow the district’s existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and
- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

**Section E—
Instruction**

**Academic
Achievement**

Revised Administrative Code rules prompted revisions to **EI(LOCAL)** on academic achievement. Provisions on partial credit reflect new terminology from the rules regarding awarding of credit proportionately when a student receives a passing grade in “half” of a course, rather than per “semester.”

To provide flexibility, Policy Service recommends deletion of the statement in most districts’ policies that a student shall be required to retake only the portion of the course with a failing grade. There are various methods for a student to earn credit for the failed part of a course, and board policy is not required to specify which particular method may be used.

For those districts that did not have existing provisions on awarding course credit proportionately to a student who successfully completes only half a course, provisions have been recommended for the district’s consideration. **This is optional text; contact the district’s policy consultant if the district does not wish to include it.**

Some districts’ local policies included provisions on late enrollment or withdrawal of mobile students. To avoid conflict with new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care, which are addressed in **FD(LOCAL)**, below, Policy Service recommends deleting these provisions from **EI(LOCAL)**. Any specific practices in this area will need to align with the new rules and could be included in administrative procedures.

Section F— Students

Admissions

As mentioned above, recommended changes to **FD(LOCAL)** on admissions are based on new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care. The rules require districts to adopt local policy to assist with awarding credit to these students for a course that was earned prior to the student enrolling in or transferring to the district.

Attendance Accounting

Recommended revisions to **FEB(LOCAL)** on attendance accounting are to address amended Administrative Code rules. The rules remove the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended policy text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

Child Abuse and Neglect

FFG(LOCAL) on child abuse and neglect has been significantly revised to comply with amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of children that must be included in the district improvement plan and the student handbook.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from **FFG(EXHIBIT)** into the local policy and recommend deletion of the exhibit.

Discrimination, Harassment, and Retaliation

Revisions to **FFH(LOCAL)** address the new Title IX regulations and are similar to those made at **DIA(LOCAL)**, above. The **FFH(LOCAL)** revisions:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;
- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Provisions in **FB(LOCAL)** on the district’s Title IX coordinator for students have been updated to include required language from the new Title IX regulations. Corresponding wording changes were also made to the ADA/Section 504 coordinator text.

Student and Parent Complaints

FNG(LOCAL) on grievances by students and parents includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined. In addition, we have reordered the list of protected characteristics at Other Complaint Processes, item 1, to align with revisions at FFH(LOCAL) above.

Section G—Community and Governmental Relations

Public Complaints

As with FNG(LOCAL), above, **GF(LOCAL)** on complaints by members of the public includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined.

Miscellaneous Deletions

Several local policies focusing on administrative details are recommended for deletion for those districts that had them. Board-adopted policy is not required on these topics.

- BDF(LOCAL)—citizen advisory committees
- DMD(LOCAL)—professional meetings
- FMF(LOCAL)—student contests and competitions

A message from TASB Governmental Relations

TASB Advocates for Public Schools

It's a given that state and federal legislation influences school district policy and practice. But did you know that school board members can influence legislation?

- As a private citizen who serves the public, [your voice has weight with legislators](#).¹
- By [engaging with TASB](#)² you can influence the TASB Advocacy Agenda by participating in our grassroots meetings, attending Delegate Assembly, serving on the TASB Legislative Advisory Council, and more.

If you have questions about TASB's advocacy efforts and programs, contact [TASB Governmental Relations](#)³ at 800-580-4885 or Dax.Gonzalez@tasb.org.

¹ Working with Legislators: <https://www.tasb.org/trustees/champion-your-district/working-with-legislators.aspx>

² Engage with TASB: <https://www.tasb.org/trustees/champion-your-district/engage-with-tasb.aspx>

³ TASB Governmental Relations: <https://gr.tasb.org>

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Update 115 includes new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Multiple changes at Update 115 are based on legislation from the Regular Session of the 86th Texas Legislature that impose changes effective with the 2020–21 school year. Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Legislature.

An overview video of the local policy changes is available under Policy Manual Update Resources in the myTASB [Policy Service Resource Library](#). **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

AF(LEGAL)

INNOVATION DISTRICTS

Revisions to the Administrative Code, effective January 2020:

- Specify that an innovation district may not be exempted from Education Code Chapters 48 (Foundation School Program) and 49 (Options for Local Revenue Levels in Excess of Entitlement); and
- Authorize the commissioner to terminate district of innovation status for a district's failure to comply with the duty to discharge or refuse to hire certain employees or applicants as required by state law.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Administrative rule changes, effective August 2019, specify that districts with a local accountability system must use the local accountability system rating standards established by the commissioner. These standards will be updated annually and published in the *Local Accountability System Manual*.

Definitions for the various accreditation statuses have also been added.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

TEA has renamed the Performance-Based Monitoring Analysis System (PBMAS) to the Results Driven Accountability (RDA) system, effective December 3, 2019. This was to align with the Office of Special Education Programs (OSEP) framework.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Beginning with the 2020–21 school year, HB 4205 creates a new option for campuses that are required to submit campus turnaround plans—an accelerated campus excellence (ACE) turnaround plan. The commissioner is required to approve an ACE turnaround plan if the commissioner determines that the plan meets the statutory requirements.

Other changes are from revised Administrative Code rules, effective March 31, 2020. The rules clarify interventions and sanctions provisions, including campus intervention team membership and participation and campus turnaround plan submission, approval, and implementation processes.

Additional detail has been included about the required notice the campus intervention team must provide regarding the public meeting for soliciting input on development of a targeted improvement plan.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

This legally referenced policy on eligibility and qualifications for board members has been revised to clarify that a person cannot *run* for the board if the person has a final felony conviction from which the person has not been pardoned or had the disabilities removed (see Eligibility). The provision at Ineligibility indicating that a person cannot *serve* as a member of the board if the person has been convicted of a felony remains unchanged.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 2640 deleted the requirement for the presiding officer of the board to prepare a report of precinct results for the secretary of state.

BBD(LEGAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

Extensive changes to this legally referenced policy on board member training and orientation are from revised Administrative Code rules, effective March 24, 2020. See the TASB Board Development Services website for helpful overviews of the [training requirements](#).

BDF(LEGAL)

BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

HB 18 revised the list of persons that a board may appoint to the school health advisory council (SHAC). The bill also added requirements for a district to publish in the student handbook and on the district's website certain information on student physical and mental health resources, policies, and procedures and whether each campus has a full-time nurse or school counselor. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

BF(LOCAL)

BOARD POLICIES

A revision to this local policy clarifies that a district's legally referenced policies are not adopted by the board.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

BQ(LEGAL)

PLANNING AND DECISION-MAKING PROCESS

HB 18 revised the list of strategies for improvement of student performance that must be included in the district improvement plan (DIP) to include positive behavior interventions and support and implementation of a comprehensive school counseling program. In addition, the DIP must include:

- Strategies for providing elementary school students information about higher education; and
- The district's procedures on mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention.

Details about dating violence have been moved to FFH addressing harassment; details about sexual abuse, sex trafficking, and other maltreatment of children have been moved to FFG addressing child abuse and neglect.

BQA(LEGAL)

PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

Provisions on the district-level decision-making committee's responsibilities have been revised to better match statute.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

BQB(LEGAL) PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL

Provisions on the campus-level decision-making committee's responsibilities have been revised to better match statute.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Note on page 5 has been adjusted to include a link to a USDA memo addressing micro-purchase and simplified acquisition thresholds for federal child nutrition programs.

CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

TASB Policy Service engaged an outside law firm with expertise in the area of bonds to review the federal securities law provisions in this legally referenced policy, which resulted in revisions throughout that section of the policy.

In addition, we have included two existing statutory provisions on:

- Attorney general review and approval of a public security and the record of proceedings, and
- Authority of the issuer of public securities to contract for certain services.

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

At Tax Rate Adoption, we have added information on the maximum compressed rate from HB 3 and new Administrative Code rules effective April 10, 2020.

HB 492 repeals existing law regarding reappraisal of property damaged in a disaster area. However, an amendment to the Texas constitution approved by voters in November 2019 authorizes a temporary exemption for property damaged in a disaster. These new provisions have been added to CCGA(LEGAL) addressing ad valorem tax exemptions.

A board must conduct an efficiency audit before holding an election seeking voter approval to adopt an M&O tax rate. In conducting the audit, the auditor selected by the board must follow the Legislative Budget Board (LBB) guidelines, to which we have included a link.

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

HB 492 provides for a temporary exemption for property damaged in a disaster, as authorized in an amendment to the Texas Constitution approved by voters in November 2019.

CCGB(LEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

Revisions to this legally referenced policy reflect amended Administrative Code rules, effective February 6, 2020, and include:

- The exclusion of any employee names or other personal identifying information from the definition of *substantive documents* submitted to the comptroller in connection with economic development applications,
- Clarification of the procedures for an applicant to obtain continued eligibility for a limitation on appraised value, and
- Extended timelines for the comptroller to review a written agreement for a limitation on appraised value.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

CCH(LEGAL) LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

Effective September 1, 2020, SB 2 requires an appraisal district board in a county with a population of a million or more to increase the size of the appraisal review board (ARB) to an appropriate number of members. The ARB must establish special panels to conduct protest hearings.

CFA(LEGAL) ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

Revisions to the provisions on the Annual Local Debt Report are from amended Administrative Code rules, effective April 5, 2020.

Other revisions are to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CFC(LEGAL) ACCOUNTING: AUDITS

This legally referenced policy on audits has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKA(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS

This legally referenced policy on asbestos has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKE(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Revisions regarding training are from amended Administrative Code rules, effective February 5, 2020, and require district police officers and school resource officers to receive a school-based law enforcement proficiency certificate within 180 days of commission or placement in the district.

CKEA(LEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

The addition of provisions regarding reporting on appointment and separation of licensed peace officers was prompted by amended Administrative Code rules, effective February 5, 2020.

CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Revisions to the provisions prohibiting certain expenditures of funds from the instructional materials allotment are from amended Administrative Code rules, effective February 6, 2020.

CO(LEGAL) FOOD AND NUTRITION MANAGEMENT

A Note has been added pointing to the Texas Department of Agriculture's Records Retention List, which can assist districts with retaining documentation to demonstrate program compliance.

CQ(LEGAL) TECHNOLOGY RESOURCES

This legally referenced policy has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources. Citations to various laws pertaining to unlawful interception, use, or disclosure of communications have also been added to this policy for reference.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Online posting provisions have been updated to:

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

- Clarify that notification by the campus intervention team regarding public input on development of a targeted improvement plan must be published on the district and campus websites,
- Add the requirement to post a completed campus turnaround plan 30 days before the final plan is submitted to the board,
- Add details about posting of the Annual Local Debt Report,
- Add the requirement to post information on designated agents under the Digital Millennium Copyright Act for districts seeking to limit liability, and
- Add the requirement to post the district's family engagement plan.
- Add contact information for the district's Title IX coordinator and the district's policy of nondiscrimination; and
- Add materials used to train the Title IX coordinator and other individuals who are relevant to resolving complaints under Title IX.

CQB(LEGAL)

TECHNOLOGY RESOURCES: CYBERSECURITY

We have removed provisions on the Electronic Communication Privacy Act that address the criminal consequences of the Act. A high-level reference to this information has been added to CQ(LEGAL).

CRE(LEGAL)

INSURANCE AND ANNUITIES MANAGEMENT: WORKERS' COMPENSATION

We have removed case law addressing enforcement of a reasonable absence-control rule because the case is also included in DEC(LEGAL).

CS(LEGAL)

FACILITY STANDARDS

Provisions on termination of LP-gas service have been revised as a result of amended Administrative Code rules, effective January 6, 2020.

CY(LEGAL)

INTELLECTUAL PROPERTY

This legally referenced policy on intellectual property has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

D(LEGAL)

PERSONNEL

The D Section table of contents has been revised to rename DBAA Pre-Employment Reviews.

DAA(LEGAL)

EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY

This legally referenced policy has been revised at Bankruptcy Discrimination to better match statute.

The provisions addressing compliance coordinators for federal nondiscrimination laws have been updated in response to the new Title IX regulations.

DBAA(LEGAL)

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

This legally referenced policy has been retitled and reorganized to include various pre-employment reviews. As a result, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to this policy from DC(LEGAL).

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

Provisions have been added on the U.S. Department of Transportation's (DOT) national commercial driver license drug and alcohol clearinghouse. A district may not employ a driver subject to DOT drug and alcohol testing who will perform a safety-sensitive function without first conducting a pre-employment inquiry through the clearinghouse.

DC(LEGAL) EMPLOYMENT PRACTICES

As mentioned above, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to DBAA(LEGAL), which now addresses pre-employment reviews.

DED(LOCAL) COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS

If your district offers paid vacation or holiday benefits to certain district employees, please contact the district's policy consultant for recommended policy language addressing board authorization and development of administrative procedures for consistent application.

TASB HR Services has a [framework](#) to help districts develop administrative procedures on these issues.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DF(LEGAL) TERMINATION OF EMPLOYMENT

Failure to terminate an employee on the Do Not Hire Registry has been added as a reason for which the State Board for Educator Certification may impose sanctions on an educator. This change is from amended Administrative Code rules, effective March 5, 2020.

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Changes to this legally referenced policy on reports to TEA regarding non-certified employee misconduct are from revised Administrative Code rules, effective December 31, 2019. The rules clarify the information that must be in a report and include several relevant definitions.

DHE(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

Information on postaccident alcohol or controlled substances testing has been incorporated from DHE(EXHIBIT), which is being deleted.

Additional detail has been included regarding required Department of Transportation drug and alcohol testing of commercial vehicle operators.

DHE(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

This exhibit on postaccident alcohol or controlled substances testing is being deleted, as the content has been incorporated into DHE(LEGAL).

DIA(LEGAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The Note pointing to other relevant policies has been updated to reflect Title IX changes. We have added the recent U.S. Supreme Court case, *Bostock v. Clayton County, Georgia*, which held that firing an employee on the basis of homosexuality or transgender status violates Title VII's prohibition against sex discrimination in employment. Margin notes have also been updated.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

DIA(LOCAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Recommended revisions to this policy incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The Title IX regulations provide that a district has actual knowledge of sexual harassment if notice or allegations are made to any employee; therefore, a new provision at Notice of Report requires *any* employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by students.
- Provisions on retaliation and records retention have been updated.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications and clarification of the provisions on distribution of the policy and any accompanying procedures.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DIA(EXHIBIT)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

Service recommends adding an email address for the ADA/Section 504 coordinator, if applicable to your district.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

HB 18 revises both optional and required training for district staff development. Required training, which must be provided annually, focuses on various aspects of student mental health, as listed in the policy. Suicide prevention training must address the specific components indicated.

Details about required mental health support programs have been updated in accordance with HB 18 and moved to FFEF addressing student mental health.

Provisions addressing required training on child abuse, trafficking, and maltreatment have been updated based on revised Administrative Code rules, effective November 6, 2019.

DMD(LOCAL) PROFESSIONAL DEVELOPMENT: PROFESSIONAL MEETINGS AND VISITATIONS

Policy Service recommends that the administrative details regarding professional meetings be removed from the local policy manual, as board-adopted policy is not required.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DP(LLEGAL) PERSONNEL POSITIONS

This legally referenced policy on personnel has been revised to include provisions on various physical and mental health professionals, including:

- School nurses,
- Certified school counselors,
- Nonphysician mental health professionals, and
- Licensed specialists in school psychology (LSSPs).

EEL(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES

In accordance with new federal provisions, districts that have Junior Reserve Officers' Training Corps programs must permit homeschooled students to participate in the program.

EHAA(LLEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Provisions on coordinated health programs have been updated based on HB 18.

HB 18 amends the SHAC's duties to include making recommendations about various aspects of student mental health.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

EHB(LLEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions on dyslexia compliance monitoring are from revised Administrative Code rules, effective December 25, 2019.

SB 2075 requires that a district notify the parent of a student who has or is at risk for dyslexia or a related disorder that the Texas State Library and Archives Commission provides audiobooks free of charge to students with eligible disabilities.

EHBA(LLEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

Provisions on off-campus programs to provide special education and related services during school hours in a non-district facility are from new Administrative Code rules, effective November 10, 2019. The rules address placement in the programs, notification to and review by TEA, contract requirements, and changes of student residence.

EHBAB(LLEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. For such students who transfer into the district, the rules require the receiving district to:

- Accept a referral done by a previous district for a special education evaluation and complete any written report of a full individual and initial evaluation by the timelines in law, and
- Ensure that the district meets student transfer requirements relating to the ARD committee for a student who is already eligible for services.

EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

This legally referenced policy on bilingual education has been revised throughout as a result of amended Administrative Code rules, effective April 10, 2020. The rules address requirements for administering the home language survey, parental notice and consent, and assessment options for students in a two-way dual language immersion program.

Other revisions are to better match statute.

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Amended Administrative Code rules, effective February 13, 2020, prompted revisions throughout the high-quality prekindergarten program provisions.

EHBJ(LLEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to the application process for requesting approval from the State Board of Education or the commissioner to offer an innovative course are from amended Administrative Code rules, effective December 25, 2019.

EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

Provisions on dual credit agreements have been updated based on amended Administrative Code rules, effective November 24, 2019. We have also added some existing statutory provisions on dual credit programs to address faculty supervision and student transcripts.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

EI(LEGAL) ACADEMIC ACHIEVEMENT

Provisions on partial award of credit have been updated to reflect revised Administrative Code rules, effective March 15, 2020. The rules revised terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to:

- Adopt local policy to assist with awarding credit for a course that was earned prior to the student enrolling in or transferring to the district [see FD(LOCAL) recommendations in Update 115],
- Develop credit recovery plans for students who were denied credits outside the district or if the student's credit deficit would impede on-time promotion or graduation,
- Create course transition plans for students who were denied credit,
- Develop and administer personal graduation plans for junior or middle school students, and
- Comply with existing Education Code provisions regarding awarding of diplomas.

EI(LOCAL) ACADEMIC ACHIEVEMENT

Provisions on partial credit have been updated to reflect revised Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

To provide flexibility, Policy Service is recommending deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which particular method may be used.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Beginning with students enrolled in the 12th grade in the 2021–22 school year, HB 3 will require a student to complete and submit a federal or Texas application for financial aid to graduate. The provision has been added to the policy manual now in case the district starts receiving questions about this provision. TEA will be issuing rules with more details.

Details on forming an individual graduation committee, including acceptable alternate members, have been added from amended Administrative Code rules, effective February 10, 2020.

Administrative Code rules effective November 24, 2019, provide that a student who completes the core curriculum of an institution of higher education meets the curriculum requirements for the foundation high school program, earns an endorsement and the distinguished level of achievement, and is entitled to a high school diploma.

Provisions on transitioning to the foundation high school program have been deleted from law.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Changes to this legally referenced policy on assessments include:

- Additional detail on end-of-course assessments, for more complete information;
- Deletion of detailed provisions on use of the TSI as a substitute assessment in lieu of a statutory reference; and
- Revisions to testing requirements for accountability purposes based on amended Administrative Code rules, effective February 23, 2020.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

EKC(LLEGAL)

TESTING PROGRAMS: READING ASSESSMENT

Effective with the 2020–21 school year, HB 3 requires a district to administer the commissioner-adopted reading instrument or the commissioner-approved alternative reading instrument to students at the kindergarten level and report results of reading instruments to parents within 60 calendar days of administration.

