

# Agenda of Regular Meeting

## The Board of Trustees Bellville ISD

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A Regular Meeting of the Board of Trustees of Bellville ISD will be held September 24, 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 E3 Energy Efficiency Study. 3
6. Campus Spotlight: West End Elementary
7. Reports & Discussion Items
  - A. Monthly Financial Report 36
  - B. Review Agricultural Lease Agreement 40
  - C. Capital Improvement and Long-Range Facility Planning Update 41
  - D. Superintendent's Report 56
  - E. Learning Update: Systemic Transformation-Culture 68
  - F. Board Policy Review: AA (District Legal Status), AB (District Name), AC (Geographic Boundaries), AE (Educational Philosophy) 69
8. Consent Agenda Items
  - A. Approve minutes of Special Board Meeting for August 31, 2020. 77
  - B. Approve Donations & Budget Amendments 79
  - C. Approve declaration of old textbooks as "Surplus Property" eligible for disposal. 81
  - D. Approve appointment of members to the School Health Advisory Council for the 2020-2021 school year. 82
9. Action Items
  - A. Consider action on proposals for purchase or partnership in relation to BISD Educational Broadband Spectrum.
  - B. Consider action to revise AE (Local): Educational Philosophy 84
  - C. Consider action on District Facilities Use Agreements, Policies, and Procedures 85
  - D. Consider updates to BISD's Strategic Plan 113
  - E. Consider action on Superintendent's authority to authorize contractual services related to Special Education. 128

- F. Consider action on Superintendent's authority to invest in identified capital improvement projects. 130
- G. Approve MOU between BISD & Austin County for Receipt of CRF Funds
- 10. Executive Session
  - A. For the purpose of discussing the purchase, exchange, lease, or value of real property. (551.072)
  - B. Discuss personnel and resignations. (551.074)
  - C. Consider legal advice on any item listed on Board Agenda. (551.071)
- 11. Reconvene Open Session
  - A. The Board will take action on items from Closed Session as needed.
    - 1. Consider action on sell or partnership relative to BISD's Educational Broadband Spectrum.
  - B. Board Report
- 12. Adjourn

# Business Case Analysis for E3/TASB's Efficient Buildings Program



Bellville ISD

September 2020



WE FOCUS OUR ENERGY

ON SAVING YOURS.



# Table of Contents

- Intro to E3/TASB's Efficient Buildings Program
- Executive Summary
  - Opportunity
  - Energy, Financial, & Business Case
- Steps Forward
- References
- E3/TASB Key Differentiators
- Campus Observations



# The E3/TASB Team



## Experienced

- 20+ Years Experience. We know your business.

## Effective.

- Best Practices

## Efficient.

- Yield the Best Value



## We Work For You

- Peer driven program
- TASB & E3 align:
  - Serving TX ISDs
  - Experience, philosophy, & quality
- TASB commitment and impact to BISD



# What is the Efficient Buildings Program? “Make the Most of Your Money”

- Identify – efficiency or deferred maintenance opportunities that if upgraded directly impact the learning environment
- Maximize – leverage already utilized Function 51 expenditures (M&O – utilities) into a funding source for current and/or future needs
  - Does not compete with classroom funding
  - Opportunity to re-invest in facilities when funding is scarce
  - District-wide impact

# Program Process



- Understand the District's current energy profile and deferred maintenance needs
- Work with the District to prioritize:
  - Existing comfort issues
  - Maintenance challenges/deferred maintenance items
  - Energy savings potential
- Study District buildings for other needs and energy efficiency opportunities
- Clearly communicate results, ideas, and opportunities to staff, administration, and Board



# Comprehensive Approach- Our Expertise

## Deferred Maintenance

Things you have to do to maintain your buildings, and will save some energy when you do them

Pay for themselves over a long period of time

## Efficiency Opportunities

Things that you could do that would bring a return on investment over time by reduced energy costs

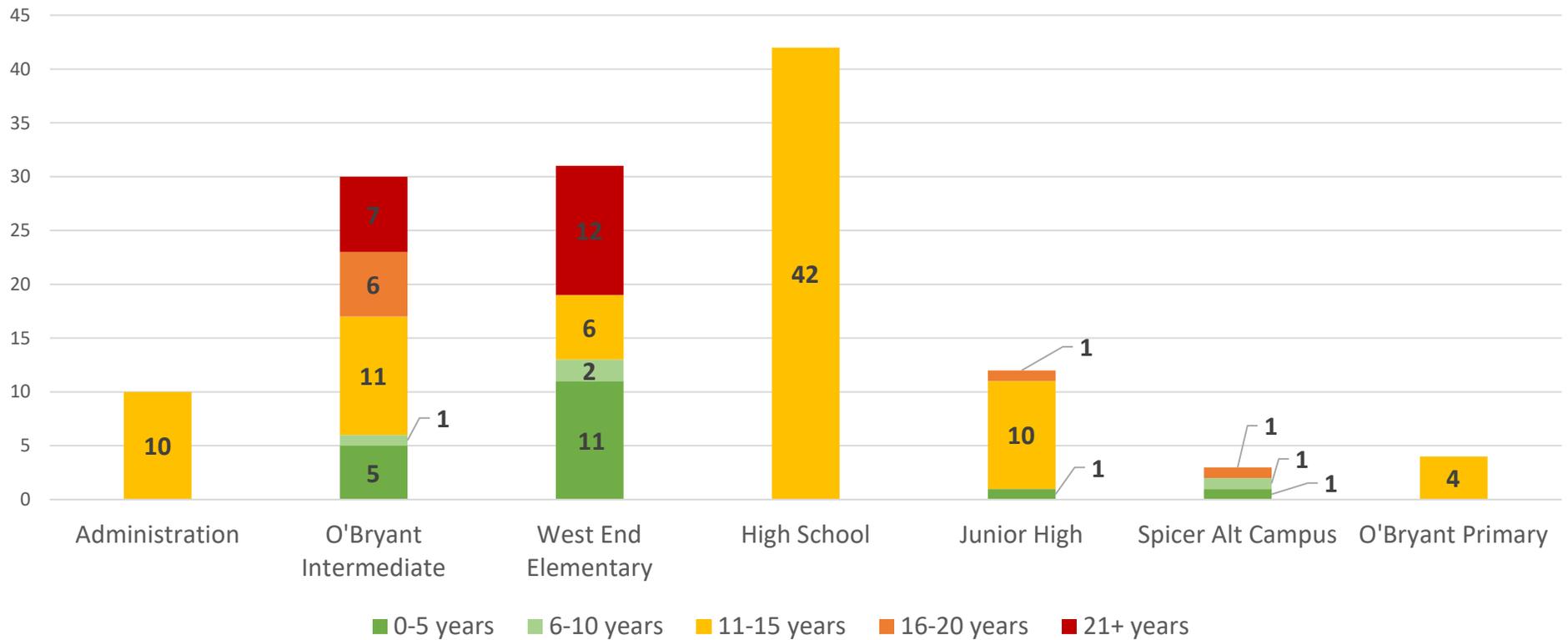
Pay for themselves over a shorter period of time



# Dual Approach – Efficient Buildings Program

## Deferred Maintenance

DX HVAC Equipment Age By Campus



The chart indicates the number of HVAC RTUs and Split System units in each age group at locations in the District.