ELA(LLEGAL)

CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS

This legally referenced policy on partnership charters has been significantly revised in accordance with amended Administrative Code rules, effective March 31, 2020. The rules:

- State that operating partners have final and sole authority over certain campus decisions;
- Add numerous requirements for performance contracts; and
- Update the TEA approval process.

In accordance with amended Administrative Code rules, effective September 1, 2019, a performance contract for a partnership charter only needs to include assurances that the district has consulted with relevant campus personnel if the partnering entity is an open enrollment charter school and not for other partnering entities approved by TEA.

F(LLEGAL)

STUDENTS

Update 115 includes reorganization of student mental health provisions. As a result:

- FFE has been renamed Counseling and Mental Health;
- FFEA has been renamed Counseling; and
- FFEB has been renamed Mental Health.

FB(LLEGAL)

EQUAL EDUCATIONAL OPPORTUNITY

The provisions on required grievance procedures and retaliation have been updated based on the new Title IX regulations.

FB(LOCAL)

EQUAL EDUCATIONAL OPPORTUNITY

The provision on the Title IX coordinator has been updated in response to the new Title IX regulations. Corresponding wording changes were made to the ADA/Section 504 coordinator text.

FB(EXHIBIT)

EQUAL EDUCATIONAL OPPORTUNITY

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FD(LOCAL)

ADMISSIONS

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to adopt local policy to assist with

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

awarding credit to a student who is homeless or in substitute care for a course that was earned prior to the student enrolling in or transferring to the district. See Transition Assistance for recommended text to comply with this local policy requirement.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FDB(LEGAL) ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

Clarification has been added regarding transfer of a student with a disability who receives special education services and who engaged in bullying.

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

From HB 3, we have added a provision, effective September 1, 2020, clarifying that a student is not required to attend school for the additional instructional days for which a district receives a financial incentive under Education Code 48.0051. See FEB(LEGAL) for more information.

FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Amended Administrative Code rules, effective December 25, 2019, delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be taken at the official attendance-taking time during the campus's instructional day. There is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

From HB 3, we have added a provision, effective September 1, 2020, under which a district may receive a financial incentive for offering an additional 30 days of half-day instruction above the required minimum number of minutes for students in prekindergarten through fifth grade.

FEB(LOCAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

See FEB in the [TASB Regulations Resource Manual](#).

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Provisions on nursing peer review committees have been moved to DP(LEGAL).

Provisions on psychotropics and psychiatric evaluations have been moved to FFEB(LEGAL).

FFAE(LEGAL) WELLNESS AND HEALTH SERVICES: SCHOOL-BASED HEALTH CENTERS

HB 18 permits the board (in addition to a local health education and health-care advisory council) to initiate the establishment of a school-based health center at a campus. The bill also expands the list of services that may be provided at school-based health centers to include physical health care, treatment of mental health conditions, and treatment for substance abuse.

Other changes from HB 18 address parental consent for referrals, the membership of the advisory council, and coordination with existing providers.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

Provisions on the recommended best practice programs and research-based practices on student mental health have been moved to FFEB(LEGAL).

FFC(LEGAL) STUDENT WELFARE: STUDENT SUPPORT SERVICES

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. The rules address processes and practices on the following:

- Transferring student records;
- Developing systems to ease transition for students, including welcome packets, introductions, and mechanisms for receiving school nutrition program benefits;
- Convening enrollment conferences;
- Determining appropriate placement in educational programs and courses;
- Facilitating participation in extracurricular programs;
- Promoting postsecondary information; and
- Notifying the educational decision-maker and caseworker of events that significantly impact the student's education.

FFE(LEGAL) STUDENT WELFARE: COUNSELING AND MENTAL HEALTH

Provisions on counseling have been moved to FFEA.

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

This legally referenced policy has been reorganized to focus on both behavioral and academic counseling programs. As a result:

- Personnel provisions on school counselors and their duties have been moved to DP(LEGAL), and
- Various provisions regarding consent to counseling services previously at FFE(LEGAL) have been moved to this code.

From HB 18, we have added a provision requiring a school counselor to work with various stakeholders to plan, implement, and evaluate a comprehensive school counseling program.

From HB 114, we have added a provision applicable with the 2020–21 school year requiring a school counselor to provide information regarding availability of college credit for military experience, education, and training obtained during military service.

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

This legally referenced policy has been added to focus on student mental health programs. As a result, provisions on psychotropics and psychiatric evaluations previously at FFAC(LEGAL) have been moved to this code.

The policy now addresses the various mental health programs, as revised by HB 18, for which the district must develop practices and procedures. The practices and procedures must be included in the student handbook and district improvement plan. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

FFG(LLEGAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This legally referenced policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules, effective November 6, 2019. The rules address the required policy on sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement. The rules also revise the elements of the required child abuse and neglect reporting policy.

FFG(LOCAL) has been revised to comply with these rule changes.

FFG(LOCAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This local policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into this local policy and recommend deletion of the exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FFG(EXHIBIT)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

As mentioned at FFG(LLEGAL), Administrative Code rules on child abuse and neglect were recently revised. To ensure that all required policy elements are addressed in board-adopted local policy, we have revised and moved provisions from this exhibit into FFG(LOCAL). This exhibit is recommended for deletion.

FFH(LLEGAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

This legally referenced policy addressing discrimination, harassment, and retaliation against students has been significantly revised to include the new Title IX regulations, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Provisions on dating violence have been moved from BQ(LLEGAL) to this code on discrimination, harassment, and retaliation.

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.
- Provisions on retaliation and false claims have been updated and moved to the end of the policy.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

FFH(EXHIBIT) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FM(LEGAL) STUDENT ACTIVITIES

The detailed list of honors classes for purposes of eligibility to participate in extracurricular activities has been deleted in lieu of a reference to the Administrative Code.

Existing statutory provisions on before- and after-school programs for elementary and middle school grades have been added.

FMF(LOCAL) STUDENT ACTIVITIES: CONTESTS AND COMPETITION

This local policy on student contests and competition is recommended for deletion. There is no requirement for board policy on these issues; the district's practices can be included in administrative procedures.

Explanatory Notes

TASB Localized Policy Manual Update 115

Bellville ISD

FNG(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Policy Service has revised the list of protected characteristics at Other Complaint Processes, item 1, to align with the list at FFH(LOCAL) above.

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See FNG in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FNG(EXHIBIT)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Our records indicate that you have an exhibit at this code that you may need to review and revise in light of the changes in this update. Please advise us:

- If this exhibit is obsolete and should be deleted from your localized policy manual; or
- If you have revisions that you wish to submit for editorial and legal review and incorporation into your localized policy manual.

GBAA(EXHIBIT)

INFORMATION ACCESS: REQUESTS FOR INFORMATION

This exhibit referring to the attorney general's guidelines for charges under the Public Information Act is being deleted. The citation to the Administrative Code where these charges are found has been added to GBAA(LEGAL).

See GBAA in the [TASB Regulations Resource Manual](#) for updated forms related to requests for information.

GF(LOCAL)

PUBLIC COMPLAINTS

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See GF in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

GF(EXHIBIT)

PUBLIC COMPLAINTS

Our records indicate that you have an exhibit at this code that you may need to review and revise in light of the changes in this update. Please advise us:

- If this exhibit is obsolete and should be deleted from your localized policy manual; or
- If you have revisions that you wish to submit for editorial and legal review and incorporation into your localized policy manual.

Explanatory Notes
TASB Localized Policy Manual Update 115

Bellville ISD

GKA(LLEGAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Provisions on drones have been updated based on changes to federal law and replace previous provisions on model aircraft.



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

Legally referenced policies are not adopted by the Board.

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

Adoption and Amendment

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

BOARD POLICIES

BF
(LOCAL)

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized
Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

Note: This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees. ~~For Title IX and other provisions regarding~~ ~~For~~ discrimination, harassment, and retaliation ~~against~~~~involving~~ students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Definitions

Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy ~~and is prohibited~~.

Discrimination

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

~~In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.~~

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; **cyberharassment**; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other **negative** stereotypes; or other **kinds** ~~types~~ of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, **contact**, or communication, **including electronic communication** ~~or contact~~.

~~**Retaliation**~~

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, **serves as a witness, or otherwise participates in an investigation.**~~

~~Examples~~

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. **Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.**~~

~~**Prohibited Conduct**~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

Reporting Procedures

Any ~~An~~ employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced

prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other ~~nondiscrimination~~ ~~antidiscrimination~~ laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed ~~the conduct~~. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports ~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.~~

Notice of Report

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

Investigation of Reports Other Than Title IX ~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that,

if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not ~~require~~~~insist upon~~, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District ~~official~~ shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

Response to Sexual Harassment—Title IX

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the

District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations ~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount ~~a period~~ of time required by law. ~~at least three years.~~ [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this ~~This~~ policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be ~~posted on the District's website, to the extent practicable, and readily available at each campus and the District's~~ ~~District~~ administrative offices.

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

~~Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. [See also DMA and DMG]~~

~~When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.~~

~~The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee.~~

Release Time

~~Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required staff development purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.~~

ACADEMIC ACHIEVEMENT

EI
(LOCAL)

Certificate of Coursework Completion

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only ~~half~~^{one semester} of a ~~two semester~~ course and the combined grade for ~~both halves~~^{the two semesters} is lower than 70, the District shall award the student credit for the ~~half~~^{semester} with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

Title IX Coordinator The District ~~designates and authorizes the~~~~has designated a~~ Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / Section 504 Coordinator The District ~~designates and authorizes the~~~~has designated an~~ ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), as amended. [See FB(EXHIBIT)]

Superintendent The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Equal Educational Opportunity
General Education The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC]- Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District’s compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student’s disability shall be made in accordance with FFH.

Section 504

Committees

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

Notice and Consent

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

Evaluation and Placement

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

Review and Reevaluation Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

Right to Impartial Hearing

A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing

shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

Records Retention

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records ~~control~~retention schedules. [See CPC]

**Persons Age 21
and ~~And~~ Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

Minor Living Apart

**Person Standing in
Parental Relation**

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

**Extracurricular
Activities**

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. ~~[See E1]~~

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See E1]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdraw-

al. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

**Attendance
Accounting System**

The Superintendent shall be responsible for **designating the official attendance-taking time during the campus's instructional day and** maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative
Attendance-
Taking **Recording**
Time

The ~~When appropriate, the~~ Superintendent is authorized to **shall** establish written procedures permitting a campus to **record absences in** ~~specify~~ an alternative **hour from the District's official time for taking attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus** or for a designated group of students at a campus. The alternative ~~time for recording~~ **attendance-taking time** shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* **and administrative regulations.**

**Parental Consent to
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

~~Any~~ ~~by any~~ person is required to ~~shall~~ make a report if the person has cause to believe that an adult was a victim of abuse or neglect ~~im-~~
~~mediately~~ as a child and the person determines in good faith that

disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person. ~~required by law.~~

~~Reports shall be made in accordance with FFG (EXHIBIT).~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)ⁱ;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

ⁱ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

Note: This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District students. For provisions regarding discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

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

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law, ~~when the conduct~~ ~~that~~ is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by ~~law~~ ~~and~~ this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another 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; [cyberharassment](#); physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or [other](#) inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, [contact](#), or communications, [including electronic communication](#) ~~or contact~~.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

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 offensive jokes, name-calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

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.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

~~Retaliation~~

~~The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.~~

~~False Claim~~

~~A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.~~

~~Prohibited Conduct~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
<i>Definition of District Officials</i>	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, or gender-based harassment, or dating violence , may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>An individualA student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	<p>To ensure the District's prompt investigation, reports Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.</p>
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of Reports Other Than Title IX the Report	<p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment,</p>

and dating violence, see the procedures below at [Response to Sexual Harassment—Title IX](#).

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~ ~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if ~~proved~~ ~~proven~~, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investiga-

tor shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the ~~report~~ ~~complaint~~, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment–Title IX

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records ~~control~~retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT ACTIVITIES
CONTESTS AND COMPETITION

FMF
(LOCAL)

UIL Activities

~~State Board and UIL rules shall govern interscholastic activities; however, Board policies and District rules may supplement State Board and UIL rules.~~

~~No event shall be scheduled and no student allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches are responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]~~

Athletic Program

~~A well-rounded program of interscholastic athletics shall be maintained in the District secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.~~

~~Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.~~

~~Interscholar competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intra-school sports activities for elementary students shall be maintained as part of the physical education program.~~

Non-UIL Activities

~~Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]~~

Overnight Trips

~~Students involved in UIL competition that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]~~

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability, ~~or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

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

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

	<p>deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p>
Scheduling Conferences	<p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.</p>
Response	<p>At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p>"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p>
Representative	<p>"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the</p>

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the

decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

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

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on

the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other

relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 27, 2020

Subject:	Continued Wage Payments for Remote Work & Idled Employees Due to COVID-19
Presenter:	Dr. Nicole Poenitzsch, Superintendent
Board Policy:	DEC (Local) Compensation and Benefits, Leaves & Absences
BISD Goal:	3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [CULTURE]

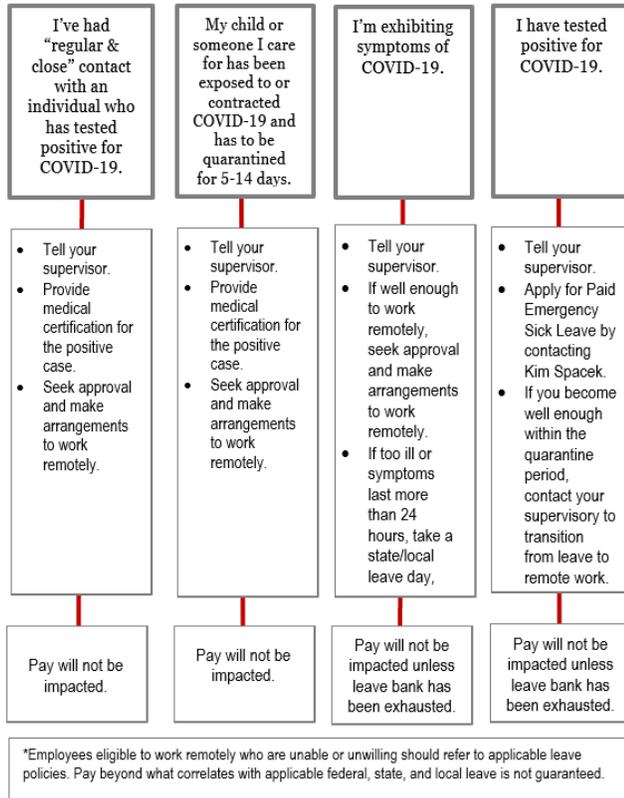
Summary:	<ul style="list-style-type: none">● BISD recognizes that the nature of our employee's work may subject them to risks related to the spread and contraction of COVID-19. In an effort to ensure such risks, and the district's mitigative measures including required precautionary absences, do not negatively impact individual's personal leave bank and/or pay- the attached resolutions are recommended to allow employee's continued wage payments for remote work and while idled when such measures are a result of the district's response to COVID-19.
Attachments:	<input type="checkbox"/> See Recommended Resolutions Attached
Recommendation:	The recommendation is for the Board to: Approve the resolutions proposed for continued wage payments for employees to work remotely and/or while idle when directed or authorized as part of the district's response to COVID-19.

Attendance, Leave, & Pay Flow Chart

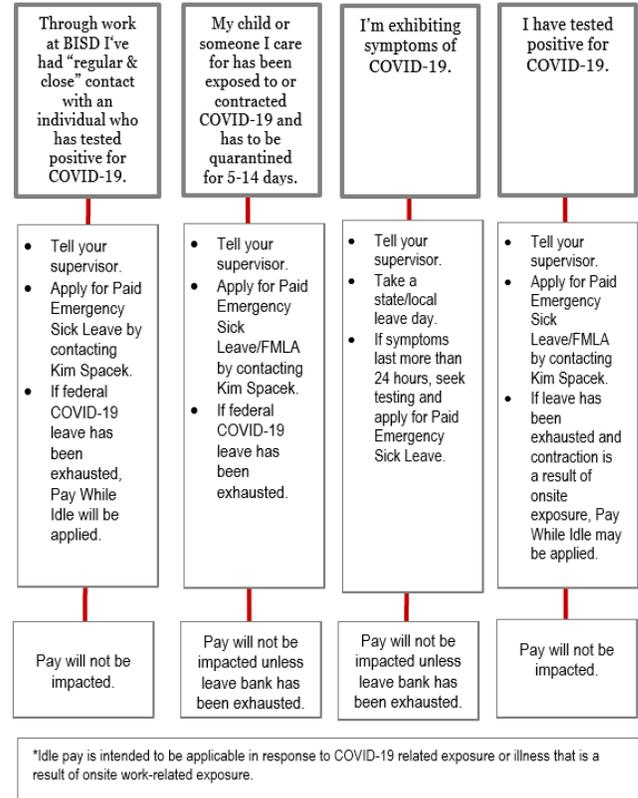
PROTOCOLS & OPERATIONAL GUIDELINES IN RESPONSE TO COVID-19



Employee Eligible for Remote Work



Employee Eligible for Pay While Idle



>>> Remote Work and Pay While Idle eligibility is dependent upon what has been district directed and approved.

>>> Any "regular and close" contact should be reported to your direct supervisor.

>>> Quarantine and leave requirements are applicable when "regular and close" contact with an infected individual occurred **while not wearing a cloth face covering**.

>>> Dependent upon the nature of the exposure, individuals who were wearing a cloth face covering at the time of their interaction with an infected individual may not be subjected to quarantine requirements.

**Resolution of the Board Regarding Extension of Leave
during Precautionary Exclusion¹**

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Bellville Independent School District for purposes necessary in the conduct of the public schools as determined by the Board;

WHEREAS, the Board acknowledges that during an epidemic, District employees may be instructed not to report for work;

WHEREAS, the Board finds that a need exists to address additional leave for employees who are instructed not to report for work and if conditionally required per Bellville ISD’s Operational Guidelines have exhausted all applicable and available federal, state, and/or local leave days;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if they do not report for work; and

WHEREAS, the Board concludes that providing additional paid leave to all regular employees—contractual and noncontractual, salaried and non-salaried—who are instructed not to report to work due to an epidemic the public purposes of protecting students and staff, maintaining morale, and reducing turnover;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellville Independent School District authorizes providing additional paid leave for all regular employees—contractual and noncontractual, salaried and non-salaried—who are instructed not to report to work during an epidemic and if conditionally required per Bellville ISD’s Operational Guidelines have exhausted all applicable and available federal, state, and/or local leave days;

The authority granted by this resolution to provide additional paid leave for all employees instructed not to report for work provides additional leave for the duration approved by the Bellville Independent School District Superintendent through December 31, 2020 unless the Board takes action to authorize leave for a longer duration.

Adopted this 27th day of August, 2020 by the Bellville ISD Board of Trustees.

Presiding Officer

Secretary

Resolution of the Board Regarding Employee Pay &

Remote Work & Pay While Idle

WHEREAS, the Board acknowledges that the district will experience requirements for alternative work responsibilities and allowances for employees to be off-site and idle in response to the operational impact of health and safety concerns related to COVID-19 throughout the 2020-2021 school year.

WHEREAS, the Board concludes that, in order to serve students in the operational and instructional arrangements for on-site and remote instruction, and be responsive to COVID-19 related health concerns, employees may have health exceptions or be required by the district to work remotely or refrain from onsite work due to precautionary measures ordered or approved by the district.

WHEREAS, The Board concludes, that the superintendent has the authority to determine employee’s status as eligible for continued wage payments either as an idled employee or employee fulfilling remote work responsibilities. Employees under this resolution are to comply with fulfilment of roles and duties as directed by the superintendent or superintendent’s designee.