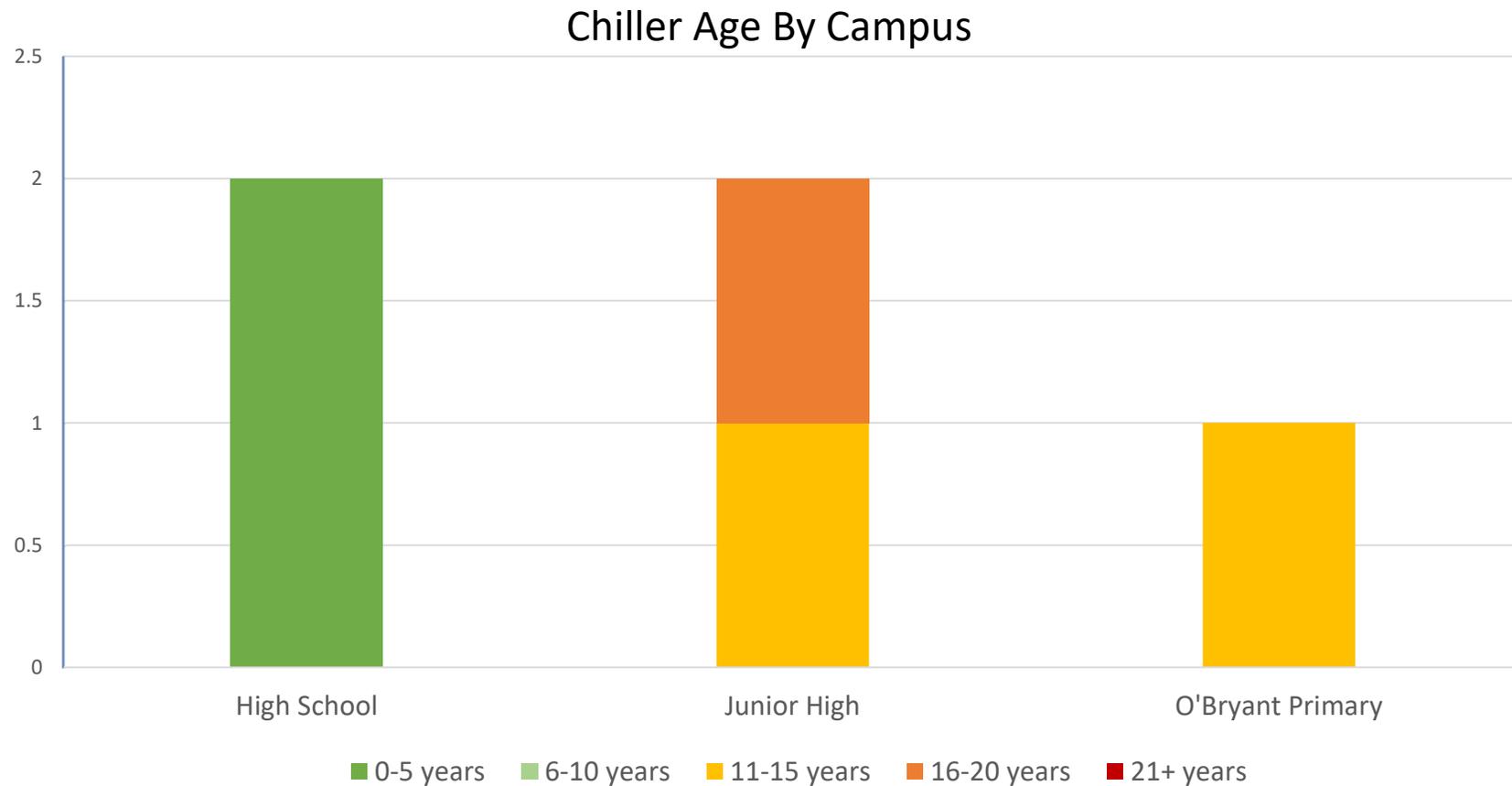
# Dual Approach – Efficient Buildings Program

## Deferred Maintenance

- 27 of 132 units are over 15 years old
  - Almost all at O’Bryant Intermediate and West End Elementary
- 57 of 83 units that are 11-15 years old are 14+ years old and should be considered for immediate replacement
- 110 out of 132 units are over 10 years old, District-wide

# Dual Approach – Efficient Buildings Program

## Deferred Maintenance



The chart indicates the number of Chillers in each age group at locations in the District.



# Dual Approach – Efficient Buildings Program

## Deferred Maintenance



West End ES Split System Units



Junior High RTU



Junior High Chiller



High School RTU



Junior High Boiler



O'Bryant Intermediate Split System

# Dual Approach – Efficient Buildings Program

## Deferred Maintenance

### ~\$3M in HVAC Deferred Maintenance Needs

- Replace all HVAC equipment aged beyond useful life (15+ years old)
  - Junior High Carrier Chiller and Junior High Boilers; Convert Constant Volume to Variable Volume Pumping- ~\$475K
  - RTUs and Split System Units at Junior High (1 unit) West End Elementary, O’Bryant Intermediate, and Spicer Alternative Campus- ~\$400K
- Replace all HVAC equipment nearing end of useful life (14 years old)
  - Junior High Trane Chiller- ~\$175K
  - RTUs and Split System Units at High School, Junior High, O’Bryant Intermediate, West End Elementary, and Administration Building- ~\$1,950,000
- Bellville ISD should generate a priority list of HVAC replacements



# Dual Approach – Efficient Buildings Program

## Efficiency Opportunities



Retrofit Fluorescent Lamps



Retrofit Compact & Incandescent Lamps



Retrofit Fluorescent Lamps



Replace Junior High Controls



RCx Existing JCI Controls



Update Carrier i-Vu

# Dual Approach – Efficient Buildings Program

## Efficiency Opportunities

Annual Utility Savings	% \$ Savings
<b>\$88,000-\$118,000</b>	<b>15%-20%</b>

- High Return on Investment (ROI)
  - LED Lighting
- Additional Savings Opportunities
  - HVAC Controls (Sequences, RCx, DDC)
- Further Consideration
  - Bipolar Ionization (OA reduction, Improved IAQ)

*Additional Operational and Maintenance (O&M) savings are attainable due to material savings related to LED implementation (lamps and ballasts) but are not quantified in this projection.*



# Executive Summary-LED

## Key Performance Metrics for LED lighting

### \$700K-\$750K District-wide project

1. Eliminates ballasts in many applications-***substantial M&O savings*** through reduced maintenance labor and cost
2. 20-year warranty on tube lamps
3. Color quality closer to natural light spectrum
4. Far greater lumens per watt
5. Tube lamps are shatter resistant
6. Reduced flicker (learning and health benefits)

# Executive Summary-Controls Upgrades

## Approach for Controls Upgrades

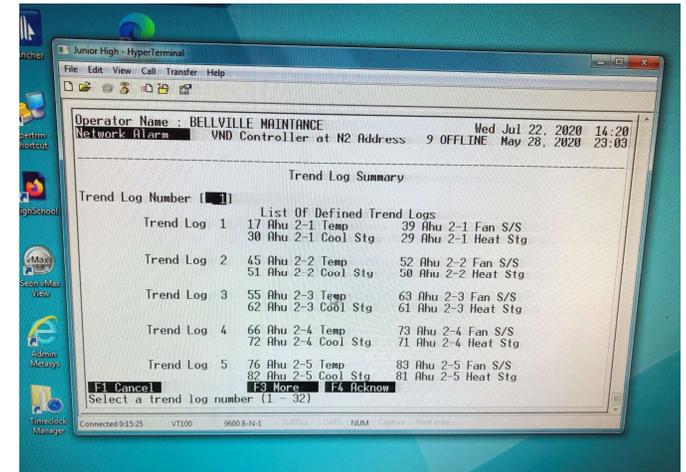
### \$1.1M-\$1.2M District-wide project

- New DDC Controls at Bellville Junior High on Central Plant, AHU equipment, and DX Split System and Rooftop units- ~\$325K
- Upgrade existing JCI controllers at O'Bryant Primary. Expand JCI control system to DX units currently operating with programmable thermostats at this campus- ~\$250K
- Upgrade existing Carrier i-Vu system with new Carrier controllers at Bellville High School- ~\$425K
- Optimize/Retro-commission existing Johnson Controls at High School, O'Bryant Intermediate, West End ES, and Admin Building. Networkable Thermostat solution for units at Spicer Alternative, or expand existing Carrier or JCI Controls to these units- ~\$175K
- Annual energy savings- \$25K-\$30K



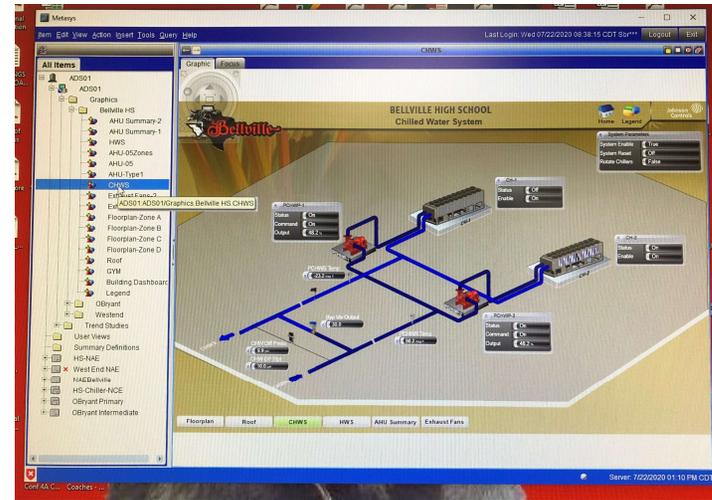
# Executive Summary-Controls Upgrades

## Replace Junior High pneumatic controls and JCI overlay to new DDC Controls



# Executive Summary-Controls Upgrades

## Candidates for Optimization/Retro-commissioning



# Executive Summary – Strategy

## “Not a one-size fits all approach”

Here’s what we know...