WHEREAS, the Board concludes that continuing wage payments to all regular employees—contractual and non contractual, salaried and non-salaried—whose duties may be modified as a result of the method of student instruction, precautionary directives related to health concerns, or after the emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellville Independent School District authorizes continued wage payments to all regular employees—contractual and noncontractual, salaried and non-salaried—who are instructed not to report to work during as a mitigative measure in response to COVID-19 .

The authority granted by this resolution to continue wage payments to idled employees or employees working remotely is effective for a closure through December 31, 2020 unless the Board takes action to authorize leave for a longer duration.

Adopted this 27th day of August, 2020 by the Bellville Independent School Board of Trustees.

Presiding Officer

Secretary

REVISED ORDER OF ELECTION
(REVISADO ORDEN DE ELECCION)

An election is hereby ordered to be held on NOVEMBER 3, 2020 for the purpose of:
(Por la presente se ordena que se lleve a cabo una eleccion el dia 3 de Noviembre del 2020 con el proposito:)

Electing School Trustee members to fill positions #1 & #2 within and throughout the territory of the Bellville Independent School District at which all registered voters of the District shall be entitled to vote. The Election Day polling places will be open from 7:00am – 7:00pm on November 3, 2020.
(Eligiendo a los miembros del fideicomisario de la escuela para ocupar cargos #1 & #2 dentro y en todo el territorio del distrito escolar independiente de Bellville en el cual todos los votantes inscritos del distrito tendrán derecho a votar. Los lugares de votación del día de las elecciones estarán abiertos de 7:00AM a 7:00PM el 3 de Noviembre de 2020.)

Applications for a place on the ballot shall be filed by February 14, 2020 at 5:00 P.M.
(Solicitudes para un lugar en la boleta tendran que presentarse para el: 14 de Febrero de 2020 de 5:00pm.)

Early Voting by personal appearance will be conducted at:
(La votación anticipada por comparecencia personal se realizará en:)

Austin County Annex Room 4, 800 E Wendt Street, Bellville, Texas 77418
Monday – Friday, 8:00am – 5:30pm,
Beginning on October 13, 2020 and ending on October 30, 2020.

We Hill Community Center, 1000 Main Street, Sealy, Texas 77474
Monday – Friday, 9:00am – 6:00pm, October 13, 2020 – October 28, 2020
7:00am – 7:00pm, October 29, 2020 – October 30, 2020

Applications for a ballot by mail shall be mailed to:
(Las solicitudes para boletas que se votaran en ausencia por correo deberan enviarse a:)

Kim Rinn
Austin County Elections Official
804 E. Wendt Street
Bellville, Texas 77418

Applications for a ballot by mail must be received no later than the close of business on October 22, 2020.
(Las solicitudes para boletas que se votaran en ausencia por correo deberan recibirse para el fin de las horas de negocio el viernes, 22 de octubre 2020.)

Issued this _____ day of _____, 2020.

Member

Signature of Presiding Officer

Member

Member

Member

Member

BELLVILLE INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD ELECTION
ORDER OF POLLING LOCATIONS
FOR NOVEMBER 3, 2020

PRECINCT	LOCATION
101	St Peter & Paul Catholic Church, 936 S. Front Street, Bellville, Texas 77418
102	Bellville American Legion Post 115, 388 East Main Street, Bellville, Texas 77418
103	St John Lutheran Retreat Center, 4740 Hwy 36 North, Bellville, Texas 77418
104	Christian City Fellowship, 5243 Hwy 36, Sealy, Texas 77474
205	Sens Activity Center, 200 Briar Ridge Drive, Bellville, Texas 77418
206	Kenny Agricultural Society Hall, 444 Kenney Hall Road, Kenney, Texas 77452
207&208	Bleiberville VFD, 3342 FM 2502, Bleiberville, Texas 78931
209	New Ulm Volunteer Fire Department, 442 Front Street, New Ulm, Texas 78950
210	Industry City Building, 725 Main Street, Industry, Texas 78944
211 & 312	St John Lutheran Church, 480 Ross Street, Cat Spring, Texas 78933

EARLY VOTING CLERK:

Kim Rinn
804 East Wendt Street
Bellville, TX 77418



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 27, 2020

Subject:	Superintendent's Employment with Texas A&M as Adjunct Professor
Presenter:	Dr. Nicole Poenitzsch, Superintendent
Board Policy:	BJS (Legal) -Superintendent Qualifications and Duties
BISD Goal:	3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]

Summary:	<p>Per the Superintendent's Contract:</p> <p>The Superintendent agrees to devote her time, skill, labor, and attention to performing her duties, and may only undertake consulting work, speaking engagement, writing, lecturing, teaching, and other professional work/duties and obligations that do not conflict or interfere with the Superintendent's professional responsibilities to the District with formal board approval. Consultation and/or other work activities performed or provided by the Superintendent under the terms and conditions of this paragraph shall be consistent with state and federal law.</p> <p>The Superintendent is seeking consideration of approval for the superintendent maintaining her role as an Adjunct Professor for Texas A&M for the 2020-2021 school year.</p>
Attachments:	<ul style="list-style-type: none">▪ None
Recommendation:	<p>The recommendation is for the Board to:</p> <p>Move that the Board approve Superintendent Poenitzsch's employment with Texas A&M in the capacity of Adjunct Professor with associated compensation from Texas A&M University.</p>

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

AUGUST 27, 2020

Subject:	Delegate Signature Authority for Local, State and Federal Grants
Presenter:	Nicole Poenitzsch
Board Policy:	CB(local)
BISD Goal:	<ol style="list-style-type: none"> 1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING] 2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP] 3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL] 4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY] 5.
Summary:	<p>We the Board of Trustees, do hereby grant authority, to Dennis Jurek, Assistant Superintendent, as an authorize official to enter Bellville ISD into agreements for Local, State and Federal Grants.</p>
Attachments:	<ul style="list-style-type: none"> ▪ Signature Authority
Recommendation:	<p>The recommendation is for the Board to: Approve Dennis Jurek as having signature authority for Local, State and Federal Grants.</p>

BELLVILLE BRAHMAS
 LEARNERS TODAY. LEADERS TOMORROW.

B BELLVILLE INDEPENDENT SCHOOL DISTRICT **B** Meeting of the **BISD Board of Trustees**

DESIGNATION OF SIGNATURE AUTHORITY TO ENTER BELLVILLE ISD INTO AGREEMENTS FOR LOCAL STATE AND FEDERAL GRANTS.

We the Board of Trustees, do hereby grant authority, to Dennis Jurek, Assistant Superintendent, as an authorize official to enter Bellville ISD into agreements for Local, State and Federal Grants.

PASSED AND APPROVED THIS _____ Day of August 2020.

President, Board of Trustees
Bellville Independent School District

ATTEST:

Secretary, Board of Trustees
Bellville Independent School District

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT
Meeting of the BISD Board of Trustees

STATE OF TEXAS
COUNTY OF AUSTIN

RESOLUTION TO AWARD DISTRICT ARCHITECTURAL SERVICES

The Board of Trustees of the Bellville Independent School District being convened in Regular Session at its regular meeting place within the boundaries of the Bellville Independent School District, on the 27th day of August 2020, with a quorum present:

WHEREAS, the Texas Education Code 44.031 and Texas Government Code 2254 state that a government entity shall select architectural services based on the most highly qualified provider of those services on the basis of demonstrated competence and qualifications:

WHEREAS, Trustee _____ introduced the following order, moved its adoption, and the motion having been seconded by Trustee _____ was duly put and carried, said Order reading as follows:

IT IS HEREBY RESOLVED, ordered, and directed that the Bellville Independent School District award Architectural Services to **HUCKABEE** based on demonstrated competence and qualification.

Grant Lischka, President
Bellville I.S.D. Board of Trustees

Attest:

Kenneth Stein, Secretary
Bellville I.S.D. Board of Trustees



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 27, 2020

Subject:	Consideration and approval to request bids for an agricultural lease to harvest grass or hay on 19.605 acres next to the Junior High and 5.802 acres next to the High School
Presenter:	Dennis Jurek
Board Policy:	
BISD Goal:	<ol style="list-style-type: none">1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]
Summary:	Numerous requests have been made concerning the harvesting of hay on the two properties mentioned. These two properties are prime locations for future expansion of our schools. They are currently being used by Agriculture Department for classes and are currently being maintained by our Maintenance and Grounds staff.
Attachments:	<ul style="list-style-type: none">▪ Draft Agricultural Lease Agreement
Recommendation:	It is recommended: that the Board of Trustees approved to move forward with the solicitation of bids for the harvesting of grass and hay on these two properties.

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

AGRICULTURAL LEASE AGREEMENT

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS §

This Lease Agreement (this "Lease"), is entered into effective _____, _____, by and between _____, TRUSTEE (hereinafter referred to as "Tenant"), and **BELLVILLE INDEPENDENT SCHOOL DISTRICT** (hereinafter referred to as "Landlord").

WHEREAS, Landlord has lawful and possession of certain real property described below by virtue of Special Warranty Deed of even date herewith executed by Tenant.

WHEREAS, Landlord wishes to allow Tenant and Tenant's subtenants to continue to use such real property for the growing and harvesting of grass and hay and no other purpose pursuant to the terms and conditions below:

1. **Property:** 19.605 acres and 5.802 acres, more or less, situated in Austin County, Texas, more particularly described by metes and bounds on Exhibit A & Exhibit B hereto and incorporated herein by reference for all purposes (hereinafter referred to as the "Property").
2. **Purpose:** Tenant and Tenant's subtenants may use the Property for the growing and harvesting grass and hay and for no other purpose.
3. **Lease Term:** The initial term of this Lease shall commence _____ days after the date of execution of all parties to this Lease as evidenced by the signatures hereunder, and continue for _____. The Lease term will automatically renew for subsequent _____ periods. Either party may terminate this Lease by providing thirty (30) days written notice to the other party. Upon termination, Landlord shall, within ten (10) business days of the notice of termination, refund the pro-rata portion of prepaid rent for the remainder of that month to Tenant. Upon termination of the Lease Term, upon vacating the Property, Tenant is to remove all of its personal property, equipment, and any removable improvements Tenant desires from the Property without disturbing the Property. Any personal property remaining on the Property after the expiration of the 30 days notice shall be deemed to be abandoned by Tenant.
4. **Rent:** Tenant shall pay Landlord the sum of \$_____ per _____, payable upon execution of this Lease. Rent shall be payable to Landlord and delivered to the notice address provided herein. Rents due under any renewal hereof shall be in like amount due on the monthly anniversary date hereof.

5. **Utilities:** Tenant will be responsible for timely payment of all utilities, including but not limited to all electricity, cable, water, gas and sanitation services used on the Property during the Lease Term.

7. **Insurance and Indemnity:** During the term of this Lease and any renewals, Tenant will maintain liability insurance which covers Tenant's use of the Property, any activities conducted by Tenant on the Property, and any physical or personal injuries, losses or damage to or sustained by Tenant, Tenant's agents, invitees or livestock. Landlord shall have no obligation to replace, repair or compensate Tenant for any loss affecting the Property or for any physical or personal injuries, losses or damages to or sustained by Tenant, his agents, invitees, or subtenants. Tenant shall be responsible for and shall indemnify, defend and hold harmless Landlord for any damages, claims, or losses relating to the Property or incurred by Landlord resulting from Tenant's occupancy or any subtenant's occupancy of the Property during the Lease Term. Tenant acknowledges and agrees that Tenant is familiar with the physical state of the property and is accepting the property "AS IS" with no warranties, including any warranties of habitability or quiet use and enjoyment.

8. **Maintenance and Repairs:** Landlord shall have no duty to maintain or repair the Property during the Lease Term. Any such maintenance and repair will be the sole responsibility of Tenant.

9. **Assignment:** Tenant may not assign this Lease.

10. **Notices:** Any notice required or permitted to be given under this Lease shall be in writing, and shall be deemed to have been given when delivered by hand delivery, or when deposited in the United States Post Office, registered or certified mail, postage prepaid, return receipt requested, if mailed. Notices shall be addressed as follows:

If to Landlord: Bellville Independent School District
Attn: Mr. Dennis Jurek
518 S. Mathews
Bellville, TX 77418
Ph. 979.865.3133

and
to Landlord's Attorneys:

Attn: _____

Ph. _____

If to Landlord: Bellville Independent School District
Attn: Mr. Dennis Jurek
518 S. Mathews
Bellville, TX 77418
Ph. 979.865.3133

and
to Landlord's Attorneys: _____
Attn: _____

Ph. _____

11. **Governing Law:** This Lease shall be governed by and construed in accordance with the laws of the State of Texas.
12. **Attorney's Fees:** The prevailing party in any judicial proceeding arising from this Lease shall recover its reasonable and necessary attorney's fees pursuant to Texas Local Government Code Section 271.159.
13. **No Amendment:** This Lease may only be amended by written instrument duly executed and properly authorized by both parties.

"LANDLORD"

"TENANT"

**BELLVILLE INDEPENDENT
SCHOOL DISTRICT**

, TRUSTEE

By: _____
Name: _____
Title: _____

Date: _____

Date: _____

Exhibit A

19.605 acres located next to the Bellville Junior High School

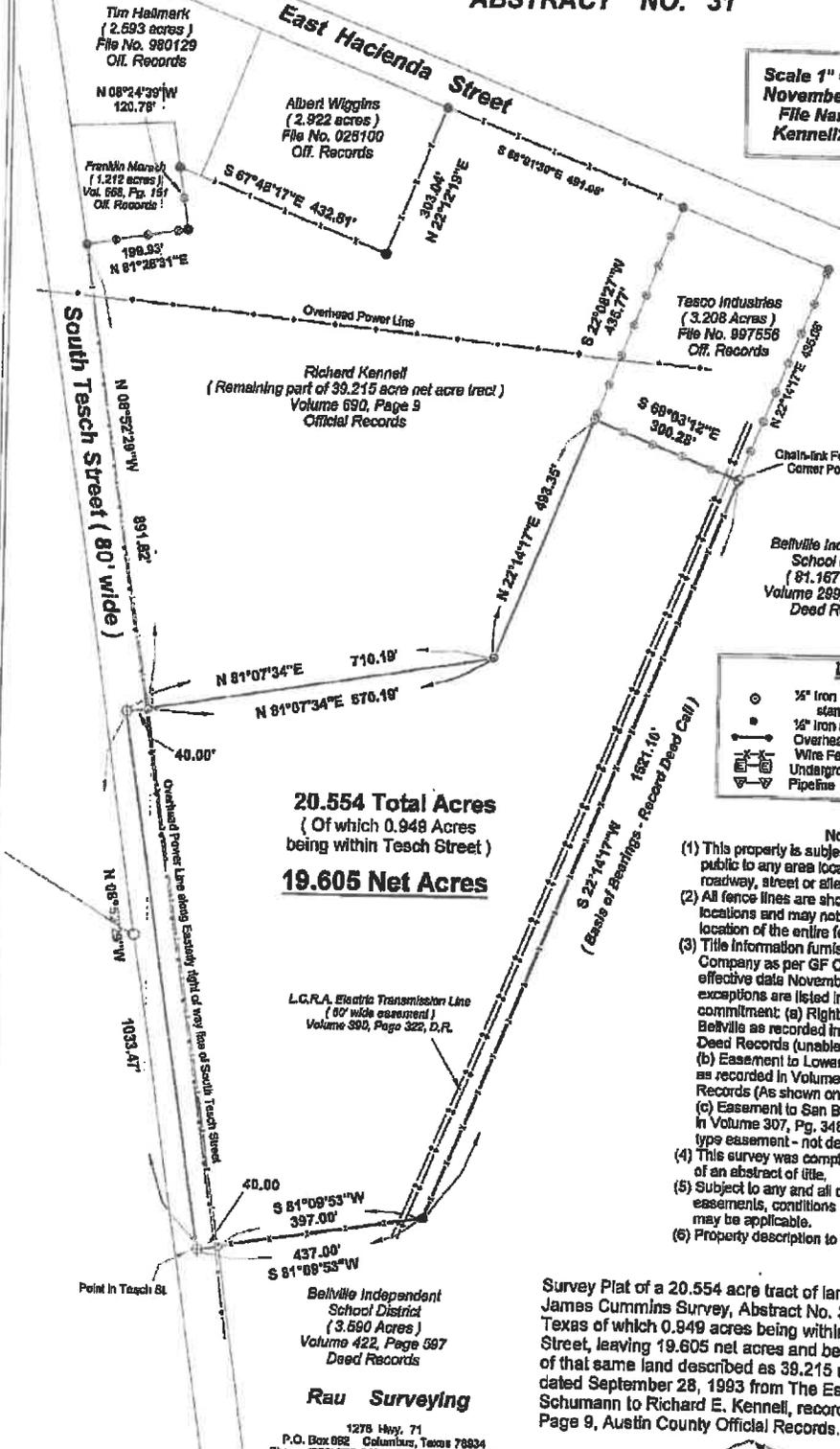
Survey description located on next page:

DRAFT

**AUSTIN COUNTY, TEXAS
JAMES CUMMINS SURVEY
ABSTRACT NO. 31**



Scale 1" = 200'
November 23, 2010
File Name:
Kennel2.Zak



20.554 Total Acres
(Of which 0.948 Acres
being within Tesch Street)
19.605 Net Acres

LEGEND

	1/2" Iron Rod found, with plastic cap stamped RPLS 4173
	1/2" Iron rod found
	Overhead Power Line
	Wire Fence
	Underground Power Line
	Pipeline

- Notes**
- (1) This property is subject to the rights of the public to any area located within a public roadway, street or alley.
 - (2) All fence lines are shown in their general locations and may not represent an exact location of the entire fence.
 - (3) Title information furnished by Belville Abstract Company as per GF Commitment No. 39558, effective date November 19, 2010. This following exceptions are listed in Schedule B of said commitment: (a) Right of way to the City of Belville as recorded in Volume 209, Page 330, Deed Records (unable to locate by description), (b) Easement to Lower Colorado River Authority as recorded in Volume 390, Page 322, Deed Records (As shown on this plat), (c) Easement to San Bernard Electric as recorded in Volume 307, Pg. 348, Deed Records (Blanket type easement - not described to locate).
 - (4) This survey was completed without the benefit of an abstract of title.
 - (5) Subject to any and all covenants, restrictions, easements, conditions and ordinances which may be applicable.
 - (6) Property description to accompany this plat.

Survey Plat of a 20.554 acre tract of land situated in the James Cummins Survey, Abstract No. 31, Austin County, Texas of which 0.949 acres being within South Tesch Street, leaving 19.605 net acres and being a part or portion of that same land described as 39.215 net acres in Deed dated September 28, 1993 from The Estate of Gretchen Schumann to Richard E. Kennel, recorded in Volume 690, Page 9, Austin County Official Records.

Rau Surveying

1275 Hwy. 71
P.O. Box 692 Columbus, Texas 76834
Phone: (870) 732-8494 Fax: (870) 732-6468

I, Darrell D. Rau, a Registered Professional Land Surveyor in the State of Texas, do hereby certify that this survey was this day made on the ground under my supervision, of the property described hereon.