- HVAC and controls needs exist and need to be prioritized by the District
- Energy savings can be achieved and leveraged
- The efficiency opportunities can bring additional benefits
  - Operational and educational
- This program makes sense for Bellville ISD if \_\_\_\_\_?
  - Self-funding – get what the project pays for
  - “Budget Certain” – minimize risk, budget over term
  - Combo – Fund Balance, M&O, I&S, state financing options; the options are endless



# Financial Analysis –

## What are Bellville ISD's Options

- Energy Only
  - Self-funding/positive
  - Enhance environment
- Budget Certain
  - Addresses oldest/worst condition HVAC
  - Upgrade older operational systems
- Comprehensive
  - Requires potentially large budget infusion annually; could utilize multiple funding mechanisms/multiple phases
  - Maximizes energy savings

# Executive Summary — Business Case

- Funding
  - Unlock already budgeted and annually spent dollars
  - Does not compete with classroom dollars for repayment
- Impact
  - Reduce the “debt” and “risk” of deferred maintenance
  - Potential to impact every student
  - BISD is in control of entire process
- Accountability
  - Single point for Design and Construction
    - No finger pointing
    - Speed
    - Product independent evaluation of effective solutions
  - TASB
  - Performance History of E3/TASB

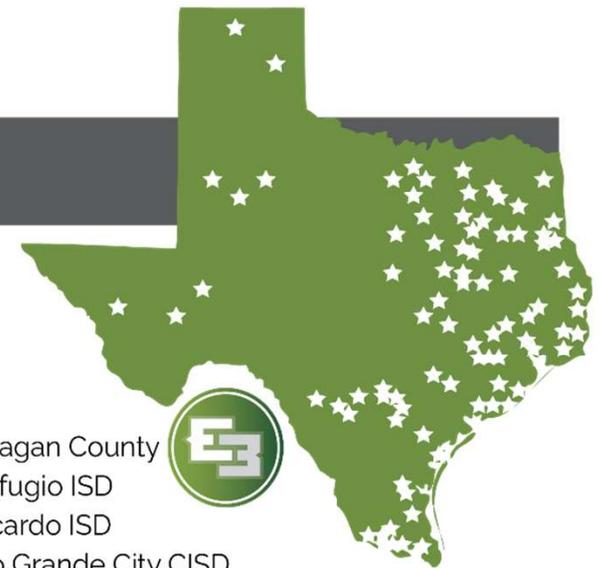
# Moving Forward



- Procurement- Issue a Request for Qualifications for a design-build firm capable of running program
  - a) GC 2269 Subchapter G – Design Build Procurement
  - b) Negotiate Project Development Agreement (PDA) with most qualified firm that represents best value – cents/sqft. contingent agreement to assess facilities and establish criteria to be met in final project
- Program Development – prioritize and develop scope and funding strategy for project that fits BISD’s criteria
- Program Implementation – construct identified Deferred Maintenance & Energy Conservation strategies
- Performance Management -
  - a) E3 - Develop ongoing performance management to track metrics and ensure success to BISD’s desire – energy savings **Guarantee** can be provided at District’s request



# TEXAS REFERENCES



Allen ISD	Charlotte ISD	Gonzales County	Lipan ISD	Reagan County	Sweeny ISD
Alvin Community College	Chico ISD	Goodrich ISD	Llano ISD	Refugio ISD	Texas Facilities Commission
Anderson-Shiro CISD	Charlotte ISD	Granbury ISD	Lubbock ISD	Ricardo ISD	Texas Southmost College
Aransas Pass ISD	Chico ISD	Granger ISD	Lyford ISD	Rio Grande City CISD	Tom Bean ISD
Argyle ISD	City Drug Store	Greenville ISD	Manor ISD	Robstown ISD	Trenton ISD
Austin ISD	City View ISD	Gruver ISD	Marble Falls ISD	Rosebud-Lott ISD	University of Texas HSC - San Antonio
Axtell ISD	Cleveland ISD	Hallettsville ISD	Marion ISD	Royal ISD	Valley Mills ISD
Balmorhea ISD	Columbia-Brazoria ISD	Harts Bluff ISD	McLeod ISD	Rusk ISD	Valley View ISD
Bay City ISD	Community ISD	Hawkins ISD	Medina ISD	Sabine ISD	Venus ISD
Bellevue ISD	Cooke County	Hearne ISD	Memphis ISD	Saint Jo ISD	Vernon ISD
Ben Bolt-Palito Blanco ISD	Corsicana ISD	Hemphill ISD	Mercedes ISD	San Angelo ISD	Vidor ISD
Big Sandy ISD	Crossroads ISD	Hondo ISD	Moulton ISD	San Antonio ISD	Warren ISD
Bishop CISD	Cumby ISD	Houston Community College	Nacogdoches ISD	San Benito CISD	Waxahachie ISD
Blanco ISD	D'Hanis ISD	Huffman ISD	Needville ISD	San Jacinto College	West Hardin CCISD
Bowie ISD	Dallas (City of)	Hull-Daisetta ISD	New Boston ISD	Sanger ISD	Westphalia ISD
Brackett ISD	DeSoto ISD	Ingram ISD	New Diana ISD	Santa Fe ISD	Woodville ISD
Brenham ISD	Donna ISD	Iola ISD	Newcastle ISD	Seguin ISD	
Broadus ISD	East Bernard ISD	Italy ISD	Newton ISD	Shepherd ISD	
Brooks Development Authority	Eastland ISD	Jasper ISD	Nocona ISD	Sierra Blanca ISD	
Brownsville ISD	Edcouch/Elsa ISD	Jim Hogg County ISD	Normangee ISD	Silsbee ISD	
Bryan ISD	Edgewood ISD - East Texas	Jonesboro ISD	Palo Pinto ISD	Skidmore-Tynan ISD	
Bryson ISD	Edgewood ISD - San Antonio	Katy ISD	Pecos/Barstow/Toyah	Snook ISD	
Buna ISD	Fayetteville ISD	Killeen ISD	Perryton ISD	Splendora ISD	
Caddo Mills ISD	Ferris ISD	Knippa ISD	Pilot Point ISD	Sudan ISD	
Caldwell ISD	Gainesville ISD	Kountze ISD	Poolville ISD	Sundown ISD	
Cedar Hill ISD	Galena Park ISD	Lake Worth ISD	Poteet ISD		
Celeste ISD	Georgetown ISD	Latexo ISD	Poth ISD		
Center ISD	Goliad ISD	LeTourneau University	Quinlan ISD		
		Liberty ISD	Ralls ISD		
			Raymondville ISD		



# Program History & References

*The Efficient Buildings Program launched by the joint partnership of TASB and E3 in 2009 has completed projects with well over 100 Districts that addressed Deferred Maintenance and Energy Efficiency needs in Texas schools.*

*Experienced. Effective.  
Efficient.*

*The Efficient Buildings Program made it easy to place a complicated task in the hands of people I knew had the experience to see it through. – Dr. A'lann Truelock, Hondo ISD*



# E3/TASB Key Differentiators

TASB Efficient  
Buildings Program  
*(Exclusive Provider)*

Different Business Model  
vs. other Companies  
*(Unique, local, and focused)*

Solution Independent  
*(Best Products &  
Competitive Pricing)*



Personnel Qualifications  
*(Company & People)*

Marketing and  
Educational  
Opportunities

Texas K-12 Project  
Experience  
*(Unmatched)*



# Campus Observations

## Bellville High School



Area (S.F.)	198,080
Elec, Gas, Water	\$250,368
Cost / SF (ECI)	\$1.26
Use/SF (EUI)	38,413

- HVAC
  - Campus is served by air cooled chillers and DX package rooftop units. The entire chilled water system, piping, and air handlers at this campus were renovated in 2017.
  - The DX rooftop units were manufactured in 2006 and nearing the end of useful life expectancy (15 years). Consider replacing rooftop units with new, energy efficient units.
  - No mechanical recommendations for the chilled water system are included in this report.
- Controls
  - The chilled water mechanical system is controlled by Johnson Controls system. The DX rooftop units are controlled by the Carrier i-Vu control system. Consider upgrading Carrier i-Vu with new controllers and retro-commissioning existing Johnson Controls system.
- Lighting
  - Linear fluorescent T8 lighting technology in classrooms and linear fluorescent T5 lighting technology in gyms.
  - This campus could benefit greatly from an LED lighting retrofit.



# Campus Observations

## Bellville Junior High



Area (S.F.)	88,436
Elec, Gas, Water	\$104,116
Cost / SF (ECI)	\$1.18
Use/SF (EUI)	40,865

- HVAC
  - Campus is served by air-cooled chilled water system and gas boiler hot water system.
  - The chillers are 14 years old and 16 years old and should be considered for replacement.
  - Consider replacing the three-way valves with 2-way valves and installing VFDs on chilled water pumps to convert from constant flow pumping to variable flow pumping.
- Controls
  - This campus is controlled by pneumatic controls with an electronic “overlay” by Johnson Controls. The system is only accessible from one computer workstation using a dial-up modem and HyperTerminal interface. Consider replacing this control system with a new, open protocol (BACnet) DDC control system.
- Lighting
  - Linear fluorescent T12 lighting technology in classrooms and offices. Linear fluorescent T5 lighting technology in gyms.
  - This campus could benefit greatly from an LED lighting retrofit.



# Campus Observations

## O'Bryant Intermediate School



- HVAC
  - The Intermediate campus is served by DX split system units and DX package rooftop units for the cafeteria building.
  - Nearly half of the units have aged beyond useful life (15 - 30 years old) and should be replaced with new, energy efficient units.
- Controls
  - Equipment at this campus is controlled by the Johnson Controls system.
  - Retro-commission existing system to optimize the controller programming and correct communication issues.
- Lighting
  - Linear fluorescent T8 and T12 lighting technology.
  - Campus could benefit greatly from an LED lighting retrofit.

Area (S.F.)	36,846
Elec, Gas, Water	\$57,491
Cost / SF (ECI)	\$1.56
Use/SF (EUI)	43,534

# Campus Observations

## O'Bryant Primary School



- HVAC
  - Campus is served by air-cooled chilled water system and DX packaged rooftop units.
  - Packaged rooftop units and chilled water mechanical equipment were manufactured in 2008 and still within the useful life expectancy. No HVAC recommendations for this campus are included in this report.
- Controls
  - Chilled water system controlled by JCI controls. Consider upgrading the system with new controllers and expanding the existing control system to DX units currently operating with programmable thermostats.
- Lighting
  - Linear fluorescent lighting technology.
  - Campus could benefit greatly from an LED lighting retrofit.

Area (S.F.)	65,596
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Elec, Gas, Water	\$88,378
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Cost / SF (ECI)	\$1.35
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Use/SF (EUI)	39,118
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# Campus Observations

## West End Elementary School



- HVAC
  - Campus is served by DX split system units and packaged rooftop units. New packaged rooftop units were installed at the time of this study.
  - Twelve of the HVAC units have aged beyond useful life (20+ years old) and should be replaced with new, energy efficient units.
- Controls
  - Units controlled by the Johnson Controls system. Consider including this campus in retro-commissioning for optimized unit operation.
- Lighting
  - Linear fluorescent lighting technology.
  - Campus could benefit greatly from an LED lighting retrofit.

Area (S.F.)	35,584
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Elec, Gas, Water	\$36,376
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Cost / SF (ECI)	\$1.02
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Use/SF (EUI)	32,886
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# Campus Observations

## Spicer Alternative Campus



- HVAC
  - Campus served by DX split system units. Two of the split system units are still with useful life expectancy, aged 4 and 7 years.
  - One unit has aged beyond useful life (19 years old) and should be considered for replacement with a new, energy efficient unit.
- Controls
  - Equipment is controlled by programmable thermostats. Consider a networkable thermostat solution for remote control of occupied schedules and more efficient unit operation.
- Lighting
  - Linear fluorescent lighting technology.
  - Campus could benefit greatly from an LED lighting retrofit.

**Area (S.F.)**                      **7,860**

**Elec, Water**                      **\$5,543**

**Cost / SF (ECI)**                      **\$0.71**

**Use/SF (EUI)**                      **19,299**

# Campus Observations

## Administration Building

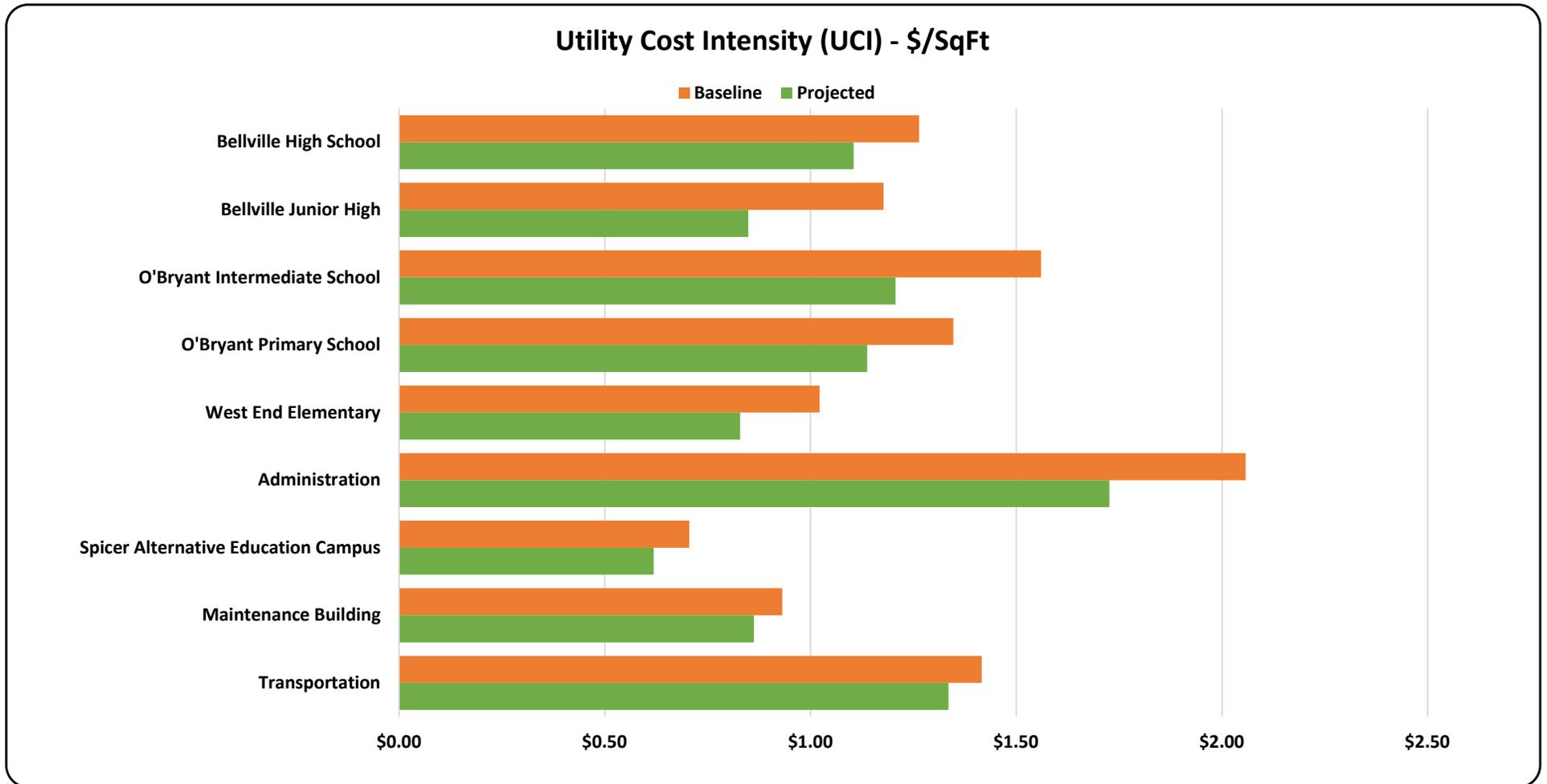


- HVAC
  - Administration building is served by DX packaged rooftop units. Units are nearing the end of useful life expectancy (14 years old) and should be considered for replacement.
- Controls
  - Units at this building are controlled by the Johnson Controls system. Consider including this campus in retro-commissioning for optimized unit operation.
- Lighting
  - Linear and compact fluorescent lighting technology.
  - Building could benefit greatly from an LED lighting retrofit.