Darrell D. Rau, Registration No. 4173



Exhibit B

5.802 acres located next to the Bellville High School

Survey description located on next 3 pages:

DRAFT



ALEXANDER SURVEYING
LAND SURVEYORS

OWNER: BELLVILLE HISTORICAL SOCIETY

BUYER: BELLVILLE INDEPENDENT SCHOOL DISTRICT

5.802 ACRES (252,756.741 SQ. FT.)

ALL THAT TRACT OR PARCEL OF LAND consisting of 5.802 Acres (252,756.741 Sq. Ft.) located in the James Cummings Hacienda, A-31, Austin County, Texas. Subject tract being the residue of the called 6.093 Acre tract described in Deed to the Bellville Historical Society recorded in File# 120524 of the Official Records of Austin County, Texas. Said tract consisting of 5.802 Acres (252,756.741 Sq. Ft.) and being more particularly described as follows:

BEGINNING at a 1/2" iron rod found at a fence corner post in the North Right-of-way of Schumann Road (County Road, Volume 323, Page 268 of the Deed Records of Austin County, Texas) and being the Southwest corner of the 8.788 Acre tract described in Deed to J. Frank Monk recorded in File# 101384 O.R.A.C.T. and being the Southeast corner of the residue of the called 6.093 Acre tract mentioned above and the Southeast corner of the herein described tract;

THENCE N 67d 51' 56" W, with the North Right-of-way of Schumann Road and generally with an existing fence, a distance of 416.40 ft. (No Call) to a 1/2" iron rod set for the lower Southeast corner of the residue of the called 81.167 Acre tract belonging to the Bellville I.S.D. recorded in Volume 299, Page 201 D.R.A.C.T. and being the Southwest corner of the herein described tract;

THENCE N 25d 10' 07" E, with the common line with the residue of the called 81.167 Acre adjoining tract and generally with an existing fence, a distance of 636.16 ft. (Called Brg. N 26d 29' 20" E) to a 1/2" iron rod set at a fence corner post for an "L" corner in the Bellville I.S.D. tract and being the Northwest corner of the 6.093 Acre parent tract and the Northwest corner of the herein described tract;

THENCE S 72d 13' 13" E, with the common line with the Bellville I.S.D. tract and with the North line of the parent tract, a distance of 363.76 ft. (Called S 70d 54' E, 363.25 ft.) to a 1/2" iron rod set at a fence corner post in the West and common line with the 8.788 Acre adjoining tract mentioned above and being an "L" corner in the Bellville I.S.D. tract, for the Northeast corner of the parent tract and the Northeast corner of the herein described tract;

August 24, 2012
W.O.# 12-6646

Page 1 of 2



ALEXANDER SURVEYING
LAND SURVEYORS

OWNER: BELLVILLE HISTORICAL SOCIETY

BUYER: BELLVILLE INDEPENDENT SCHOOL DISTRICT

5.802 ACRES (252,756.741 SQ. FT.) (continued)

THENCE S 20d 24' 17" W, with the common line with the 8.788 Acre adjoining tract and generally with an existing fence, a distance of 663.19 ft. (Called Brg. S 21d 43' 30" W) to the **PLACE OF BEGINNING** and containing 5.802 Acres (252,756.741 Sq. Ft.).

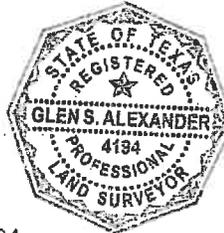
NOTES: Bearings shown hereon are based upon Grid North as determined from G.P.S. Observation.

Reference is hereby made to plat, of the subject tract, prepared this day.

August 24, 2012
W.O.# 12-6646

GLEN S. ALEXANDER

Glen S. Alexander
Registered Professional Land Surveyor, #4194



Page 2 of 2



BELLVILLE INDEPENDENT SCHOOL DISTRICT

518 SOUTH MATHEWS STREET | BELLVILLE, TX | 77418 | PH: (979) 865-3133 |
WWW.BELLVILLEISD.ORG

AUGUST 27, 2020

Subject:	2020-2021 Bellville ISD Compensation Plan
Presenter:	Dennis Jurek
Board Policy:	DEA(local)
BISD Goal:	<ol style="list-style-type: none"> 1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING] 2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP] 3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL] 4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]

Summary:	<p>The compensation plan attached is included in the 2020-2021 Bellville ISD Budget.</p> <p>The COVID Stipend as presented is based on providing a compensation increase of around 2%</p> <p>The Enhancement/Retention Stipend Plan designates three possible times during the year the stipend may be awarded. The 2020-2021 plan only has been budgeted one of these possible award dates.</p>
Attachments:	<ul style="list-style-type: none"> ▪ Bellville ISD 2020-2021 Compensation Plan
Recommendation:	<p>The recommendation is for the Board to:</p> <p>Approve the 2020-2021 Compensation Plan</p>

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

518 SOUTH MATHEWS STREET | BELLVILLE, TX | 77418 | PH: (979) 865-3133 | WWW.BELLVILLEISD.ORG

Bellville ISD 2020-2021 Compensation Plan

The Bellville ISD Board of Trustees will be adopting a budget that includes the following compensation plan.

	Salary Increases	One Time Payment	Hiring Schedule
PROPOSED	<p>COVID Stipend</p> <p>Bellville ISD is assigning a COVID Stipend to employees for the 2020-2021 school year for additional duties associated with but not limited to the current pandemic. Exempt employees shall receive the COVID Stipend as a supplement to their regular salary. Non-exempt employees shall receive the COVID compensation as an hourly wage increase equivalent to the assigned amounts.</p>	<p>\$500 for all + \$100 x Years in BISD for 3+ Up to \$2,000 (see One Time Payment Scale)</p>	<p>Remains the Same Minimum \$44,000 Midpoint \$49,000 Maximum \$55,000</p>

COMPENSATION PROPOSAL 2020-2021

BELLVILLE ISD TEACHER HIRING RANGE

Minimum	0 Years	\$44,000
Mid-Point	10 Years	\$49,000
Maximum	20+ Years	\$55,000

BELLVILLE ISD PARAPROFESSIONAL STARTING SALARY

Instructional Paraprofessional	\$19,000
Life Skills Paraprofessional	\$20,000

Starting salaries for all newly hired teachers, librarians, nurses, and counselors is based on the Board adopted hiring range. Salary ranges are developed for entry year only. Future salaries are based on general pay increases granted by the board. Only employees continuing employment with the district are eligible for salary raises and loyalty benefits.



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COVID Stipend

TEA HB3 Group	Position	COVID Stipend/Compensation Amount
Group 1	Teacher, Counselor, Librarian, Nurse	\$1,200
Group 2	Instructional Aides	\$600
Group 2	Food Service	\$400
Group 2	Maintenance	\$600
Group 2	Transportation	\$400
Group 2	Office Staff Non-Exempt (209 days and below)	\$650
Group 2	Office Staff Non-Exempt (226 days and above)	\$750
Group 2	Specialized Staff (professional exempt)	\$1,200
Group 3	Administrators	\$1,200

- Employees working less than full time will receive a prorated amount, based on full time equivalents.
- Employees hired after September 1, 2020 shall receive a prorated amount, based on calendar days.



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Bellville ISD Enhancement/Retention Stipend Plan 2020-2021

The Bellville ISD Board of Trustees will be adopting a budget that includes an enhancement/retention component as funds are available*. Specifically, the Board has designated August, December, and May as possible times to reward staff for their ongoing commitment to BISD.

August – Retention Incentive for returning employees (up to \$2,000*)

December – Staff Morale Enhancement Incentive (up to \$2,000*)

December Incentive		May Incentive	
September	Full Amount	January	Full Amount
October	75%	February	75%
November	50%	March	50%
December	Does not Qualify	April	Does not Qualify

May – Appreciation Enhancement Incentive (up to \$2,000*)

*The amounts listed above will be based on available funds as determined by the Superintendent.

*Enhancement/Retention Stipends are adopted on a per employee basis, the number of positions does not dictate the number of stipends. One stipend per employee.

BISD Years of Service	COVID Stipend/Compensation Amount
0	\$500
1	\$500
2	\$500
3	\$600
4	\$700
5	\$800
6	\$900
7	\$1,000
8	\$1,100
9	\$1,200
10	\$1,300
11	\$1,400
12	\$1,500
13	\$1,600
14	\$1,700
15	\$1,800
16	\$1,900
17	\$2,000
18....	\$2,000...

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

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2020-2021 CDL Bus Driver Hiring Range

Bellville Independent School District Bus Driver Hiring Range (CDL)		
	Creditable Years Experience	New Hire Hourly Rate
	0	\$15.25
	1	\$15.35
	2	\$15.45
	3	\$15.55
	4	\$15.65
	5	\$15.75
	6	\$15.85
	7	\$15.95
	8	\$16.05
	9	\$16.15
	10	\$16.25
	11	\$16.35
	12	\$16.45
	13	\$16.55
	14	\$16.65
	15	\$16.75
	16	\$16.85
	17	\$16.95
	18	\$17.05
	19	\$17.15
	20	\$17.25
	20+(No Step)	\$17.25

Hourly rates for all newly hired CDL Bus Drivers are determined on an individual basis, based upon consideration for creditable years of experience and credentials.

Hourly range scale is developed for entry year only. Future hourly rate increases are based on general pay increases granted by the board. Only employees continuing employment with the district are eligible for pay raises.

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Bellville ISD Substitute Teacher Compensation Plan 2020-2021

Certified Teacher Sub	\$95.00 per Day
Degreed Teacher Sub	\$85.00 per Day
Non-Certified/Non-Degreed Teacher Sub	\$65.00 per Day
Aide Sub	\$65.00 per Day
Long Term Teacher Sub (certified or degreed)	\$100.00 per Day
Long Term Teacher Sub (non-certified or non-degreed)	\$65.00 per Day
Long Term Aide Sub	\$65.00 per Day

- *Substitute compensation rates are listed on a daily pay rate*
- *Degreed Teacher Sub is defined as associated degree or higher*
- *Certified Teacher Sub must have held a teaching certificate at any time*
- *½ Day pay is \$48.00 for either teacher or aide substitute position*
- *Combination of 2 half days on any campus on the same calendar is paid as a full day*
- *Aide Sub pay is for any and all degree and/or certification levels*
- *Long Term substitute pay starts after 20 days, long term pay is retroactive for the first 20 days*

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Bellville ISD Annual Reimbursement for Leave & Reimbursement for Leave Upon Retirement Rates Per DEC(local)

The Bellville ISD Board of Trustees rate for annual reimbursement rate for leave and reimbursement rate for leave upon retirement is established at \$50.00 per day for use under DEC(local). This rate shall remain in effect until the board establishes a new rate.

Bellville ISD Other Compensation Consideration

Additional Class Stipend \$2000.00/year
Applicable to teachers schedule a 7th section of classes under Block

Summer School (credit recovery, ESL, ESY, EOC)

Teachers \$30.00/hour
Aides \$12.70/hour

Staff Development Outside of Contract Days

Teachers \$120.00/day

Teacher Incentive Allotment

The Board of Trustees may adjust the compensation reflected in this plan as necessary to utilize funds available under the Teacher Incentive Allotment which were not known at the time this plan was initially adopted. Distribution of Teacher Incentive Allotment funds will comply with state law and Texas Education Agency guidance.

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 27, 2020

Subject:	Consider approval of Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)
Presenter:	Dennis Jurek
Board Policy:	
BISD Goal:	<ol style="list-style-type: none">1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]
Summary:	On July 15 th we received official notification of Bellville's Local Revenue Level in Excess of Entitlement for the 2020-2021 school year. The excess being in our Tier II Copper Pennies yielding more per penny than the state guaranteed yield of \$49.28. The excess amount through the Option 3 Agreement will be netted against State FSP revenue.
Attachments:	<ul style="list-style-type: none">▪ Board Minute Language▪ Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)▪ TEA Official Local Revenue in Excess of Entitlement Calculation
Recommendation:	It is my recommendation, the board approve delegate contractual authority to the Superintendent and approve the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT
Meeting of the BISD Board of Trustees

**Board Minute Language - Agreement for the Purchase of
Attendance Credit (Netting Chapter 48 Funding)**

For the 2020-2021 school year, we delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, §49.006. This included approval of the agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).

Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2020-2021 (the "school year").

The agreement is for Bellville ISD School District ("the district"), with a county-district number of 008-901, to purchase attendance credit from the state for the school year.

The local revenue level in excess of entitlement will be based on the commissioner's estimate of the cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257. Provisions in the TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against state aid under Subchapter F, Chapter 48, Education Code for the school year. A district that is subject to the reduction in excess local revenue agrees to offset its obligations against state aid in accordance with the provisions specified in the TEC, §48.257(c).

When near-final data are available following the close of the school year to which this agreement applies, the district's entitlement under Chapter 48 will be recalculated. If the district's state aid under Subchapter F, Chapter 48, Education Code is less than the cost of recapture as determined by the commissioner in accordance with the TEC, §49.153, using near-final data, the district will be required to have an election and the recapture balance will be recovered in accordance with TEC, §48.272, by withholding subsequent allocations of state funds or requiring and obtaining a refund.

The actual cost of credit for the school year will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 is available.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

Signature of President, Board of Trustees

Date: _____

Signature of Secretary, Board of Trustees

Date: _____

Signature of Superintendent

Typed Name of Superintendent

Date: _____

Signature of Commissioner of Education or Designee

Date: _____

TEXAS EDUCATION AGENCY: Division of State Funding
Official Notification to districts: 2020-2021 SCHOOL YEAR
 Local Revenue in Excess of Entitlement

CDN=008901 DISTRICT NAME=BELLVILLE ISD

REPORT 1: TIER ONE EXCESS REVENUE	
(A) Tier One Entitlement	\$18,036,322
(B) ASF Allotment	\$991,427
(C) Estimated 2020 State Certified District Property Value (DPV)*	\$1,452,402,672
(D) Tier One Tax Rate	0.9164
(E) Local Fund Assignment = DPV * Tier One Tax Rate / 100	\$13,309,818
(F) Tier One Excess Local Revenue = E -(A-B)	\$0
(G) Compressed M&O Tax Collections	\$12,783,329
(H) Adjustment for collections if (G-F-(A-B)) < 0	\$0
(I) Tier One Excess Local Revenue after adjustment for collections = F+H	\$0
=====	
=====	
REPORT 2: TIER TWO LEVEL TWO EXCESS REVENUE	
(A) Tier Two Guaranteed Yield under 48.202(f)	\$49.28
(B) Estimated 2020 State Certified District Property Value	\$1,452,402,672
(C) Estimated 2020-2021 Chapter 48 WADA	2,861.364
(D) Estimated Chapter 48 2020-2021 local yield per penny per WADA***	\$50.76
(E) Tier Two Level Two Entitlement	\$351,110
(F) Tier Two Level Two Local Revenue	\$361,648
(G) If F-E is greater than 0, then Excess Revenue** = F-E	\$10,538

This notification reflects changes with the passage of House Bill (HB) 3. However, these are estimates only and are subject to change with updated data.

*Note 1: The 2020 DPV is estimated by applying the comptroller growth assumption of 1.0401 percent to the 2019 tax year DPV.

**Note 2: Calculated values are estimates until data items are final.

***Note 3: District exceeds Tier Two Guaranteed Yield of \$49.28

Run date 13JUL20

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

AUGUST 27, 2020

Subject:	2020-2021 Budget Adoption
Presenter:	Dennis Jurek
Board Policy:	CE(legal) CE(local)
BISD Goal:	1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]

Summary:	<p>ADOPT 2020-2021 MAINTENANCE & OPERATIONS BUDGET (FUND 199)</p> <p>Motion Made by _____</p> <p><i>I move that the Bellville Independent School District adopt the 2020-2021 General Fund Budget as recommended to the board showing total revenues in the amount of \$22,858,822 and expenditures in the amount of \$22,858,822 distributed by the functions indicated by the board and make part of the minutes of this meeting.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p> <p>ADOPT 2020-2021 INTEREST & SINKING BUDGET (FUND 599)</p> <p>Motion Made by _____</p> <p><i>I move that the Bellville Independent School District adopt the 2020-2021 Interest & Sinking Budget as recommended to the board showing total revenues in the amount of \$2,016,368 and expenditures in the amount of \$1,454,548 distributed by the functions indicated by the board and make part of the minutes of this meeting.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p>
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BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

	<p>ADOPT 2020-2021 CAFETERIA BUDGET (FUND 240)</p> <p>Motion Made by _____</p> <p><i>I move that the Bellville Independent School District adopt the 2020-2021 Cafeteria Budget as recommended to the board showing total revenues in the amount of \$1,276,796 and expenditures in the amount of \$1,276,796 distributed by the functions indicated by the board and make part of the minutes of this meeting.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p>
<p>Attachments:</p>	<ul style="list-style-type: none"> ▪ 2020-2021 Budget Worksheet by Functions
<p>Recommendation:</p>	<p>The recommendation is for the Board to:</p> <p>Adopt the 2020-2021 Budgets that included the 2020-2021 compensation plans</p>

	100 - 199 General Fund	200 - 499 Special Revenue	500 Debt Service Fund	600 Capital Projects Fund	800 Governmental Exp Trust Fund	Totals
Revenues:						
5700 - LOCAL REVENUE	15,615,680.00	544,878.00	2,016,368.00	.00	.00	18,176,926.00
5800 - STATE REVENUES	7,023,142.00	5,243.00	.00	.00	.00	7,028,385.00
5900 - FEDERAL REVENUES	220,000.00	726,675.00	.00	.00	.00	946,675.00
Total Revenues	22,858,822.00	1,276,796.00	2,016,368.00	.00	.00	26,151,986.00
Expenditures:						
11 - INSTR	12,924,561.00	.00	.00	.00	.00	12,924,561.00
12 - LIB	294,089.00	.00	.00	.00	.00	294,089.00
13 - STAFF DEV	252,632.00	.00	.00	.00	.00	252,632.00
10 Total:	13,471,282.00	.00	.00	.00	.00	13,471,282.00
21 - INST DEV	328,858.00	.00	.00	.00	.00	328,858.00
23 - SCH ADMIN	1,262,410.00	.00	.00	.00	.00	1,262,410.00
20 Total:	1,591,268.00	.00	.00	.00	.00	1,591,268.00
31 - COUNS	614,538.00	.00	.00	.00	.00	614,538.00
33 - HEALTH	314,771.00	.00	.00	.00	.00	314,771.00
34 - TRANS	1,067,690.00	.00	.00	.00	.00	1,067,690.00
35 - CAFE	2,000.00	1,264,510.00	.00	.00	.00	1,266,510.00
36 - COACHES	1,080,954.00	.00	.00	.00	.00	1,080,954.00
30 Total:	3,079,953.00	1,264,510.00	.00	.00	.00	4,344,463.00
41 - ADMIN	1,114,630.00	.00	.00	.00	.00	1,114,630.00
40 Total:	1,114,630.00	.00	.00	.00	.00	1,114,630.00
51 - MAINT	2,187,401.00	12,286.00	.00	.00	.00	2,199,687.00
52 - SEC	362,693.00	.00	.00	.00	.00	362,693.00
53 - DATA PROC	301,019.00	.00	.00	.00	.00	301,019.00
50 Total:	2,851,113.00	12,286.00	.00	.00	.00	2,863,399.00
61 - COMM SERV	.00	.00	.00	.00	.00	.00
60 Total:	.00	.00	.00	.00	.00	.00
71 - DEBT SERV	.00	.00	1,454,548.00	.00	.00	1,454,548.00
73 - CURRENT REFUNDING	.00	.00	.00	.00	.00	.00
70 Total:	.00	.00	1,454,548.00	.00	.00	1,454,548.00
81 - FACILITIES	350,076.00	.00	.00	.00	.00	350,076.00
80 Total:	350,076.00	.00	.00	.00	.00	350,076.00
91 - CH 41 RECAP	34,500.00	.00	.00	.00	.00	34,500.00
93 - PYMTS TO FISCAL AGENTS	.00	.00	.00	.00	.00	.00
99 - TAX APPRAISAL	366,000.00	.00	.00	.00	.00	366,000.00
90 Total:	400,500.00	.00	.00	.00	.00	400,500.00
Total Expenditures	22,858,822.00	1,276,796.00	1,454,548.00	.00	.00	25,590,166.00

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

AUGUST 27, 2020

Subject:	2020-2021 Budget Adoption
Presenter:	Dennis Jurek
Board Policy:	CE(legal) CE(local)
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BELLVILLE BRAHMAS
 LEARNERS TODAY. LEADERS TOMORROW.