Area (S.F.)	14,754
Elec, Gas, Water	\$30,351
Cost / SF (ECI)	\$2.06
Use/SF (EUI)	49,594

# Campus Observations

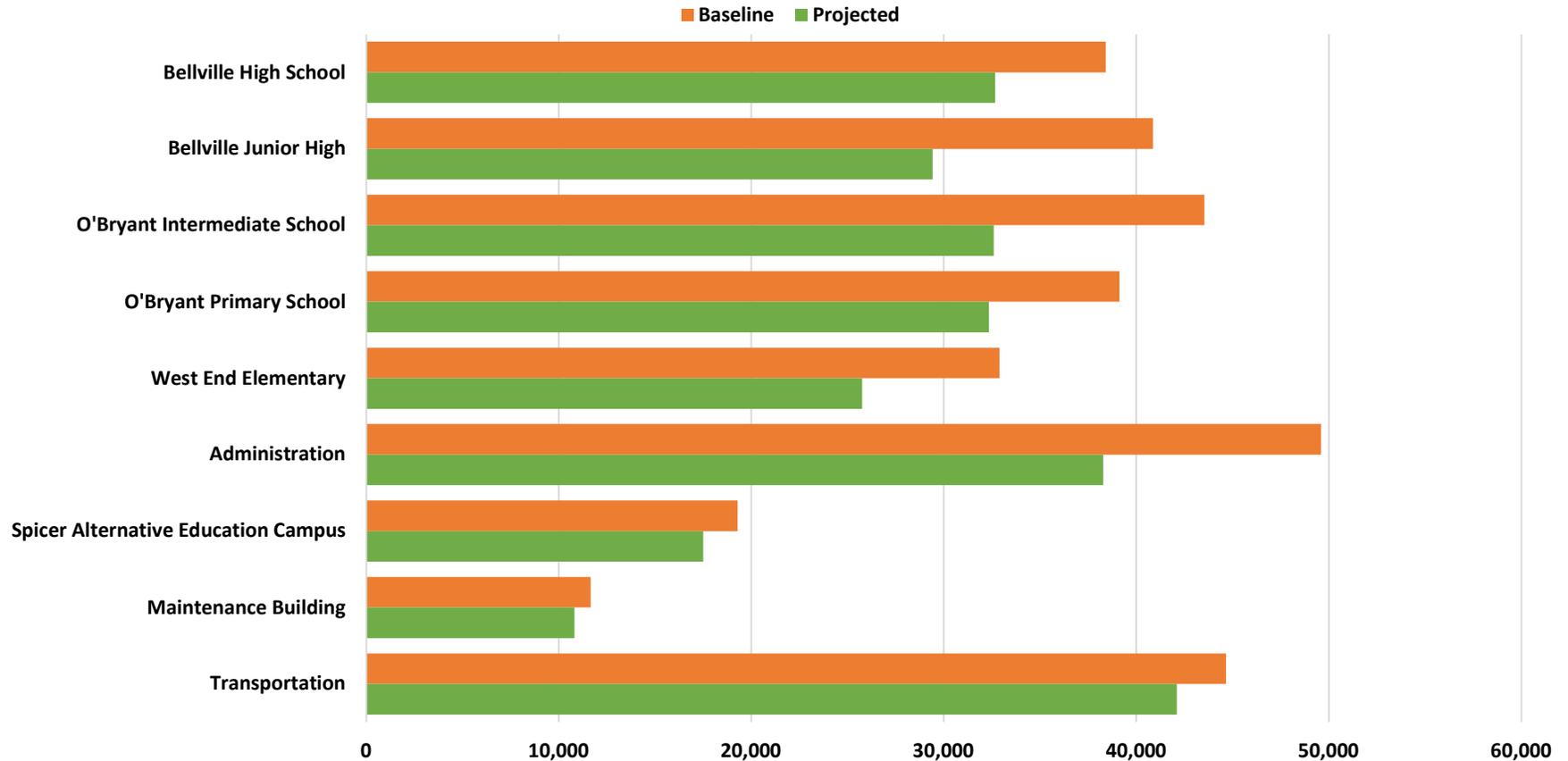
## Cost / SF (UCI) Summary



# Campus Observations

## Use / SF (EUI) Summary

Energy Usage Intensity (EUI) - BTU/SqFt



BELLVILLE INDEPENDENT SCHOOL DISTRICT  
GENERAL FUND  
2020-2021 BUDGET BOARD REPORT

GENERAL FUND	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
5700 Local Revenues	\$15,073,719	68.79%	\$15,480,063	102.70%	\$15,332,560	66.11%	\$126,798	\$15,038,615	98.08%
5800 State Revenues	\$6,589,898	30.07%	\$6,818,687	103.47%	\$7,591,248	32.73%	\$2,239,855	\$7,811,006	102.89%
5900 Federal Revenues	\$250,000	1.14%	\$549,349	219.74%	\$270,000	1.16%	\$2,769	\$325,527	120.57%
<b>Total Revenues</b>	<b>\$21,913,617</b>	<b>100.00%</b>	<b>\$22,848,099</b>	<b>104.26%</b>	<b>\$23,193,808</b>	<b>100.00%</b>	<b>\$2,369,422</b>	<b>\$23,175,148</b>	<b>99.92%</b>
<b>BY FUNCTION</b>									
0011 Instruction	\$11,972,250	54.63%	\$11,553,657	96.50%	\$12,883,332	54.48%	\$1,972,066	\$12,530,326	97.26%
0012 Resources & Media (Libraries)	\$368,673	1.68%	\$289,275	78.46%	\$290,798	1.23%	\$40,520	\$276,402	95.05%
0013 Curriculum & Staff Development	\$132,119	0.60%	\$112,575	85.21%	\$176,261	0.75%	\$24,460	\$142,343	80.76%
0021 Instructional Leadership	\$345,580	1.58%	\$336,906	97.49%	\$348,858	1.48%	\$38,634	\$344,296	98.69%
0023 School Leadership	\$1,141,455	5.21%	\$1,109,767	97.22%	\$1,218,911	5.15%	\$177,265	\$1,205,245	98.88%
0031 Counseling & Testing	\$574,206	2.62%	\$567,497	98.83%	\$588,069	2.49%	\$87,246	\$562,478	95.65%
0033 Health Services	\$238,156	1.09%	\$227,242	95.42%	\$272,453	1.15%	\$54,461	\$266,377	97.77%
0034 Transportation	\$1,259,254	5.75%	\$1,127,287	89.52%	\$1,121,853	4.74%	\$147,414	\$947,009	84.41%
0035 Food Services	\$24,334	0.11%	\$23,952	0.00%	\$2,000	0.01%	\$16	\$635	31.73%
0036 Co-Curricular Activities	\$991,935	4.53%	\$978,025	98.60%	\$1,076,695	4.55%	\$112,654	\$906,986	84.24%
0041 General Administration	\$1,012,998	4.62%	\$916,918	90.52%	\$1,214,093	5.13%	\$99,023	\$1,019,317	83.96%
0051 Plant Maintenance & Operations	\$2,196,875	10.03%	\$2,023,444	92.11%	\$2,231,957	9.44%	\$218,841	\$2,059,119	92.26%
0052 Security and Monitoring	\$381,467	1.74%	\$358,479	93.97%	\$384,268	1.63%	\$44,081	\$250,751	65.25%
0053 Data Processing Services	\$206,898	0.94%	\$185,288	89.56%	\$203,941	0.86%	\$27,035	\$183,163	89.81%
0061 Comm Services	\$200	0.00%	\$107	0.00%	\$0	0.00%	\$0	\$0	0.00%
0081 Facilities Acquisition and Imprvmt.	\$589,362	2.69%	\$412,327	69.96%	\$1,276,886	5.40%	\$104,557	\$987,225	77.32%
0091 Chapter 41 Recaptures	\$157,328	0.72%	\$147,328	93.64%	\$0	0.00%	\$0	\$0	0.00%
0093 Payments to Fiscal Agents	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
0099 Payments to Appraisal District	\$320,527	1.46%	\$304,727	95.07%	\$355,337	1.50%	\$0	\$338,975	95.40%
<b>Total Expenditures</b>	<b>\$21,913,617</b>	<b>100.00%</b>	<b>\$20,674,800</b>	<b>94.35%</b>	<b>\$23,645,713</b>	<b>100.00%</b>	<b>\$3,148,272</b>	<b>\$22,020,644</b>	<b>93.13%</b>
8900 Other Use	\$0		\$0		\$100,000	0.42%	\$100,000	\$100,000	100.00%
<b>BY OBJECT</b>									
6100 Payroll Cost	\$17,061,980	77.86%	\$16,247,497	95.23%	\$17,952,188	75.92%	\$2,512,842	\$17,145,871	95.51%
6200 Contracted Services	\$2,504,101	11.43%	\$2,293,803	91.60%	\$2,557,100	10.81%	(\$83,260)	\$1,976,970	77.31%
6300 Supplies	\$861,077	3.93%	\$886,842	102.99%	\$1,012,445	4.28%	\$525,790	\$1,202,158	118.74%
6400 Travel & Other Cost	\$737,242	3.36%	\$528,870	71.74%	\$763,573	3.23%	\$7,261	\$459,726	60.21%
6600 Capital Outlay	\$749,216	3.42%	\$717,788	95.81%	\$1,360,406	5.75%	\$185,640	\$1,235,919	90.85%
<b>Total Expenditures</b>	<b>\$21,913,617</b>	<b>100.00%</b>	<b>\$20,674,800</b>	<b>94.35%</b>	<b>\$23,645,712</b>	<b>100.00%</b>	<b>\$3,148,272</b>	<b>\$22,020,644</b>	<b>93.13%</b>

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
<b>FOOD SERVICE</b>									
5700 Local Revenues	\$540,834	42.48%	\$517,896	95.76%	\$543,526	42.57%	\$33,786	\$423,024	77.83%
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%	\$698,987	96.32%	\$726,675	56.92%	\$96,914	\$654,000	90.00%
<b>Total Revenues</b>	<b>\$1,273,057</b>	<b>100.00%</b>	<b>\$1,222,234</b>	<b>96.01%</b>	<b>\$1,276,701</b>	<b>100.00%</b>	<b>\$130,701</b>	<b>\$1,082,266</b>	<b>84.77%</b>
<b>INTEREST &amp; SINKING</b>									
6100 Payroll Cost	\$572,777	44.47%	\$587,666	102.60%	\$578,919	45.34%	\$59,317	\$609,744	105.32%
6200 Contracted Services	\$39,665	3.08%	\$51,208	129.10%	\$49,286	3.86%	\$8,054	\$50,682	102.83%
6300 Supplies	\$655,615	50.90%	\$638,568	97.40%	\$638,496	50.01%	\$119,066	\$545,029	85.36%
6400 Travel & Other Cost	\$10,000	0.78%	\$9,152	91.52%	\$10,000	0.78%	\$540	\$4,177	41.77%
6600 Capital Outlay	\$10,000	0.78%	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
<b>Total Expenditures</b>	<b>\$1,288,057</b>	<b>100.00%</b>	<b>\$1,286,593</b>	<b>99.89%</b>	<b>\$1,276,701</b>	<b>100.00%</b>	<b>\$186,978</b>	<b>\$1,209,632</b>	<b>94.75%</b>

	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
<b>INTEREST &amp; SINKING</b>									
5700 Local Revenues	\$1,836,376	97.66%	\$1,860,560	101.32%	\$1,786,853	98.09%	\$12,153	\$1,968,692	110.18%
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%
<b>Total Revenues</b>	<b>\$1,880,296</b>	<b>100.00%</b>	<b>\$1,904,042</b>	<b>101.26%</b>	<b>\$1,821,733</b>	<b>100.00%</b>	<b>\$12,153</b>	<b>\$2,016,005</b>	<b>110.66%</b>
<b>BY OBJECT</b>									
6500 Debt Service	\$1,820,258	100.00%	\$1,818,058	99.88%	\$1,821,733	100.00%	\$306,154	\$1,819,533	99.88%
<b>Total Expenditures</b>	<b>\$1,820,258</b>	<b>100.00%</b>	<b>\$1,818,058</b>	<b>99.88%</b>	<b>\$1,821,733</b>	<b>100.00%</b>	<b>\$306,154</b>	<b>\$1,819,533</b>	<b>99.88%</b>

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

<b>Bank Accounts</b>	<b>Average Yield</b>	<b>Beginning Balance</b>	<b>Period Interest</b>	<b>Ending Balance</b>
<b>Industry State Bank</b>				
General Operating	1.26%	\$17,113,735	\$16,988	\$16,036,399
Interest & Sinking	1.26%	\$1,570,670	\$1,484	\$1,276,669
Payroll	1.26%	\$751,537	\$846	\$600,030
Cafeteria	1.26%	\$59,135	\$97	\$113,082
Special Revenue	1.26%	\$321,500	\$259	\$156,795
Trust	1.26%	\$80,549	\$86	\$80,635
Auxilliary	1.26%	\$95,640	\$77	\$58,516
Construction	1.26%	\$0	\$0	\$0
<b>Total Industry Bank</b>		<b>\$19,992,766</b>	<b>\$19,837</b>	<b>\$18,322,126</b>

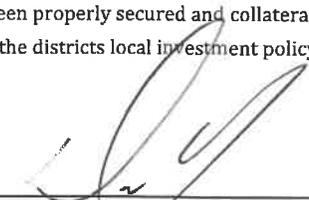
<b>Certificate of Deposits</b>	<b>Principle</b>	<b>YTD Instrest</b>
<b>Total Certificate of Deposits</b>	<b>\$0</b>	<b>\$0</b>

**Total Pledge Securities @ Instrusty State Bank**      \$      24,065,924

<b>Lone Star Investment Pool</b>	<b>Beginning Balance</b>	<b>YTD Instrest</b>	<b>Endding Balance</b>
LoneStar Pool (gov)	\$0	\$0	\$0
LoneStar Pool (corp+)	\$0	\$0	\$0
<b>Total Investment Pool Deposits</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**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

	2020	2018	2018	2018	2019	2019	2019	2019	2019	2019	2019	2019
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
90 day T-Bill	0.1100%	2.2300%	2.3700%	-	2.4300%	2.4300%	2.4300%	2.4700%	2.4300%	2.4300%	2.1900%	2.0500%
1 year T-Bill	0.1400%	2.6400%	2.7400%	-	2.5900%	2.5900%	2.5500%	2.5400%	2.4100%	2.3700%	2.0000%	1.9000%
TexPool	0.1453%	2.1162%	2.1794%	-	2.3821%	2.3821%	2.3919%	2.3870%	2.4198%	2.4118%	2.3702%	2.3877%
TexPool (Prime)	0.2539%	2.2975%	2.3696%	-	2.5939%	2.5939%	2.5793%	2.5837%	2.5798%	2.5680%	2.5167%	2.5013%
LoneStar Pool (gov)	0.0918%	2.1028%	2.1799%	-	2.3964%	2.3964%	2.3789%	2.3877%	2.4125%	2.4077%	2.3740%	2.3752%
LoneStar Pool (corp+)	0.2223%	2.3028%	2.3840%	-	2.6222%	2.6222%	2.6087%	2.6295%	2.6024%	2.5773%	2.5284%	2.4503%
TexSTAR	0.1343%	2.1327%	2.1925%	-	2.3734%	2.3734%	2.3869%	2.3980%	2.4140%	2.4099%	2.3743%	2.3952%
Texas Class Coop	0.2483%	2.3151%	2.4051%	-	2.6251%	2.6251%	2.6369%	2.6251%	2.4451%	2.5677%	2.5064%	2.3751%
Bellville ISD	1.2600%	2.5500%	2.6900%		2.7700%	2.7700%	2.7400%	2.7900%	2.7500%	2.7600%	2.6700%	2.5300%

	2019	2019	2019	2019	2020	2020	2020	2020	2020	2020	2020	2020
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	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	\$18,322,126	\$18,322,126	1	1.00
CD - Trust	\$0	\$0	365	0.00
<b>Total</b>	<b>\$18,322,126</b>	<b>\$18,322,126</b>	<b>WAM</b>	<b>1.00</b>

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

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September 24, 2020

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

<b>Summary:</b>	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.
<b>Attachments:</b>	N/A
<b>Recommendation:</b>	No bids were received

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

September 24, 2020

<b>Subject:</b>	BISD Capital Improvement Updates
<b>Presenter:</b>	Dr. Nicole Poenitzsch, Superintendent
<b>Board Policy:</b>	CS (Legal) Facilities Standards
<b>BISD Goal:</b>	2. Foster a connected, collaborative, and strategic approach to continuous improvement in the district. [LEADERSHIP]

<b>Summary:</b>	<p>The Capital Improvement Committee is a committee of parents, students, business and community representatives, teachers, principals, and other district staff. The Capital Improvement Committee serves in an advisory capacity to provide valuable input to the Superintendent and Board of Trustees regarding long-range planning to ensure our infrastructures, technology, and facilities adequately support the accomplishment of the instructional vision of the district so that all learners, (staff and students), have purposeful learning experiences.</p> <p>Our goals this year include:</p> <ul style="list-style-type: none"><li>• having an inventory noting condition and term of life for our capital assets</li><li>• having an articulated instructional vision for our educational programs</li><li>• having a comprehensive long-range facilities plan</li><li>• addressing immediate needs relative to condition and function</li></ul>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>• 2020-2021 BISD Capital Improvement Committee Membership, Meeting Dates, and Minutes</li></ul>
<b>Recommendation:</b>	<p>The recommendation is for the Board to: Not Applicable- this is for information only at this time.</p>

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



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

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**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.