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

	<p>ADOPT 2020-2021 CAFETERIA BUDGET (FUND 240)</p> <p>Motion Made by _____</p> <p><i>I move that the Bellville Independent School District adopt the 2020-2021 Cafeteria Budget as recommended to the board showing total revenues in the amount of \$1,276,796 and expenditures in the amount of \$1,276,796 distributed by the functions indicated by the board and make part of the minutes of this meeting.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p>
<p>Attachments:</p>	<ul style="list-style-type: none"> ▪ 2020-2021 Budget Worksheet by Functions
<p>Recommendation:</p>	<p>The recommendation is for the Board to:</p> <p>Adopt the 2020-2021 Budgets that included the 2020-2021 compensation plans</p>

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13 - STAFF DEV	252,632.00	.00	.00	.00	.00	252,632.00
10 Total:	13,471,282.00	.00	.00	.00	.00	13,471,282.00
21 - INST DEV	328,858.00	.00	.00	.00	.00	328,858.00
23 - SCH ADMIN	1,262,410.00	.00	.00	.00	.00	1,262,410.00
20 Total:	1,591,268.00	.00	.00	.00	.00	1,591,268.00
31 - COUNS	614,538.00	.00	.00	.00	.00	614,538.00
33 - HEALTH	314,771.00	.00	.00	.00	.00	314,771.00
34 - TRANS	1,067,690.00	.00	.00	.00	.00	1,067,690.00
35 - CAFE	2,000.00	1,264,510.00	.00	.00	.00	1,266,510.00
36 - COACHES	1,080,954.00	.00	.00	.00	.00	1,080,954.00
40 Total:	3,079,953.00	1,264,510.00	.00	.00	.00	4,344,463.00
41 - ADMIN	1,114,630.00	.00	.00	.00	.00	1,114,630.00
40 Total:	1,114,630.00	.00	.00	.00	.00	1,114,630.00
51 - MAINT	2,187,401.00	12,286.00	.00	.00	.00	2,199,687.00
52 - SEC	362,693.00	.00	.00	.00	.00	362,693.00
53 - DATA PROC	301,019.00	.00	.00	.00	.00	301,019.00
50 Total:	2,851,113.00	12,286.00	.00	.00	.00	2,863,399.00
61 - COMM SERV	.00	.00	.00	.00	.00	.00
60 Total:	.00	.00	.00	.00	.00	.00
71 - DEBT SERV	.00	.00	1,454,548.00	.00	.00	1,454,548.00
73 - CURRENT REFUNDING	.00	.00	.00	.00	.00	.00
70 Total:	.00	.00	1,454,548.00	.00	.00	1,454,548.00
81 - FACILITIES	350,076.00	.00	.00	.00	.00	350,076.00
80 Total:	350,076.00	.00	.00	.00	.00	350,076.00
91 - CH 41 RECAP	34,500.00	.00	.00	.00	.00	34,500.00
93 - PYMTS TO FISCAL AGENTS	.00	.00	.00	.00	.00	.00
99 - TAX APPRAISAL	366,000.00	.00	.00	.00	.00	366,000.00
90 Total:	400,500.00	.00	.00	.00	.00	400,500.00
Total Expenditures	22,858,822.00	1,276,796.00	1,454,548.00	.00	.00	25,590,166.00

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

AUGUST 27, 2020

Subject:	2020-2021 Budget Adoption
Presenter:	Dennis Jurek
Board Policy:	CE(legal) CE(local)
BISD Goal:	1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]

Summary:	<p>ADOPT 2020-2021 MAINTENANCE & OPERATIONS BUDGET (FUND 199)</p> <p>Motion Made by _____</p> <p><i>I move that the Bellville Independent School District adopt the 2020-2021 General Fund Budget as recommended to the board showing total revenues in the amount of \$22,858,822 and expenditures in the amount of \$22,858,822 distributed by the functions indicated by the board and make part of the minutes of this meeting.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p> <p>ADOPT 2020-2021 INTEREST & SINKING BUDGET (FUND 599)</p> <p>Motion Made by _____</p> <p><i>I move that the Bellville Independent School District adopt the 2020-2021 Interest & Sinking Budget as recommended to the board showing total revenues in the amount of \$2,016,368 and expenditures in the amount of \$1,454,548 distributed by the functions indicated by the board and make part of the minutes of this meeting.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p>
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BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

	<p>ADOPT 2020-2021 CAFETERIA BUDGET (FUND 240)</p> <p>Motion Made by _____</p> <p><i>I move that the Bellville Independent School District adopt the 2020-2021 Cafeteria Budget as recommended to the board showing total revenues in the amount of \$1,276,796 and expenditures in the amount of \$1,276,796 distributed by the functions indicated by the board and make part of the minutes of this meeting.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p>
<p>Attachments:</p>	<ul style="list-style-type: none"> ▪ 2020-2021 Budget Worksheet by Functions
<p>Recommendation:</p>	<p>The recommendation is for the Board to:</p> <p>Adopt the 2020-2021 Budgets that included the 2020-2021 compensation plans</p>

	100 - 199 General Fund	200 - 499 Special Revenue	500 Debt Service Fund	600 Capital Projects Fund	800 Governmental Exp Trust Fund	Totals
Revenues:						
5700 - LOCAL REVENUE	15,615,680.00	544,878.00	2,016,368.00	.00	.00	18,176,926.00
5800 - STATE REVENUES	7,023,142.00	5,243.00	.00	.00	.00	7,028,385.00
5900 - FEDERAL REVENUES	220,000.00	726,675.00	.00	.00	.00	946,675.00
Total Revenues	22,858,822.00	1,276,796.00	2,016,368.00	.00	.00	26,151,986.00
Expenditures:						
11 - INSTR	12,924,561.00	.00	.00	.00	.00	12,924,561.00
12 - LIB	294,089.00	.00	.00	.00	.00	294,089.00
13 - STAFF DEV	252,632.00	.00	.00	.00	.00	252,632.00
10 Total:	13,471,282.00	.00	.00	.00	.00	13,471,282.00
21 - INST DEV	328,858.00	.00	.00	.00	.00	328,858.00
23 - SCH ADMIN	1,262,410.00	.00	.00	.00	.00	1,262,410.00
20 Total:	1,591,268.00	.00	.00	.00	.00	1,591,268.00
31 - COUNS	614,538.00	.00	.00	.00	.00	614,538.00
33 - HEALTH	314,771.00	.00	.00	.00	.00	314,771.00
34 - TRANS	1,067,690.00	.00	.00	.00	.00	1,067,690.00
35 - CAFE	2,000.00	1,264,510.00	.00	.00	.00	1,266,510.00
36 - COACHES	1,080,954.00	.00	.00	.00	.00	1,080,954.00
30 Total:	3,079,953.00	1,264,510.00	.00	.00	.00	4,344,463.00
41 - ADMIN	1,114,630.00	.00	.00	.00	.00	1,114,630.00
40 Total:	1,114,630.00	.00	.00	.00	.00	1,114,630.00
51 - MAINT	2,187,401.00	12,286.00	.00	.00	.00	2,199,687.00
52 - SEC	362,693.00	.00	.00	.00	.00	362,693.00
53 - DATA PROC	301,019.00	.00	.00	.00	.00	301,019.00
50 Total:	2,851,113.00	12,286.00	.00	.00	.00	2,863,399.00
61 - COMM SERV	.00	.00	.00	.00	.00	.00
60 Total:	.00	.00	.00	.00	.00	.00
71 - DEBT SERV	.00	.00	1,454,548.00	.00	.00	1,454,548.00
73 - CURRENT REFUNDING	.00	.00	.00	.00	.00	.00
70 Total:	.00	.00	1,454,548.00	.00	.00	1,454,548.00
81 - FACILITIES	350,076.00	.00	.00	.00	.00	350,076.00
80 Total:	350,076.00	.00	.00	.00	.00	350,076.00
91 - CH 41 RECAP	34,500.00	.00	.00	.00	.00	34,500.00
93 - PYMTS TO FISCAL AGENTS	.00	.00	.00	.00	.00	.00
99 - TAX APPRAISAL	366,000.00	.00	.00	.00	.00	366,000.00
90 Total:	400,500.00	.00	.00	.00	.00	400,500.00
Total Expenditures	22,858,822.00	1,276,796.00	1,454,548.00	.00	.00	25,590,166.00



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 27, 2020

Subject:	Consideration and approval of an Order Authorizing the Defeasance and Redemption of a Portion of the District's Outstanding Unlimited Tax Bonds, and Approving an Escrow Agreement and all Other Instruments and Procedures Related Therto.
Presenter:	Dennis Jurek
Board Policy:	
BISD Goal:	<ol style="list-style-type: none">1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]
Summary:	Under S.B. 2274 a school district is able to establish and escrow agreement for I&S tax collections to pay off bond debt early. This order will allow Bellville ISD to utilize I&S tax revenues to eliminate a portion of the next callable bond in 2022 and generate an approximate savings of \$284,536 based on current estimates. The order can be reapproved annually to further eliminate portions of current debt and generate savings.
Attachments:	<ul style="list-style-type: none">▪ Order Authorizing the Defeasance and Redemption▪ Certificate For Order
Recommendation:	It is recommended: that the Board of Trustees approved the Order Authorizing the Defeasance and Redemption of a Portion of the District's Outstanding Unlimited Tax Bonds, and Approving an Escrow Agreement and All Other Instruments and Procedures Related Thereto.

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

Board Minute Language – Defeasance and Redemption Order

I move the board approve the Order Authorizing the Defeasance and Redemption of a Portion of the District's Outstanding Unlimited Tax Bonds, and Approving an Escrow Agreement and All Other Instruments and Procedures Related Thereto.

ORDER AUTHORIZING THE DEFEASANCE AND REDEMPTION OF A PORTION OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX BONDS, AND APPROVING AN ESCROW AGREEMENT AND ALL OTHER INSTRUMENTS AND PROCEDURES RELATED THERETO

WHEREAS, the Bellville Independent School District (the "District") previously issued its Unlimited Tax Refunding Bonds, Series 2013 (the "Bonds"); and

WHEREAS, in the order that authorized the issuance of the Bonds, the District reserved the option to redeem on certain dates all or a portion of the outstanding principal amount of the Bonds before their stated maturity, at a price equal to the principal amount of the Bonds so called for redemption plus accrued interest to the redemption date; and

WHEREAS, the Board of Trustees (the "Board") finds and determines that it is necessary and in the best interests of the District to defease and redeem a portion of the outstanding Bonds (the "Defeased Bonds") with funds available for such purpose in accordance with the terms hereof; and

WHEREAS, the funds available to the District for such defeasement and redemption is, at the date of adoption of this Order, estimated to be between \$500,000 and \$650,000, and such amount will be known to the District after February 1, 2021, when current taxes become delinquent and the tax collections available for defeasance are ascertained; and

WHEREAS, to accomplish the purpose of this Order and to achieve the benefits described above, the Board has determined to authorize the Superintendent, the Assistant Superintendent of Finance & Operations and the President of the Board (each an "Authorized Officer"), any one or more of said officials, to determine the amount of the Defeased Bonds based on tax collections, but within the range specified in the immediately preceding paragraph (the "Amount to be Defeased"); and

WHEREAS, it is officially found, determined and declared that the meeting at which this Order has been adopted was open to the public and public notice of the date, hour, place and subject of said meeting, including this Order, was given, all as required by the applicable provisions of Texas Government Code, Chapter 551;

NOW, THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE BELLVILLE INDEPENDENT SCHOOL DISTRICT:

Section 1. Findings.

The declarations, determinations and findings declared, made and found in the preamble to this Order are hereby adopted, restated and made a part of the operative provisions hereof.

Section 2. Defeasance and Redemption of Bonds.

(a) The Defeased Bonds are ordered to be defeased on a date in 2021 selected by an Authorized Officer (the "Defeasement Date"). The Amount to be Defeased shall be deposited with the Escrow Agent, in accordance with the following section, on the Defeasement Date.

(b) The Defeased Bonds are to be called for redemption on the date set forth in **Exhibit A** hereto (the "Redemption Date"). The Defeased bonds shall be paid on the Redemption Date and interest on the Redeemed Bonds shall cease to accrue on the Redemption Date. Upon determining the Defeased Bonds to be called for redemption on the Redemption Date, the form notice of redemption attached hereto as **Exhibit A** (the "Notice") shall be completed and delivered to BOKF, NA, the Paying Agent, Registrar for the Bonds ("BOKF"). Such delivery of the Notice shall complete the act of the District in calling for redemption such Defeased Bonds.

Section 3. Authorization of Actions.

(a) The Authorized Officers are hereby authorized and directed to (i) enter into an Escrow Agreement with UMB Bank, N.A. to accomplish the defeasance of the Defeased Bonds, (ii) deliver the Notice to BOKF, which notice shall be in substantially the form attached hereto as **Exhibit A**, as completed to show the principal amounts and maturities, or portions thereof, to be redeemed, and (iii) direct BOKF to send notice of redemption of the Defeased Bonds to the bondholders in accordance with the Bond Order.

(b) The Defeased Bonds shall be presented for redemption at BOKF, and shall not bear interest after the Redemption Date.

(c) On or before the Defeasement Date, the District shall deposit with UMB Bank, N.A., funds in an amount sufficient to provide for the defeasement of the Defeased Bonds on the Defeasement Date. Lawfully available funds of the District are hereby authorized and appropriated in the amounts necessary for such purpose.

(d) The Authorized Officers are hereby authorized and directed to take such actions and to execute and deliver such documents, orders and receipts, including without limitation material events notices with respect to the Defeased Bonds, as necessary or appropriate to consummate the transactions authorized by this Order and to defease the Defeased Bonds in accordance with the provisions and requirements of the order that authorized their issuance.

[Remainder of this page intentionally left blank.]

PASSED AND APPROVED THIS ____ day of August, 2020.

President, Board of Trustees
Bellville Independent School District

ATTEST:

Secretary, Board of Trustees
Bellville Independent School District

Signature page to Bellville Independent School District

Defeasance and Redemption Order

EXHIBIT A

FORM OF

NOTICE OF DEFEASANCE AND REDEMPTION

To the Holders of the
**BELLVILLE INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BONDS, SERIES 2013
(A Portion of the Bonds Maturing on February 15, 20__)**

NOTICE IS HEREBY GIVEN that BELLVILLE INDEPENDENT SCHOOL DISTRICT, in Austin County, Texas (the "Issuer"), has deposited cash and direct obligations of the United States government into an irrevocable Escrow Fund in order to pay, and has legally defeased a portion of the Issuer's outstanding UNLIMITED TAX REFUNDING BONDS, SERIES 20__ (the "Series ____ Bonds"), being a portion of the Series ____ Bonds maturing on February 15, 20__, which are further described below (collectively, the "Redeemed Bonds"):

**Bellville Independent School District
UNLIMITED TAX REFUNDING BONDS, SERIES 2013**

MATURITY (February 15)	PRINCIPAL AMOUNT MATURING IN YEAR (\$)	PRINCIPAL AMOUNT BEING REDEEMED (\$)	STATED INTEREST RATE (%)	CUSIP No. (07988)
20__		**		

*Represents the mandatory sinking fund redemption amounts of _____ and _____ due on 20__ and 20__, respectively. The remaining mandatory sinking fund redemption amount of \$_____ due on February 15, 20__ has not been defeased.

NOTICE IS FURTHER GIVEN that the Redeemed Bonds have been called for redemption at par on **February 15, 20__** (the "Redemption Date") at the Redemption Price equal to 100% of par plus accrued interest to the Redemption Date. Such Redeemed Bonds shall be redeemed and shall become due and payable on the Redemption Date, and the interest thereon shall cease to accrue from and after the Redemption Date.

INTEREST ON THE DEFEASED BONDS will continue to be paid on the scheduled due dates until the Redemption Date. Due and proper arrangements have been made for providing BOKF, NA, the Paying Agent/Registrar for the Redeemed Bonds, with funds sufficient to pay the redemption price of the Redeemed Bonds. Interest thereon shall cease to accrue from and after the Redemption .

In order to distinguish the portion of the 20__ maturity which are Redeemed Bonds from the portion of the 20__ maturity which is not being defeased and redeemed (the "Unredeemed Bonds"), new CUSIP Numbers have been assigned to the 20__ maturity of the Series 20__ Bonds. The Principal Amount and the new CUSIP Number for the Redeemed Bonds and the Unredeemed Bonds are as follows:

Maturity Date (Feb. 15)	Original CUSIP Number (07988)	Principal Amount of Redeemed Bonds (\$)	Principal Amount of Unredeemed Bonds (\$)	New CUSIP No. For Redeemed Bonds (_____)	New CUSIP No. For Unredeemed Bonds (_____)
20__					

Please note that all Series 20__ Bonds maturing in 20__ issued under the original CUSIP Number listed above, whether selected for redemption or not, must be returned to the Paying Agent/Registrar (at the address listed in the following paragraph) to be exchanged for new Series 20__ Bonds maturing on February 15 in the year 20__, with new CUSIP Numbers being assigned to each indicating if such Series 20__ Bonds have been defeased and redeemed or if such Series 20__ Bonds have not been defeased and redeemed. No transfer forms, bond powers or other forms need to be presented to the Paying Agent/Registrar for reissuance.

All Series 20__ Bonds maturing in the year 20__ should be delivered either in person or by certified or registered mail to be exchanged for new Series 20__ Bonds maturing on February 15 in the year 20__, with new CUSIP Numbers as described above, to the following address:

Overnight / First Class/Registered/Certified Mail:

BOKF, NA
Corporate Trust Services
111 Fillmore Avenue E
St. Paul, Minnesota 55107
Bond Holder Communications: 1-866-429-7481

To avoid a backup withholding tax required by Section 3406 of the Internal Revenue Code of 1986, holders must submit a properly completed IRS Form W-9.

* THE ABOVE REFERENCED CUSIP NUMBERS ARE PROVIDED FOR THE CONVENIENCE OF THE HOLDERS. NEITHER THE PAYING AGENT NOR THE ISSUER ARE RESPONSIBLE FOR ANY ERROR OF ANY NATURE RELATING TO THE CUSIP NUMBERS.

IN WITNESS WHEREOF, I have signed my name officially this
_____, 2020.

Secretary, Board of Trustees
Bellville Independent School District

(SEAL)

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

AUGUST 27, 2020

Subject:	Resolution to Adopt 2020-2021 Tax Rate
Presenter:	Dennis Jurek
Board Policy:	CCG(legal)
BISD Goal:	<ol style="list-style-type: none"> 1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING] 2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP] 3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL] 4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY] 5.