# CAPITAL IMPROVEMENT COMMITTEE

518 S. MATHEWS STREET. BELLVILLE. TX. 77418. (979) 865-3133. WWW.BELLVILLEISD.ORG

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## PURPOSE:

The Capital Improvement Committee is a committee of parents, students, business and community representatives, teachers, principals, and other district staff. The Capital Improvement Committee serves in an advisory capacity to provide valuable input to the Superintendent and Board of Trustees regarding long-range planning to ensure our infrastructures, technology, and facilities adequately support the accomplishment of the instructional vision of the district so that all learners, (staff and students), have purposeful learning experiences.

## MEETING LOCATION, TIME, & DATES:

Capital Improvement Committee meetings will be held from 5:45-7:00pm in the BISD Central Administration Learning Lab located at 518 S. Mathews Street on the dates listed below:

SEPTEMBER 16	Overview & E3 Efficiency Study, Instructional Vision/Master Planning w/ DAC
OCTOBER 21	TASB Facilities Study, Instructional Vision/Master Planning w/ DAC, Maintenance/Transportation Facility Project Options (Scope & Estimated Costs)
NOVEMBER 11	Review Instructional Vision, Begin Prioritization & Long-Range Planning
DECEMBER 9	Continue Long-Range Planning
JANUARY 20	Continue Long-Range Planning
FEBRUARY 17	Continue Long-Range Planning
MARCH 24	Continue Long-Range Planning
APRIL 14	Finalize BISD Long-Range Capital Improvement Plan

## COMMITTEE MEMBERSHIP:

Grant Lischka (BISD Board Member)  
Andy Murrell (BISD Board Member)  
Karen Winn (BISD Board Member)  
Nicole Poenitzsch (Superintendent)  
Dennis Jurek (Asst. Superintendent)  
Natalie Jones (Chief Academic Officer)  
Michael Coopersmith (Dir. of Admin Operations)  
JD Higginbotham (Director of Maintenance)  
Devin Wilson (Huckabee Architects)  
Tim Barnes (Huckabee Architects)  
Casey Hollomon (BHS Principal)  
Rod Vincent (BHS Teacher)  
Allan Jeffrey (BHS Teacher)  
Jason Smalley (BHS Teacher/Lt.)  
Laci Tesch (BJHS Teacher)

Annet Vincik (OBI Teacher)  
Wendy Diezi (OBI Teacher)  
Lindsey Witte (WE Teacher)  
Courtney Locke (OBP Teacher)  
Bobby Pier (Community Member)  
Garrett Dorman (Parent/Community Member)  
Phillip Shackelford (Parent/Community Member)  
Willie Trailer (Community/Business Representative)  
Kevin Bellville (Parent/Community Member)  
Jared Lischka (Parent/Community Member)  
Ernie Lueara (Parent Representative)  
Claudia Moreno (Parent Representative)  
Jared Poffenberger (Parent/Business Representative)  
Jill O'Jibway (Parent/Business Representative)

BELLVILLE INDEPENDENT SCHOOL DISTRICT

# CAPITAL IMPROVEMENT COMMITTEE

518 S. MATHEWS STREET. BELLVILLE. TX. 77418. (979) 865-3133. WWW.BELLVILLEISD.ORG

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MEETING 1 AGENDA/MINUTES:

<b>Facilities Standards</b>	All new facilities must meet the commissioner's standards for adequacy of school facilities to be eligible to be financed with state or local tax funds. <i>Education Code 46.008</i>
<b>State Standards After January 1, 2004</b>	The requirements for school facility standards set out in 19 Administrative Code 61.1036 ("section 61.1036") apply to projects for new construction or major space renovations approved by a board or its authorized representative on or after January 1, 2004. <i>19 TAC 61.1036(b)</i>
Definitions	<p>"Major space renovation" means renovations to all or part of the facility's instructional space where the scope of the work in the affected part of the facility involves substantial renovations to the extent that most existing interior walls and fixtures are demolished and then subsequently rebuilt in a different configuration and/or function. Other renovations associated with repair or replacement of architectural interior or exterior finishes, fixtures, equipment, and electrical, plumbing, and mechanical systems are not subject to space or educational adequacy requirements of section 61.1036(d) and (e), but shall comply with applicable building codes under section 61.1036(f). <i>19 TAC 61.1036(a)(10)</i></p> <p>"Educational program" means a written document, developed and provided by a district, that includes the following information:</p> <ol style="list-style-type: none"><li>1. A summary of the school district's educational philosophy, mission, and goals; and</li><li>2. A description of the general nature of the district's instructional program in accordance with the 19 Administrative Code 74.1 (relating to Essential Knowledge and Skills). The written educational program should describe:<ol style="list-style-type: none"><li>a. The learning activities to be housed, by instructional space;</li><li>b. How the subject matter will be taught (methods of instructional delivery);</li><li>c. The materials and equipment to be used and stored;</li><li>d. Utilities and infrastructure needs; and</li><li>e. The characteristics of furniture needed to support instruction.</li></ol></li></ol> <p><i>19 TAC 61.1036(a)(2)</i></p> <p>"Educational specifications" means a written document for a proposed new school facility or major space renovation that includes a description of the proposed project, expressing the range of issues</p>

and alternatives. School districts that do not have personnel on staff with experience in developing educational specifications shall use the services of a design professional or consultant experienced in school planning and design to assist in the development of the educational specifications. The school district shall allow for input from teachers, other school campus staff, and district program staff in developing the educational specifications. The following information should be included in the educational specifications:

1. The instructional programs, grade configuration, and type of facility;
2. The spatial relationships—the desired relationships for the functions housed at the facility:
  - a. Should be developed by the school district to support the district's instructional program;
  - b. Should identify functions that should be:
    - (1) Adjacent to, immediately accessible;
    - (2) Nearby, easily accessible; and
    - (3) Removed from or away from; and
  - c. Should relate to classroom/instructional functions, instructional support functions, building circulation, site activities/functions, and site circulation.
3. Number of students;
4. A list of any specialized classrooms or major support areas, noninstructional support areas, outdoor learning areas, outdoor science discovery centers, living science centers, or external activity spaces;
5. A schedule of the estimated number and approximate size of all instructional and instructional support spaces included in the facility;
6. Estimated budget for the facility project;
7. School administrative organization;
8. Provisions for outdoor instruction;
9. Hours of operation that include the instructional day, extracurricular activities, and any public access or use;
10. The safety of students and staff in instructional programs, such as science and vocational instruction; and

11. The overall security of the facility.

*19 TAC 61.1036(a)(3)*

Certification of  
Design and  
Construction

The school district shall notify and obligate the architect or engineer to provide the required certification.

“Certify” indicates that the architect or engineer has reviewed the standards contained in 19 Administrative Code Chapter 61 and used the best professional judgment and reasonable care consistent with the practice of architecture or engineering in the state of Texas in executing the construction documents. The architect or engineer also certifies that these documents conform to the provisions of section 61.1036, except as indicated on the certification. The architect's or engineer's signature and seal on the construction documents shall certify compliance.

To ensure that facilities have been designed and constructed according to the provisions of section 61.1036, each involved party shall execute responsibilities as set forth in section 61.1036(c)(3).

*19 TAC 61.1036(c)*

Construction Quality  
*Districts with  
Building Codes*

A district located in an area that has adopted local construction codes shall comply with those codes (including building, fire, plumbing, mechanical, fuel gas, energy conservation, and electrical codes). If the local building authority does not require a plan review, then a qualified, independent third party, not employed by the design architect or engineer, shall review the plans and specifications for compliance with the requirements of the adopted building code. If the local building authority does not conduct reviews and inspections during the course of construction of the facility, then a qualified, independent third party, not employed by the design architect or engineer or contractor, should perform a reasonable number of reviews and inspections during the course of construction for compliance with the requirements of the adopted building code. *19 TAC 61.1036(f)(1)(A), (D)*

*Districts without  
Building Codes*

A district located in an area that has not adopted local building codes shall adopt and use the building code and related fire, plumbing, mechanical, fuel gas, and energy conservation codes from the latest edition of the family of International Codes as published by the International Code Council (ICC); and the National Electric Code as published by the National Fire Protection Association (NFPA). As an alternative, a district may adopt the building code and related codes as adopted by a nearby municipality or county. A qualified, independent third party, not employed by the design architect or engineer, shall review the plans and specifications for compliance with the requirements of the adopted building

code. A qualified, independent third party, not employed by the design architect or engineer or contractor, should perform a reasonable number of reviews and inspections during the course of construction for compliance with the requirements of the adopted building code. *19 TAC 61.1036(f)(2)(A), (D)*