Summary:	2019-2020	2020-2021	
	M&O Tax Rate	\$1.0359	\$0.9952
	<u>I&S Tax Rate</u>	<u>\$0.1400</u>	<u>\$0.1400</u>
	\$1.1759	\$1.1352	
<p>The 2020-2021 Tax Rate has been compressed according to TEC §45.0032. The Maximum Compressed Tax rate was approved by TEA, reducing the tax rate by 4.07 pennies</p> <p>The intent of the Tax Rate Adoption language as required by law is to tell taxpayers the effect of the tax rate on them. The required language does NOT compare the 2020-2021 proposed tax rates to the prior year adopted rates. The comparisons are to calculated rates. The calculated rates do not take into consideration interactions of local taxes and state aid, recapture or changing student populations. The language does not show the true picture but is required by statute.</p> <ul style="list-style-type: none"> • \$1.1352 is a reduction in tax rate of -3.5% • M&O rate of \$0.9952 will effectively decrease taxes on a \$100,000 home by \$40.70 			
Attachments:	<ul style="list-style-type: none"> ▪ 2020-2021 Tax Rate Adoption Language 		
Recommendation:	<p>The recommendation is for the Board to: Adopt the proposed 2020 tax rate to support the 2020-2021 BISD Budget.</p>		

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

BELLVILLE INDEPENDENT SCHOOL DISTRICT Meeting of the BISD Board of Trustees

Board Adoption Language : 2020-2021 Tax Rate Adoption

"I move that the property tax rate be increased by the adoption of a tax rate of **\$1.1352** which is effectively a **3.5%** increase in the tax rate." Tax Code §26.05(b)

On this date, we, the Board of Trustees of the Bellville Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year **2020** at a total tax rate of **\$1.1352**, to be assessed and collected by the duly specified assessor and collector as follows:

\$0.9952 for the purpose of maintenance and operation, and
\$0.1400 for the purpose of payment of principal and interest on debts.
\$1.1352

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE. Tax Code §26.05(b)(1)(B)

THE TAX RATE WILL EFFECTIVELY BE RAISE BY 2.93% AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$29.22 . Tax Code §26.05(b)(1)(B)

Jim Batson _____ Grant Lischka _____ Andrew Murrell _____ Vince Ruffino _____
Kenneth Stein _____ Karen Winn _____ Dusty Yantis _____

Adopted this 27 day of August, 2020 by the Board of Trustees.

Grant Lischka
Board President

Date

Kenneth Stein
Board Secretary

Date

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

AUGUST 27, 2020

Subject:	2020 Certified Appraisal Roll
Presenter:	Dennis Jurek
Board Policy:	CCG(legal)
BISD Goal:	1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]

Summary:	<p>APPRAISAL ROLL CERTIFICATION 2020-2021 (2020 Tax Year)</p> <p>Motion Made by _____ <i>Having certified the budgets and tax rates for the 2020-2021 fiscal year, we apply the adopted tax rates to the certified appraisal roll to create the 2020 certified tax roll for Bellville ISD.</i></p> <p>Motion Seconded by _____</p> <p>Voted Aye _____</p> <p>Voted Nay _____</p> <p>Abstain _____</p>
Attachments:	<ul style="list-style-type: none"> ▪ Certification of Appraisal Roll
Recommendation:	<p>The recommendation is for the Board to:</p> <p>Approve the 2020 certified tax roll.</p>

BELLVILLE BRAHMAS
 LEARNERS TODAY. LEADERS TOMORROW.

STATE OF TEXAS)

COUNTY OF AUSTIN)

PROPERTY TAX CODE
SECTION 26.01(A)

CERTIFICATION OF APPRAISAL ROLL FOR BELLVILLE ISD

I, Gregory Cook, Chief Appraiser for the Austin County Appraisal District, affirm that the value listed below is that portion of the approved Appraisal District Roll of the Austin County Appraisal District which lists property taxable by **BELLVILLE ISD** and constitutes the certified appraisal roll for 2020.



Gregory Cook, RPA
Chief Appraiser
July 24, 2020

Approval of the appraisal records occurred July 16, 2020.

2020 Certified Taxable Value	\$ 1,547,469,760
After Frozen Taxable Value	\$ 1,237,133,928
2020 Value Pending ARB Approval	\$ 44,219,908
Total	\$ 1,281,353,836
2020 Certified Collection Rate	100%
Frozen Taxes	\$ 2,656,204



BELLVILLE INDEPENDENT SCHOOL DISTRICT FUND BALANCE STRATEGY

WHAT IS FUND BALANCE?

Fund balance is the difference between a fund's assets and its liabilities. Fund balance serves as a measure of the financial resources available in a governmental fund. The operating or general fund of the district is of primary significance because it is the largest fund and accounts for the operations of the district. Although often referred to as the district's savings, the total fund balance is not a depiction of the amount of cash in the bank or investments. The fund balance is a snapshot in time, with balances fluctuating daily. Saving accounts represent money set aside for special purposes, fund balances are not savings accounts as they are tied to operating activities and the district's ongoing financial health.

WHY IS FUND BALANCE IMPORTANT?

Key reasons to maintain a healthy fund balance. First, fund balance provides liquidity and the resources to fund expenditures when a steady resource stream is not available. Approximately 65% of the districts revenues consist of local revenues of which the majority of these resources are property tax collections. The taxes collected in December and January are used to fund expenditures year round.

Fund balance can also provide a resource for financial contingencies or emergency needs. Fund balance is commonly used to fund one-time expenditures or provide relief in years of budget cuts, revenue shortfalls, or emergency situations.

Maintaining adequate levels of fund balance will help mitigate current and future risks and ensure stable tax rates. Fund balance levels are a crucial consideration in long term financial planning.

Finally, bond rating agencies consider a district's fund balance level as a key indicator of fiscal health. In addition, the adoption of a policy regarding the protection and use of fund balance is viewed as good management practice. Despite the AAA rating of the PSF (Permanent School Fund), investors today are looking more to the issuer's underlying rating. The higher the underlying rating, the lower borrowing costs are for the district.

WHAT IS AN APPROPRIATE FUND BALANCE LEVEL?

There is no requirement per se for a certain fund balance level and the level that should be maintained varies depending on the source. TEA has set a rule of thumb to compute the optimum fund balance in the General Fund. The rule calls for the computation of the optimum uncommitted fund balance to equal the estimated amount to cover cash flow deficits in the General Fund plus two of operating cash.

The Government Finance Officers Association (GFOA) recommends, at a minimum, that unrestricted fund balance general funds should be no less than two months of regular operating revenues or operating expenditures. The adequacy of unrestricted fund balance in the general fund should be assessed based upon a government's own specific circumstances and may require a level of unrestricted fund balance in the general fund significantly in excess of this recommended minimum level. A variety of factors include:

- 1) The predictability of its revenues and the volatility of its expenditures. (emergency outlays, tax collection)
- 2) The perceived exposure to significant one-time outlays. (disasters, immediate capital needs, state budget cuts, insurance deductibles, mechanical failures)
- 3) The potential drain upon general fund resources from other funds as well as the availability of resources in other funds.
- 4) Liquidity
- 5) Commitments and assignments

The Texas Association of School Business Officials (TASBO) also cites GFOA's recommendation of a minimum of two months of revenues or expenditures but goes on to state **Fund balance is not a one-size fits all school finance management issue for local school districts.**

The Texas Education Agency's (TEA) optimum fund balance calculation required school districts to add two months of cash disbursements to amounts needed to cover any cash flow deficits that may exist over the course of a year. This in effect results in a fund balance of 3-4 months of operating expenses. The optimum fund balance calculation is no longer required by TEA.

While there is clear justification for the existence and maintenance of a healthy fund balance, there is no definitive guidance as to what constitutes a healthy fund balance. Therefore, each school district is to review its own operations, goals, and challenges in setting a policy that will serve as the entity's financial road map.

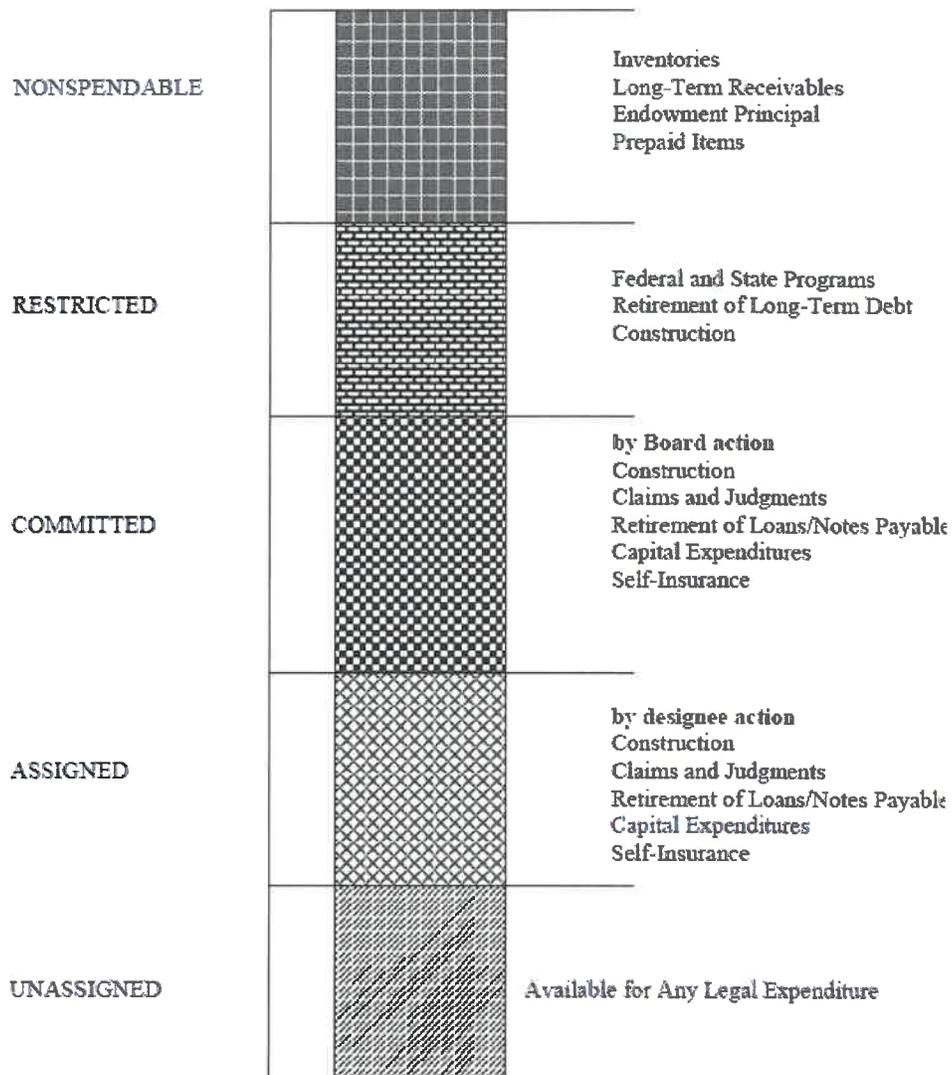
FUND BALANCE REPORTING AND GOVENMENTAL FUND TYPE DEFINITIONS

GASB 54 expanded the reporting and fund types to five classifications of spending constraints for which resources can be used:

- **Non-spendable fund balance** – amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund), prepaid expenses, long-term receivables
- **Restricted fund balance** - amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government) through constitutional provisions or by enabling legislation. (state and federal programs, construction bond funds)

- **Committed fund balance** – amounts constrained to specific purposes by the government itself. This requires formal action by the Board of Trustees. Commitments may be changed or lifted only by the Board of Trustees taking the same formal action that imposed the constraint originally. (committed for construction, claims & judgements, capital expenditures, self-insurance)
- **Assigned fund balance** – amounts intended to be used by the District for specific purposes. Intent can be expressed by the Board of Trustees or by an official or body to whom the Board of Trustees delegates the authority. In governmental funds other than the general fund, assigned fund balance represent the amount that is not restricted or committed. This indicates that resources in other governmental funds are, at a minimum, intended to be used for the purpose of that fund. (An amount appropriated from existing fund balance to eliminate a projected budgetary deficit in the subsequent year)
- **Unassigned fund balance** - is the residual classification of the general fund and includes all amounts not contained in other classifications. Unassigned amounts are technically available for any purpose.

Elements of Fund Balance Post-GASB 54



GASB 54 – BOARD ADOPTED RESOLUTION

STATE OF TEXAS
COUNTY OF AUSTIN

RESOLUTION TO ADOPT GASB 54

The Board of Trustees of the Bellville Independent School District being convened in Regular Session at its regular meeting place within the boundaries of the Bellville Independent School District, on the 25th day of August, 2011, with a quorum present in the persons of:

Karen Winn	Robert Winkelmann	Buch Eckermann	Ann Graham
Dusty Yantis	Rocky Luetge	Bobby Pier	

Trustees being absent: None

WHEREAS Trustee Bobby Pier introduced the following order, moved its adoption, and the motion having been seconded by Trustee Dusty Yantis was duly put and carried, said Order reading as follows:

IT IS HEREBY RESOLVED, ordered, and directed that the Bellville Independent School District adopts Governmental Accounting Standard Board Statement (GASB) 54 effective August 25, 2011. To comply with GASB 54, the following policies will be adopted:

- The District shall report governmental fund balances per GASB 54 definitions in the balance sheet as follows:
 - Nonspendable
 - Restricted
 - Committed
 - Assigned
 - Unassigned
- The Board of Trustees shall approve all commitments by formal action. The action to commit funds must occur prior to fiscal year-end, to report such commitments in the balance sheet of the respective period, even though the amount may be determined subsequent to fiscal year-end. A commitment can only be modified or removed by the same formal action.
- The Board of Trustees delegates the responsibility to assign funds to the Superintendent or his/her designee. The Board of Trustees shall have the authority to assign any amount of funds. Assignments may occur subsequent to fiscal year-end.
- The Board of Trustees will utilize funds in the following spending order:
 - Restricted
 - Committed
 - Assigned
 - Unassigned


Robert Winkelmann, President
Bellville I.S.D. Board of Trustees

Attest:

Karen Winn, Secretary
Bellville I.S.D. Board of Trustees

BELLVILLE ISD FUND BALANCE PROCEDURES

Purpose

The purpose of these procedures is to establish a key element of the financial stability of the District by setting guidelines for fund balance. Unassigned fund balance is an important measure of economic stability. It is essential that the District maintain adequate levels of unassigned fund balance to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances. The fund balance also provides cash flow liquidity for the District's general operations.

Classifications

Fund balance will be displayed in the following classifications depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

- **Nonspendable fund balance** – amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund)
- **Restricted fund balance** - amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government) through constitutional provisions or by enabling legislation.
- **Committed fund balance** – amounts constrained to specific purposes by the government itself. This requires formal action by the Board of Trustees. Commitments may be changed or lifted only by the Board of Trustees taking the same formal action that imposed the constraint originally.
- **Assigned fund balance** – amounts intended to be used by the District for specific purposes. Intent can be expressed by the Board of Trustees or by an official or body to whom the Board of Trustees delegates the authority. In governmental funds other than the general fund, assigned fund balance represent the amount that is not restricted or committed. This indicates that resources in other governmental funds are, at a minimum, intended to be used for the purpose of that fund.
- **Unassigned fund balance** - is the residual classification of the general fund and includes all amounts not contained in other classifications. Unassigned amounts are technically available for any purpose.

Special Revenue Funds with Restricted Fund Balance

The Board of Trustees resolves that all special revenue funds which receive funds from a grantor agency at the federal, state or local level and hence are constrained to spend those funds on a specific purpose as dictated by the grantor agency will report restricted fund balance for those special revenue funds based on the definition described within this policy.

Authorization and Action to Commit Fund Balance

The Board of Trustees is the District's highest level of decision-making authority and the formal action that is required to be taken to establish, modify, or rescind a fund balance commitment is a resolution approved by the Board at a District meeting. The resolution must either be approved or rescinded, as applicable, prior to the last day of the fiscal year for which the commitment is made. The amount subject to the constraint may be determined in the subsequent period.

Special Revenue Funds with Committed Fund Balance

The Board of Trustees is committing fund balance via this fund balance policy for the following Special Revenue Funds:

Campus Activity Funds for funds generated at the campuses.

Child Nutrition Funds for funds generated by the child nutrition department.

Educational Foundation Funds for funds generated by the Educational Foundation

BISD Museum Funds for funds generated by the BISD Museum

Authorization and Action to Assign Fund Balance

The District has designated the Superintendent and his/her designee as the officials who are authorized to assign fund balance to a specific purpose as approved by this fund balance policy. Authorized officials must approve each assignment before the item can be presented in the financial statements. Assignments of fund balance do not require formal action by the Board of Trustees and can be made subsequent to year end.

Minimum Unassigned Fund Balance

The District will strive to maintain an unassigned fund balance of not less than 25% (3 months operating) of the budgeted operational expenditures on all District's general fund. Due to the volatile nature of a majority of its revenues, it is not deemed excessive for the District to maintain fund balance in the General Fund at a level greater than 33% of the budgeted operational expenditures. The purpose of this unassigned fund balance is to alleviate significant unanticipated budget shortfalls and to ensure the orderly provisions of services.

Order of Expenditure of Funds

When multiple categories of fund balance are available for expenditure the District will start with the most restricted category – spending those funds first – before moving down to the next category with available funds.

BELLVILLE ISD: FUND BALANCE GOALS & OBJECTIVES

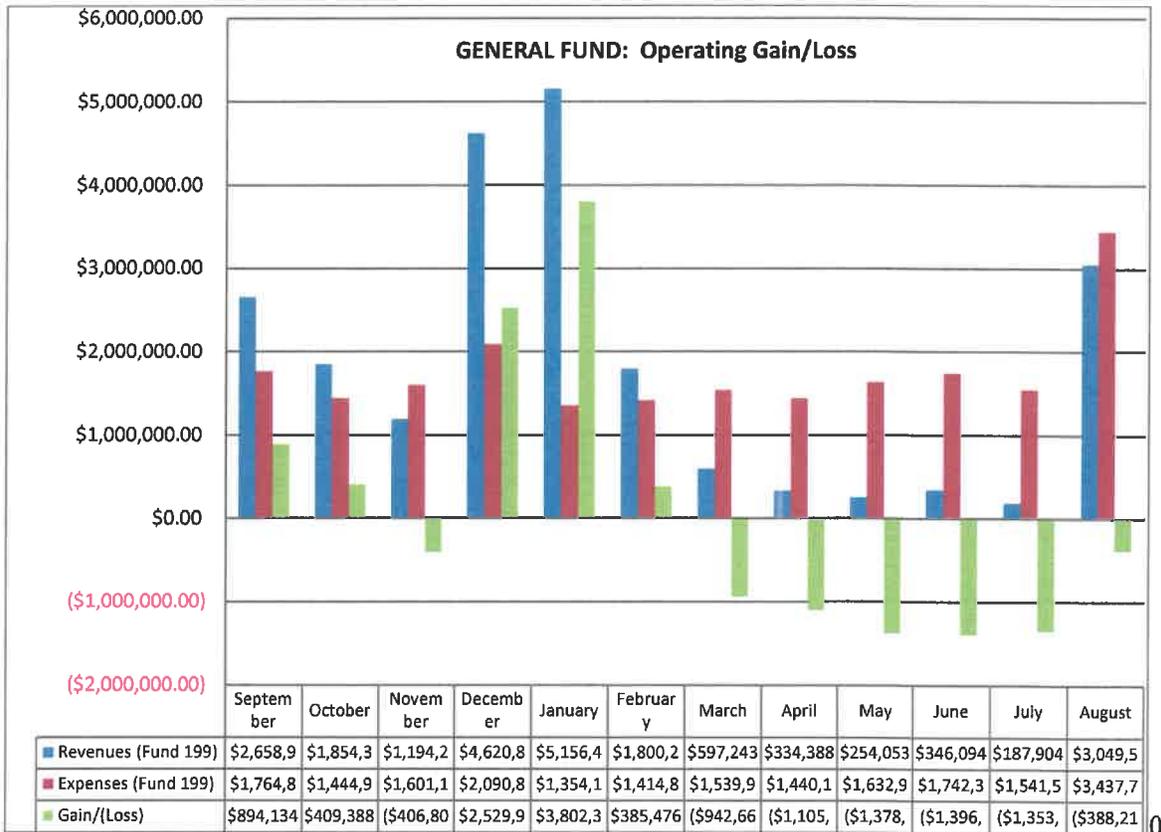
GOALS

- I. Maintain a minimum fund balance in the unassigned general operating fund to maintain fiscal independence.
- II. Set minimum unassigned general operating fund balance to mitigate risk and ensure cash is available when revenue is unavailable.
- III. Provide a sustainable general fund balance to pay operating expenses and sustain district operations. (Fund Balance is integrated not separated from our operating activities.)
- IV. Establish a minimum unassigned general fund balance to maintain operations between revenue streams.
- V. Demonstrate financial stability to enhance district bond ratings for lower interest rates.
- VI. Provide ongoing support for education programs.
- VII. Set minimum fund balances, not targets or maximums.
- VIII. Create a committed stabilization fund for emergency or contingencies.
- IX. Commit funds above unassigned minimums in the general fund for capital improvements as they align with long-range planning strategies when appropriate.

FUND BALANCE STRATEGIC FACTORS

- I. Bellville ISD is under Payment Class 3 for Foundation School Fund Payments. Under Payment Class 3 Foundation Funds are paid:
 - 45% - September
 - 35% - October
 - 20% - August

Under Payment Class 3 there is funding lag periods in which expenses exceed revenues. This deficit spending occurs on average seven (7) months out of the year.



- II. The largest revenue gap occurs after tax collections in January through August. The average decrease in cash during this time period \$6.65 million.
- III. The incorporation of current year property values into the states formula funding mechanism has eliminated local revenue growth as a function of local property taxes. This action reduces future fund balance growth possibilities.

BELLVILLE ISD FUND BALANCE ALLOCATION STRATEGY

General Fund

- I. Maintain a minimum of four (4) months operating in the unassigned general operating fund balance classification to sustain fiscal independence and district operations.
- II. Excess fund amounts above the four month minimum unassigned general fund balance flow into the committed stabilization fund up to a maximum of one-million dollars. The stabilization fund sets these funds aside for use in emergency situations or when revenue shortages or budgetary imbalances arise. These circumstances are not routine in nature or predictable. Stabilization funds can be used for emergencies arising out of natural disasters, responses to emergency plans, intervention to prevent worsening situations, un-anticipated revenue shortfall and financial exigency through a board approve resolution.
- III. Funds in excess of the committed stabilization fund shall be committed to align with the district's capital improvement plan, self-insurance obligations, reserves for residential placement and other specific commitments that may arise. Funds that are not committed shall then remain in the unassigned general fund balance in excess of the minimum.



Special Revenue Funds

- I. No minimum balance required

Debt Service Funds

- I. No minimum balance required

Enterprise Funds

- I. No minimum balance required



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

AUGUST 27, 2020

Subject:	Resolution to Approve Investment Policy
Presenter:	Dennis Jurek
Board Policy:	
BISD Goal:	<ol style="list-style-type: none"> 1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING] 2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP] 3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL] 4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]
Summary:	<p>Board shall review its investment policy and investment strategies at least annually and adopt a written instrument stating that the board has reviewed the investment policy and investment strategies and make note of any changes to the policy or strategy.</p> <p>The policy as presented has not changes from prior years.</p>
Attachments:	<ul style="list-style-type: none"> ▪ ▪
Recommendation:	The recommendation is for the Board to: Approve Investment Policy as Presented.

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT Meeting of the BISD Board of Trustees

BELLVILLE INDEPENDENT SCHOOL DISTRICT RESOLUTION TO THE APPROVAL OF THE INVESTMENT POLICY AND INVESTMENT STRATEGIES

WHEREAS, Section 2256.005 of the Government Code requires the Board of Trustees of Bellville ISD to annually review investment policies and strategies, and

WHEREAS, Section 2256.005 of the Government Code requires that an investment policy be adopted by rule, order, ordinance or resolution,

WHEREAS, the District's investment policy for fiscal year 2020-2021 includes no changes from the District's investment policy for the prior fiscal year.

NOW THEREFORE BE IT RESOLVED THAT:

The Investment Policy and Investment Strategies be adopted as presented, and that the Board of Trustees of the Bellville Independent School District has reviewed and approved Districts Investment policy.

PASSED, APPROVED, AND ADOPTED THIS 27th DAY OF AUGUST 2020.

Grant Lischka
Board President

Date

Kenneth Stein
Board Secretary

Date



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 27, 2020

Subject:	Locally Developed Appraisal System
Presenter:	Dr. Nicole Poenitzsch, Superintendent
Board Policy:	DN (Local) Performance Appraisal
BISD Goal:	3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [CULTURE]

Summary:	<ul style="list-style-type: none">• Per DN (Local): All District employees shall be periodically appraised in the performance of their duties job-related criteria shall provide the basis for the employee's evaluation.• In 2020 Bellville ISD became a District of Innovation and included in our Innovation Plan the development of a local growth and development tool aligned to our BISD Board Goals.• Attached is the framework for our local growth and development appraisal tool for the 2020-2021 school year.
Attachments:	<ul style="list-style-type: none"><input type="checkbox"/> BISD Growth & Development Overview<input type="checkbox"/> BISD Google Form Template for Employee Self-Assessment
Recommendation:	The recommendation is for the Board to: Approve the locally developed Growth & Development tool for the 2020-2021 school year.



BELLVILLE INDEPENDENT SCHOOL DISTRICT
Meeting of the BISD Board of
Trustees

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

2020-2021 BISD Growth & Development

LEARNERS TODAY. LEADERS TOMORROW.

Growth & Development Process

2020-2021

PURPOSE:

The purpose of the BISD Growth & Development Process is to promote connection between team members, allow two-way contribution to identifying and establishing goals and supports, and provide timely and meaningful feedback throughout the school year.

PROCESS:

Beginning of the Year

2nd week of school through Fair Break.

- ❑ Employee completion of Beginning of the Year Section of the BISD Growth & Development Tool.
- ❑ 15 minute conference with supervisor to review completed BISD Growth & Development Tool.

Middle of the Year

After Fair Break through Spring Break.

- ❑ Employee completion of Middle of the Year Section of the BISD Growth & Development Tool.
- ❑ 15 minute conference with supervisor to review completed BISD Growth & Development Tool and:
 - Supervisor feedback: 1 “Glow” and 1 “Grow”
 - Supervisory Feedback on any areas of concern and next steps for improvement (if applicable).

End of Year

After Spring Break through End of the Year.

- ❑ Employee completion of End of the Year Section of the BISD Growth & Development Tool.
- ❑ 15 minute conference with supervisor to review completed BISD Growth & Development Tool and:
 - Supervisory Feedback on any areas of concern and next steps for improvement (if applicable).
 - Supervisory overall 1-10 rating of the employee and supporting rationale.
 - Employee response to the information above.

BISD Growth & Development Tool

Personal Information			
Name:		Campus/Dept:	
Position:		Years in BISD:	
Established Professional Goal:			
Evidence of Goal Progress:			
Beginning of the Year Conference Notes:			
Middle of the Year Conference:			
"Glow":		"Grow":	
Talking Points & Takeaways:			
End of the Year Conference:			
Summative Comments:			

Employee's Signature & Date

187

Supervisor's Signature

BISD Local Growth & Appraisal Process.

BISD is committed to the growth and development of our team members. We believe that success happens when employees are connected to strengths and interests, have accountable ownership of purposeful work, and receive timely and meaningful feedback.

The purpose of this tool is to help provide insight and connection between leaders charged with supporting the success of our team members and team members having the opportunity to develop goals and receive individualized support toward accomplishment of those goals.

* Required

1. Email address *

2. Last Name *

3. First Name *

4. Email Address *

5. Title/Position/Assignment *

- 6. All About You: FAMILY-Please share any information you think is important for your supervisor to know about the role you serve as a member of a family outside of our Brahma Family.

- 7. All About You: PERSONAL-What is one thing that you do really well? A skill that you are proud of or excel at?

- 8. All About You: PERSONAL-What hobbies or interests do you have outside of work?

Beginning of the Year

- 9. Personal Well Being: PHYSICAL-On a scale of 1-5 (with 5 being the highest/most positive) how would you rate your overall physical health and well being?

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

- 10. Personal Well Being: PHYSICAL- What factor is contributing the most to the rating you gave above?

- 11. Personal Well Being: EMOTIONAL-On a scale of 1-5 (with 5 being the highest/most positive) how would you rate your overall emotional well being?

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

- 12. Personal Well Being: EMOTIONAL- What factor is contributing the most to the rating you gave above?

13. [LEARNING] Bellville ISD believes we are all learners and there is value in the learning process. What is one thing you are professionally interested in learning more about this year?

14. [LEARNING] How will you stay engaged in learning knowledge and skills that are of interested to you throughout the coming school year?

15. PERSONAL GOAL: What is one of your dream goals?

16. PROFESSIONAL GOAL: AIM-What is one thing you want to do extremely well or improve in this year?

17. PROFESSIONAL GOAL: ACTION-What actions will you take to do well or improve in the area you've described above?

18. PROFESSIONAL GOAL: SUPPORT-What does support from me look like to help you be successful in reaching the goal you've set?

19. PROFESSIONAL GOAL: MEASURE-How will you know that you've accomplished your goal?

20. FEEDBACK: How will you seek feedback on your overall instructional effectiveness?

Check all that apply.

- Supervisory observations & feedback
- Peer observations and feedback
- Personal recording & personal reflection (to be shared with supervisor)
- Anonymous student feedback and reflection with supervisor.
- Other

21. If you selected "OTHER" as a response above, please elaborate:

22. [STUDENT PROGRESS AND PERFORMANCE]: What is one primary goal you have for your students to accomplish? This must be expressed as a measurable student outcome.

23. [STUDENT PROGRESS AND PERFORMANCE]: How will you measure and monitor your students' progress toward this goal?

Middle of the Year

24. Personal Well Being: PHYSICAL-On a scale of 1-5 (with 5 being the highest/most positive) how would you rate your overall physical health and well being?

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

25. Personal Well Being: PHYSICAL- What factor is contributing the most to the rating you gave above?

26. Personal Well Being: EMOTIONAL-On a scale of 1-5 (with 5 being the highest/most positive) how would you rate your overall emotional well being?

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

27. Personal Well Being: PHYSICAL- What factor is contributing the most to the rating you gave above?

28. [LEARNING] What is one thing that you have learned that can be applied to your professional knowledge and skills this year?

29. PROFESSIONAL GOAL: What progress have you made toward your established professional goal so far?

30. PROFESSIONAL GOAL: SUPPORT-What does continued support from me look like to help you be successful in reaching the goal you've set?

31. FEEDBACK: What is one piece of feedback you've received so far this year that you found to be valuable?

32. CULTURE: On a scale of 1-5 (with 5 being the highest) rate the degree to which you feel you contribute to a positive culture on our campus/team.

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

33. CULTURE: Provide an example of your actions that contributes to the ranking you've given yourself above.

34. [STUDENT PROGRESS AND PERFORMANCE]: What evidence to you currently have of your students' progress toward your established Student Performance Goal?

35. What else do you feel I should know regarding your personal well-being and professional success at this point in the school year?

End of the Year

36. Personal Well Being: PHYSICAL-On a scale of 1-5 (with 5 being the highest/most positive) how would you rate your overall physical health and well being?

Mark only one oval.

1 2 3 4 5

37. Personal Well Being: PHYSICAL- What factor is contributing the most to the rating you gave above?

38. Personal Well Being: EMOTIONAL-On a scale of 1-5 (with 5 being the highest/most positive) how would you rate your overall emotional well being?

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

39. Personal Well Being: PHYSICAL- What factor is contributing the most to the rating you gave above?

40. [LEARNING] What have you learned this school year that has been relevant and valuable to you?

41. PROFESSIONAL GOAL: Did you accomplish the professional goal you set for yourself this year?

Mark only one oval.

YES

NOT QUITE

42. PROFESSIONAL GOAL: What evidence do you have of accomplishment or progress toward your goal?

43. FEEDBACK: What is one piece of feedback you've received this year that you found to be valuable?

44. [STUDENT PROGRESS AND PERFORMANCE]: What summative evidence to you have of your students' progress toward your established Student Performance Goal?

45. Do you feel you are valued and appreciated at work?

Mark only one oval.

YES

NO

46. Do you feel someone has invested in your professional growth and development this year?

Mark only one oval.

YES

NO

47. Do you feel connected to our Brahma Family (Work-Team)?

Mark only one oval.

YES

NO

48. What else do you feel I should know at this summative point in the year regarding your personal well-being and professional success?

49. What else do you feel I should know at this summative point in the year regarding your job-satisfaction and level of connectedness and committedness to BISD?

50. What else do you feel I should know regarding how I have or could have best supported your personal well-being and professional success this past school year

51. Anything else you'd like to contribute to the growth and appraisal tool for the 2020-2021 school year?

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BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

August 20, 2020

Subject:	Board Goals
Presenter:	Dr. Nicole Poenitzsch, Superintendent
Board Policy:	EA (Legal)- Instructional Goals and Objectives
BISD Goal:	1. Develop and attain local standards for high levels of integrated learning.

Summary:	EA (Legal) States:																																																	
	<ul style="list-style-type: none"> The board shall adopt and post on the district's website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus. The board shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus. 																																																	
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	3RD GRADE READING																																																	
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BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

CAMPUS EARLY CHILDHOOD LITERACY GOALS-WEST END

3RD GRADE READING

	SY '19	SY '21	SY'22	SY'23	SY '24	SY '25
WHITE	100%	100%	100%	100%	100%	100%
AA	*	*	*	*	*	*
HISP	*	*	*	*	*	*
SPED	*	*	*	*	*	*
ECON. DIS.	67%	70%	73%	76%	79%	81%
ELL	*	*	*	*	*	*

3RD GRADE MATH

	SY '19	SY '21	SY'22	SY'23	SY '24	SY '25
WHITE	81%	84%	87%	90%	93%	96%
AA	*	*	*	*	*	*
HISP	*	*	*	*	*	*
SPED	*	*	*	*	*	*
ECON. DIS.	67%	70%	73%	76%	79%	81%
ELL	*	*	*	*	*	*

CAMPUS EARLY CHILDHOOD LITERACY GOALS-O'BRYANT PRIMARY

3RD GRADE READING

	SY '19	SY '21	SY'22	SY'23	SY '24	SY '25
WHITE	85%	87%	89%	91%	93%	95%
AA	64%	67%	70%	73%	76%	79%
HISP	69%	72%	75%	78%	81%	84%
SPED	61%	64%	67%	70%	73%	76%
ECON. DIS.	62%	65%	68%	71%	74%	77%
ELL	38%	41%	44%	47%	50%	53%



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

3RD GRADE MATH						
	SY '19	SY '21	SY'22	SY'23	SY '24	SY '25
WHITE	88%	89%	91%	93%	94%	95%
AA	55%	58%	61%	64%	67%	70%
HISP	74%	77%	80%	83%	86%	89%
SPED	44%	47%	50%	53%	56%	59%
ECON. DIS.	68%	71%	74%	77%	79%	81%
ELL	50%	53%	56%	59%	62%	65%
DISTRICT & CAMPUS GOALS- COLLEGE, CAREER, & MILITARY READINESS						
CCMR						
	SY '19	SY '21	SY'22	SY'23	SY '24	SY '25
WHITE	73%	76%	79%	82%	85%	88%
AA	20%	23%	26%	29%	32%	35%
HISP	41%	44%	47%	50%	53%	56%
SPED	40%	43%	46%	49%	52%	55%
ECON. DIS.	50%	53%	56%	59%	62%	65%
COLLEGE READINESS						
	SY '19	SY '21	SY'22	SY'23	SY '24	SY '25
WHITE	70%	73%	76%	79%	82%	85%
AA	6.7%	10%	15%	20%	25%	32%
HISP	28.3%	32%	37%	42%	47%	55%
SPED	*	*	*	*	*	*
ECON. DIS.	26.2%	29%	34%	39%	44%	51%
Attachments:	• N/A					
Recommendation:	The recommendation is for the Board to: Adopt the Early Childhood Reading and Math and College and Career Readiness Student Performance Goals as presented.					



BELLVILLE INDEPENDENT SCHOOL DISTRICT

Meeting of the BISD Board of Trustees

BELLVILLE BRAHMAS
LEARNERS TODAY. LEADERS TOMORROW.

Part I: Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

This draft is for guidance only. Plans must be submitted through a survey link after July 20.

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Part II: Open Response

<p>Please check the grade level(s) for which these open response descriptions/attachments apply.</p> <p><i>Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.</i></p>		
<input type="checkbox"/> PK3	<input type="checkbox"/> 3	<input type="checkbox"/> 8
<input type="checkbox"/> PK4	<input type="checkbox"/> 4	<input type="checkbox"/> 9
<input type="checkbox"/> K	<input type="checkbox"/> 5	<input type="checkbox"/> 10
<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11
<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12

1. Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

2. Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials
3. Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.
4. Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Part III: Final Attestation

- The Superintendent and the Board attest that this plan is being executed as described, effective no later than the end of the grace period.
- Include the date the Board approved the final plan or pre-approved the Superintendent's submission of the plan.

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Points Category	0 Points	1 Point	2 Points
<p>1.1 Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> Expectation for daily interaction with academic content is not clear, Or times for daily interactions are not defined 	<ul style="list-style-type: none"> Expectations for daily interaction with academic content is clear And times are defined for student interaction with academic content But it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday 	<ul style="list-style-type: none"> Expectation for daily interaction with academic content is clear And times are defined for student interaction with academic content And it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday
<p>1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support</p>	<ul style="list-style-type: none"> Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support 	<ul style="list-style-type: none"> Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule But expectations and pre-planned times for teacher/student interactions is inadequate (e.g. less than 30 minutes per day) or does not consider differentiation (e.g. is not differentiated for students with additional learning needs) 	<ul style="list-style-type: none"> Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule And expectations and pre-planned times for teacher/student interactions are adequate for all students And expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs

Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Points Category	0 Points	1 Point	2 Points
<p>2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.</p>	<ul style="list-style-type: none"> • TEKS-aligned instructional materials and assessments are not named • Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction 	<ul style="list-style-type: none"> • TEKS-aligned instructional materials and assessments are named • And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction • But there is not a clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments 	<ul style="list-style-type: none"> • TEKS-aligned instructional materials and assessments are named • And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction • And there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments
<p>2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment</p>	<ul style="list-style-type: none"> • It is unclear how instructional materials have been designed to support students with disabilities and ELs 	<ul style="list-style-type: none"> • Instructional materials include resources designed to support students with disabilities and ELs • But it is unclear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials 	<ul style="list-style-type: none"> • Instructional materials include resources designed to support students with disabilities and ELs • And it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials

Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Points Category	0 Points	1 Point	2 Points
<p>3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment</p>	<ul style="list-style-type: none"> • Expectations for daily student engagement is not defined • Or there is not a clear system for tracking daily student engagement 	<ul style="list-style-type: none"> • Expectations for daily student engagement is defined • And there is a system for tracking daily student engagement • But expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else) 	<ul style="list-style-type: none"> • Expectations for daily student engagement is defined • And there is a system for tracking daily student engagement • And expectations for daily student engagement are consistent with progress that would occur in an on-campus environment
<p>3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<ul style="list-style-type: none"> • There is not a clear system for tracking student academic progress • Or there is not a clear system for providing regular feedback to students on progress 	<ul style="list-style-type: none"> • There is a clear system for tracking student academic progress • And there is a clear system for providing feedback to students on progress • But it is not clear that all students will receive regular (at least weekly) feedback on progress 	<ul style="list-style-type: none"> • There is a clear system for tracking student academic progress • And there is a clear system for providing regular (at least weekly) feedback to all students on progress

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Points Category	0 Points	1 Point	2 Points
<p>4.1 Professional development for educators is planned and specific to supporting asynchronous instruction</p>	<ul style="list-style-type: none"> • There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction • Or the professional development calendar does not include both initial and ongoing, job-embedded development opportunities 	<ul style="list-style-type: none"> • There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction • And the professional development calendar includes both initial and ongoing, job-embedded development opportunities • But it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials 	<ul style="list-style-type: none"> • There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction • And the professional development calendar includes both initial and ongoing, job-embedded development opportunities • And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
<p>4.2 There is explicit communication and support for families in order to support asynchronous work at home</p>	<ul style="list-style-type: none"> • There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction • Or the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction) 	<ul style="list-style-type: none"> • There is a plan for explicit communication for families specific to expectations for asynchronous instruction • And the plan has reasonable expectations for family engagement/support of students • But the plan does not include additional supports, training, and/or resources for families who may need additional support 	<ul style="list-style-type: none"> • There is a plan for explicit communication for families specific to expectations for asynchronous instruction • And the plan has reasonable expectations for family engagement/support of students • And the plan includes additional supports, training, and/or resources for families who may need additional support

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Look Fors ...

- Expectation for daily interaction with academic content is clear with defined times for student interaction with academic content
- The schedule ensures all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday
- Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule
- Expectations and pre-planned times for teacher/student interactions are adequate for all students
- Expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs

Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Look Fors ...

- The plan names TEKS-aligned instructional materials and assessments
- The plan provides a clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction
- The plan explains the research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments
- The plan shares how instructional materials will include resources designed to support students with disabilities and ELs
- There is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials

Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Look Fors ...

- Expectations for daily student engagement are defined
- The plan includes a system for tracking daily student engagement
- The plan explains how expectations for daily student engagement are consistent with progress that would occur in an on-campus environment
- The plan includes a clear system for tracking student academic progress
- The plan includes a clear system for providing regular (at least weekly) feedback to all students on progress

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Look Fors ...

- There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction
- The professional development calendar includes both initial and ongoing, job-embedded development opportunities
- The plan includes how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
- The plan describes how there will be explicit communication for families specific to expectations for asynchronous instruction
- The plan has reasonable expectations for family engagement/support of students
- The plan includes additional supports, training, and/or resources for families who may need additional support

Additional Resources: As you develop your asynchronous plan, you can reference these resources for additional support.

<u>Strong Start Reflection Tool</u>	<u>Texas Resource Review</u>	<u>Texas Home Learning</u>
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ATTESTATIONS

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
 - ✓ Assessments that ensure continued information on student progress remotely
 - ✓ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.



Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - ✓ Data from the Learning Management System (LMS) showing progress made that day
 - ✓ Curricular progress evidenced from teacher/student interactions made that day
 - ✓ Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - ✓ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - ✓ Cover all grade levels and content areas that are participating in asynchronous learning
 - ✓ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - ✓ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.



OPEN RESPONSES

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

✓ Please see pages 8 & 9 for BISD Online Learners daily/weekly schedules provided for elementary and secondary levels.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>All BISD students have received the daily schedule for onsite learning and instructed that their online learning commitment and structure for each day should follow the same schedule as established for onsite learning. While students have some flexibility in being able to progress at their own pace for the portions of their online learning that are asynchronous, the local expectation for students to complete assigned work during the time of the day when they would have been in attendance in the specified class onsite, allows assurance that students are prepared to engage in all scheduled synchronous instructional guidance and instructional support sessions with their assigned teachers.</p> <p>Additionally, students and parents have received an outline of learning objectives for established curriculum units and/or time frames and a curriculum calendar outlining all required instructional activities and assignments to be completed to progress toward mastery of the identified objectives within the intended timeframes for our instructional scope and sequence.</p> <p>Teachers have been create and compile online content equating to approximately 60 minutes of instruction each day for all courses in grades 6-12 and 60 minutes of ELAR and 60 minutes of Math instruction, with 45 minutes of Science and Social Studies instruction each day for students in grades PK-5.</p> <p>Additionally, students are required to complete a daily progress check, administered by each of their assigned teachers as a component of their attendance verification process.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Each online course has been designed to operate parallel to our onsite instructional scope and sequence, instructional activities, and required graded work and assignments. Teachers have curated instructional resources including direct instruction provided through: a) synchronous participation in their onsite classroom; b) video recordings of their instructional lesson; c) teacher created instructional videos; and/or d) embedment of instructional videos district adopted instructional materials- in addition to asynchronous instructional activities and assignments designed to be able to be completed remotely with use of supportive instructional texts and resources compiled in the online learning platform.</p> <p>Students will complete a daily progress check in conjunction with their daily attendance verification. Teachers will monitor their students' progress and completion of daily assignments and provide accountability and support their synchronous instructional sessions and through independent student-parent contact as need.</p>



BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

What are the expectations for teacher/student interactions?	Students will have daily interactions with teacher/counselor/instructional leaders through their morning meetings/community check-in's in addition to synchronous sessions scheduled with each core content area teachers (PK-5) and each teacher for all core content and elective curriculum courses (6-12). Additionally, students will have interactions with their teachers through daily/weekly feedback on progress monitoring checks, discussion threads, open office hours, emails, and scheduled phone-conferences for individualized support as needed.
How will teacher/student interactions be differentiated for students with additional learning needs?	All teachers have received documentation and guidance on how to incorporate students' accommodations and modifications into the design of their online instructional resources and remote learning activities and assignments for students with individual education plans. Additionally, our BISD support services team, teachers, therapists, specialists, etc. will continue to host daily/weekly sessions with students virtually in accordance with minutes outlined on their schedule of services for all related instructional and behavioral support programs. BISD teachers and special education/504/ESL case managers will provided individualized support and check-In's in accordance with each student's.

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK K-2 3-5 6-8 9-12 All	FrogStreet Go Math Envision Go Math TEKs Resource System	District Created, Aligned with Onsite Instruction (PK-12), Aimsweb (PK-5)	Yes		
ELA Instructional Materials	PK K-3 4-5 6-8 9-12 All	FrogStreet Wonders HMM McGraw Hill SpringBoard TEKs Resource System	District Created, Aligned with Onsite Instruction (PK-12), Aimsweb (PK-5)	Yes		
Science Instructional Materials	PK K-3 4-5 6-8 9-12	FrogStreet HMH HMH		Yes		



BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

	All	TEKs Resource System				
Social Studies Instructional Materials	PK K-2 3-5 6-8 9-12 All	FrogStreet Studies Weekly Studies Weekly TEKs Resource System		Yes		

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>BISD instructional leaders and instructional technologist have worked with teachers in vertical and horizontal teams to create a targeted scope and sequence utilizing the guiding frameworks provided in the TEKs Resources System and Gap Instructional Tool to be responsive the learning needs of our students following the limited instructional coherence in Spring 2020. Teaching teams have published coherent unit objectives with identified “The Student Will...” Statements for online learners for each instructional period aligned to the scope and sequence being followed onsite. Instructional tools and resources have been created and/or curated to ensure: 1) all direct instruction is provided by our teachers through synchronous instructional sessions, recorded instructional lessons, teacher created instructional videos, or instructional videos published by our vetted and adopted instructional material publishers; 2) that all tools, texts, and resources are accessible remotely and/or hard copy instructional materials have been provided to our online learners; and) all learning activities and assignments have been modified to be able to be completed remotely in an virtual format that allows teacher to see students’ thought processes and work.</p> <p>Retention of knowledge will be monitored through daily progress monitoring checks, synchronous instructional discussions, completion of assignments, one-on-one check-in’s, asynchronous discussion threads, and assessments aligned to the standards and expectations applicable for both onsite and online learners.</p>



What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

Our BISD case managers, special education teachers, specialists, therapist, program coordinators, interventionists will host daily/weekly virtual tutorial, support, therapy sessions. They have also developed online tools and resources to support students continued development and progress and will be checking in regularly to assist students with access and utilization of the supplemental resources in addition to providing individualized support with accessing and completing general course requirements. Additionally, our case managers, special education teachers, specialists, therapists, program coordinators and interventionists have worked with our core content and elective area general education teachers to understand and appropriate adapt online instructional resources and instructional assignments and activities to be responsive to students indivial education plans and/or other documents accommodations and modifications.

Additionally, the district has purchased, loaded, and trained students and parents on use of technology-based programs for general accommodations such as “Snap-and-Read” for ease of access and instructional support with oral reading and on-level academic vocabulary through remote technologies.

Key Requirement Student Progress: Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	It has been communicated to all of our online learners that students are expected be engaged in learning M-F in accordance with a regular daily schedule mirroring onsite instructional hour from 8:00am-3:30pm. Students will have a daily morning meeting/community check-in and are required to certify their attendance within the first five minutes of the start of each course throughout the day. The daily attendance certification for each course includes completion of a progress checkpoint. While there is some flexibility with completion of asynchronous learning activities and assignments, all students are expected to be virtually engaged during all scheduled synchronous instructional support and guidance sessions each day/week.



BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

What is the system for tracking daily student engagement?	Students will daily certify their attendance through the BISD Online Learning Platform which includes completion of a progress checkpoint. Additionally, student’s daily engagement will be monitored through participation in all scheduled synchronous instructional support sessions, completion of daily and weekly instructional activities and assignments in the Online Learning Platform. The campus Attendance Clerks will verify student attendance with all teachers each week to ensure an accurate engagement count is being submitted.
How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?	<p>BISD has established the expectation for all stakeholders (parents, students, and staff) that our online learning platform and learner experience will mirror onsite instruction to the greatest extent possible with reasonable adjustments to the variance in delivery method. Standard policies and expectations for student attendance, participation, behavior, and work completion apply equitably online and onsite. Students will have daily and weekly synchronous instructional guidance and support sessions to monitor progress, expound upon instruction, check for understanding, and provide individualized support at needed. Additionally, our morning meetings and community check-in’s serve to provide social and emotional support and learning for our online students.</p> <p>Each online instructional unit includes direct instruction provided by the teacher through synchronous or recorded/created instructional videos. Combined with the correlating supplemental instructional texts and resources and learner activities and assignments, the expected amounts of time for online learners to engage with and complete required tasks is roughly equivalent to what would occur in an on-campus environment.</p>
What is the system for tracking student academic progress?	Multiple informal and formal mechanisms are in place to monitor and support students successful participation and mastery of intended content through our online learning platform with the support of our teachers and instructional support programs and staff. Students will have daily and weekly synchronous connections inclusive of checkpoints for academic progress. Parents of online learners will receive weekly progress reports for student’s completion of required learning activities and assignments. Additionally- teachers will receive, grade, and provide feedback to online learners in accordance with the same policies and procedures established for onsite learners.
What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Students will receive feedback on a daily/weekly basis through:</p> <ul style="list-style-type: none"> ▪ Synchronous connections with their assigned teachers; ▪ Weekly progress completion reports for all assigned learning tasks; ▪ Response from each applicable teacher to students’ submission of their daily progress checkpoints; ▪ Asynchronous discussion threads; ▪ Receipt grades and feedback congruent with onsite instructional expectations; and ▪ One-on-one virtual check-in’s, phone calls, and/or support sessions as needed.

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
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BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>During the months of June, July, and August, BISD hosted 35 hours of blended professional learning onsite and online for teachers specific to:</p> <ul style="list-style-type: none"> ▪ Assessing and understanding students present levels of performance; ▪ Gap analysis and TEKS-based instructional scope and sequence; ▪ Creation and curation of online instructional content including methods for delivering synchronous and asynchronous instruction directly, adaptation of learner activities and assignments for virtual completion; ▪ Incorporation of social and emotional well-being for adults and students both online and onsite; ▪ Effective instructional techniques for design and delivery of rigorous learning experiences based on intended depth of knowledge of targeted learning objectives for both onsite and online learners; ▪ Specific instructional practices and design protocols to meet the needs of diverse learners including specialized disabilities, gifted and talented, and bilingual/ESL students. <p>Additionally, BISD will invest in continued professional development of our leaders, teachers, and staff throughout the 2020-2021 school year through:</p> <ul style="list-style-type: none"> ▪ Monthly workshops with BISD instructional leaders; ▪ Regular PLC meetings with our teacher leaders to continue to be responsive to teacher needs and provide on-going professional learning and support specific to roles, needs, and preferred time and method of delivery (lunch-and-learns, virtual asynchronous learning platforms, collaborative support from instructional leaders at scheduled team meetings with teachers before, during, and after school); ▪ Open-participation professional learning sessions recurring on Wednesday's every three weeks to reinforce previously taught skills and technologies to support virtual learning environments and safe practices for onsite learners; ▪ Horizontal departmentalized curriculum planning workshops once each semester to review and respond to student data and effectiveness of curriculum design and instructional delivery; ▪ Professional learning workshops hosted on days built-in within our academic calendar; ▪ Routine connection occurring every three weeks to share updated tools, resources, and information as it is obtained from regional, state, and local efforts to continuously enhance our capacities to successfully host and support virtual learning. <p>BISD has archived all blended professional learning tools and resources and created a shared instructional drive for reference as needed by individual teachers and/or teaching teams.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>As outlined above, BISD has created structures for ongoing professional learning that is job-specific and both proactive and responsive. Campus and district instructional leaders are tasked with continuously seeking input, monitoring and evaluating teachers' online classrooms, remote student participation, and remote students' performance.</p> <p>Data relative to online attendance, completion of instructional activities, and assignments, and evidence of student performance will be reviewed at monthly administrative meetings with the District offices for academics and technology being prepared to coach and support in response to instructional needs evidenced through trends in the data formerly referenced.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
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BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>BISD has hosted in-person and virtual meetings with families of online learners to outline and clarify expectations. Additionally, full details of expectations for online learners have been outlined in our comprehensive 2020-2021 BISD Operational Guidelines and 2020-2021 BISD Guidelines of Online Learning. Communications have been advertised and published via the district’s phone messenger systems, social media, district website, email groups, synchronous parent-admin virtual meetings, onsite meetings, and certified for receipt and review as part of our annual enrolment verification process for the 2020-2021 school year.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>As outlined in our BISD Online Learning Guidelines parents are expected to ensure their child’s successful participation and learning progression through our online learning platform by:</p> <ul style="list-style-type: none"> ▪ Ensuring students have adequate and appropriate access to technology devices and internet services (BISD has also provided district issued-devices and internet access points to online learners as-needed); ▪ Ensuring students appropriate supervision and guardian support for participation in online learning activities in accordance with a daily and weekly schedule that mirrors traditional onsite instruction from 8:00am-3:30pm M-F; ▪ Parents and students have ownership of completing daily attendance certification processes and learning requirements in addition to ensuring student engagement in all scheduled synchronous check-in’s and instructional support sessions; ▪ Parents and students have ownership of contacting teachers for any individualized support and/or access issues that may arise; ▪ Parents of online students who have opted to participate in onsite extracurricular activities have committed to adhering to onsite safety precautions and health protocols in addition to participating in all required activities, instruction, and practices determined by the teacher, director, coach, or sponsor for the applicable extra-curricular activities; ▪ Parents certify their commitment to monitoring and supporting the participation and progress of their student learning online and certify adherence to standards for honesty and integrity in work completion.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>BISD has created an online repository of resources for parents to support their understanding, awareness, and ability to access our virtual learning platform. Additionally, BISD has hosted onsite technology trainings for parents of online learners, has hosted and will continue to host virtual parent support sessions every three weeks, and will regularly host virtual open-forums for questions, support, and clarifications for parents of online learners.</p> <p>BISD will continue to provide:</p> <ul style="list-style-type: none"> ▪ Distribute issued devices for personal technology access (chrome books) and household internet access (to the extent possible); ▪ Grab-and-Go lunches for online learners; ▪ Direct contact information for students’ teachers, administrators, and district instructional and technology support personnel for ease of access to communication forums for individualized support as needed. ▪ Resources and information on our district website and social media platforms. ▪ Send tips, reminders, information, and support resources through applicable district and campus email groups. <p>BISD administrators hosting open-forums will facilitate mitigation of challenges articulated by both teachers and parents to ensure effective and supportive two-way communications, problem-solving, and support for our online students.</p>

DISTRICT ATTACHMENTS



BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

Instructional Schedule: Elementary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:45	Synchronous: Morning Meeting				
8:45-9:45	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos
9:45-10:00	Attendance Verification & Completion of Progress Monitoring Checkpoint				
10:00-10:15	Brain Break				
10:15-11:15	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos
11:15-11:45	Lunch Break				
11:45-12:15	Synchronous: Instructional Support/Guidance Core Content	Synchronous: Instructional Support/Guidance Core Content + Special Services	Synchronous: Instructional Support/Guidance Core Content	Synchronous: Instructional Support/Guidance Office Hours/Individualized Support	Synchronous: Instructional Support/Guidance Core Content
12:15-1:00	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos
1:00-1:15	Brain Break				
1:15-1:45	Enrichment Activity Asynchronous: STEM	Enrichment Activity Asynchronous: Art	Enrichment Activity Asynchronous: Music	Enrichment Activity Asynchronous: Technology	Enrichment Activity Asynchronous: Library
1:45-2:30	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos
2:30-3:15	PE/Physical Activity				

DISTRICT ATTACHMENTS



BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

Instructional Schedule: Secondary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:45	Synchronous: Community Check-In	Synchronous: Community Check-In	Synchronous: Community Check-In	Synchronous: Community Check-In	Office Hours
8:50-10:20	1 ST PERIOD BLOCK Synchronous/Asynchronous Blend	5 TH PERIOD BLOCK Asynchronous	1 ST PERIOD BLOCK Asynchronous	5 TH PERIOD BLOCK Synchronous/Asynchronous	1 ST /5 TH PERIOD BLOCK Asynchronous
10:25-11:55	2 ND PERIOD BLOCK Asynchronous	6 TH PERIOD BLOCK Synchronous/Asynchronous Blend	2 ND PERIOD BLOCK Synchronous/Asynchronous Blend	6 TH PERIOD BLOCK Asynchronous	2 nd /6 th PERIOD BLOCK Asynchronous
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30-2:00	3 RD PERIOD BLOCK Synchronous/Asynchronous Blend	7 TH PERIOD BLOCK Asynchronous	3 RD PERIOD BLOCK Asynchronous	7 TH PERIOD BLOCK Synchronous/Asynchronous	3 RD /7 TH PERIOD BLOCK Asynchronous
2:05-3:35	4 TH PERIOD BLOCK Asynchronous	8 TH PERIOD BLOCK Synchronous/Asynchronous Blend	4 TH PERIOD BLOCK Synchronous/Asynchronous Blend	8 TH PERIOD BLOCK Asynchronous	4 TH /8 TH PERIOD BLOCK Asynchronous