International  
Energy  
Conservation  
Code

The International Energy Conservation Code as it existed on May 1, 2015, is adopted as the energy code for use in this state for all commercial construction. *Health and Safety Code 388.003(b); 34 TAC 19.53(b)*

Because a public school building is not a residential building, it falls within the scope of “commercial” construction for purposes of the International Energy Conservation Code and likely for purposes of Health and Safety Code Chapter 388. *Atty. Gen. Op. KP-148 (2017)*

*Fire Protection*

Fire alarms shall be provided. Districts should consider providing automatic sprinkler systems for fire protection, fire suppression, and life safety. *19 TAC 61.1036(f)(1)(B)–(C), (f)(2)(B)–(C)*

**State Standards  
Before January 1,  
2004**

The requirements for school facility standards set out in 19 Administrative Code 61.1033 apply to projects for new construction and major space renovations approved by a board before January 1, 2004. *19 TAC 61.1033(b)*

**Fire Escapes**

School buildings of at least two stories shall be equipped with fire escapes as required by law. *Health and Safety Code 791.002, .035, .036*

**Security Criteria**

A district that constructs a new instructional facility or conducts a major renovation of an existing instructional facility using Instructional Facilities Allotment funds shall consider, in the design of the instructional facility, appropriate security criteria. *Education Code 46.0081*

**Accessibility**

No qualified individual with a disability shall, because a district’s facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in or be denied the benefits of the services, programs, and activities of a district or be subject to discrimination. *42 U.S.C. 12132; 28 C.F.R. 35.149; 29 U.S.C. 794; 34 C.F.R. 104.21*

A district shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. A district is not required to make each existing facility or every part of a facility accessible to and usable by individuals with disabilities.

A district may comply with these requirements by:

1. Redesigning or acquisitioning equipment.
2. Reassigning classes or other services to accessible buildings.
3. Assigning aides to qualified individuals with disabilities.
4. Home visits.
5. Delivery of services at alternate accessible sites.
6. Alteration of existing facilities.
7. Constructing new facilities that comply with 34 C.F.R. 104.23 and 28 C.F.R. 35.151.
8. Any other methods that result in making services, programs, and activities accessible to individuals with disabilities.

A district is not required to make structural changes in existing facilities when other methods will achieve compliance with Title II of the Americans with Disabilities Act and its implementing regulation. In choosing among available alternatives for meeting these requirements, a district shall give priority to methods that offer services, programs, and activities to qualified individuals with disabilities in the most integrated setting appropriate.

*28 C.F.R. 35.150; 34 C.F.R. 104.22*

#### Review of Plans

All plans and specifications for construction or for the substantial renovation or modification of a building or facility that has an estimated construction cost of \$50,000 or more shall be submitted to the Department of Licensing and Regulation for review and approval. A district as owner of the building or facility may not allow an application to be filed with a local governmental entity for a building construction permit related to the plans and specifications or allow construction, renovation, or modification of the building or facility to begin before the date the plans and specifications are submitted to the Department by the architect, interior designer, landscape architect, or engineer.

A district, as owner of each building or facility that has an estimated construction, renovation, or modification cost of at least \$50,000, is responsible for having the building or facility inspected for compliance with the standards and specifications adopted by the Commission of Licensing and Regulation not later than the first anniversary of the date that construction or substantial renovation or modification of the building or facility is completed. The inspection must be performed by the Department, an entity with whom the Commission contracts, or a person who holds a certificate of registration to perform inspections.

*Gov't Code 469.101, .102(a), (c), .105*

Notice

A district shall adopt and implement procedures to ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities. *34 C.F.R. 104.22(f)*

**Relocatable  
Educational Facility**

In this section, "relocatable educational facility" means a portable, modular building capable of being relocated, regardless of whether the facility is built at the installation site, that is used primarily as an educational facility for teaching the curriculum required under Education Code 28.002.

A relocatable educational facility that is purchased or leased on or after January 1, 2010, must comply with all provisions applicable to industrialized buildings under Occupations Code Chapter 1202.

*Occupations Code 1202.004*

Any portable, modular building capable of being relocated that is purchased or leased for use as a school facility by a district, whether that building is manufactured off-site or constructed on-site, must comply with all provisions of 19 Administrative Code 61.1036. *19 TAC 61.1036(a)(11), (f)(3)*

**Playgrounds**

Public funds may not be used to purchase or install:

1. Playground equipment that:
  - a. Does not comply with each applicable provision of ASTM Standard F1487-07ae1, "Consumer Safety Performance Specification for Playground Equipment for Public Use," published by ASTM International; or
  - b. Has a horizontal bare metal platform or a bare metal step or slide, unless the bare metal is shielded from direct sun by a covering provided with the equipment or by a shaded area in the location where the equipment is installed;
2. Surfacing for the area under and around playground equipment if the surfacing will not comply with each applicable provision of ASTM Standard F2223-04e1, "Standard Guide for ASTM Standards on Playground Surfacing," published by ASTM International.

Exception

Public funds may be used to maintain playground equipment or surfacing that was purchased before September 1, 2009, even if the equipment or surfacing does not comply with the applicable specifications described above.

*Health and Safety Code 756.061*

**Outdoor Lighting**

An outdoor lighting fixture may be installed, replaced, maintained, or operated using state funds only if it meets standards for state-funded outdoor lighting fixtures in Health and Safety Code Chapter 425.

Exceptions

The standards for state-funded outdoor lighting fixtures do not apply if:

1. A federal law, rule, or regulation preempts state law;
2. The fixture is used on a temporary basis;
3. Because emergency personnel temporarily require additional illumination for emergency procedures;
4. For nighttime work;
5. Special events or circumstances require additional illumination;
6. The fixture is used solely to enhance the aesthetic beauty of an object; or
7. A compelling safety interest cannot be addressed by another method.

Special events or situations that may require additional illumination include sporting events and illumination of monuments, historic structures, or flags. Illumination for special events or situations must be installed to shield the outdoor lighting fixtures from direct view and to minimize upward lighting and light pollution.

*Health and Safety Code 425.002*

**Natural Gas Piping Pressure Testing**

A district shall perform biennial pressure tests on the natural gas piping system in a school facility before the beginning of the school year. A district with more than one facility may perform the testing on a two-year cycle under which the district pressure tests the natural gas piping system in approximately one-half of the facilities each year. If a district operates the facilities on a year-round calendar, the pressure test in each of those facilities must be conducted and reported not later than July 1 of the year in which the pressure test is performed.

A natural gas piping pressure test performed under a municipal code in compliance with Railroad Commission rules shall satisfy the pressure testing requirements.

*Utilities Code 121.502; 16 TAC 8.230(c)(1), (4)*

Requirements of Test	A district shall perform the pressure test to determine whether the natural gas piping downstream of a district facility's meter holds at least normal operating pressure over a specified period determined by the Railroad Commission. During the pressure test, each system supply inlet and outlet in the facility must be closed. The pressure test shall be performed by a person authorized under Railroad Commission rules. At a district's request, the Railroad Commission shall assist the district in developing a procedure for conducting the test. <i>Utilities Code 121.503; 16 TAC 8.230(c)(2), (3)</i>
Notice	A district shall provide written notice to the district's natural gas supplier specifying the date and result of each pressure test or other inspection. The supplier shall develop procedures for receiving such written notice from the district. <i>Utilities Code 121.504(a); 16 TAC 8.230(b)(1)</i>
Termination of Service	A supplier shall terminate service to a district facility if: <ol style="list-style-type: none"><li data-bbox="560 871 1435 976">1. The supplier receives official notification from the firm or individual conducting the test of a hazardous natural gas leakage in the facility piping system; or</li><li data-bbox="560 997 1435 1029">2. A test or other inspection is not performed as required.</li></ol> <i>Utilities Code 121.505(a)</i> A supplier shall develop procedures for terminating service to a district if the supplier: <ol style="list-style-type: none"><li data-bbox="560 1186 1435 1260">1. Receives notification of a hazardous natural gas leak in the school facility piping system; or</li><li data-bbox="560 1281 1435 1354">2. Does not receive written notification from the district specifying the completion date and results of the testing.</li></ol> <i>16 TAC 8.230(b)(2)</i>
Reporting Leaks	An identified natural gas leakage in a district facility must be reported to the board. The firm or individual conducting the natural gas piping pressure test shall immediately report any hazardous natural gas leak in a district facility to the board and the natural gas supplier. <i>Utilities Code 121.506; 16 TAC 8.230(c)(6)</i>
<b>LP-Gas Systems Testing</b>	At least biennially, a district shall perform leakage tests on the LP-gas piping system in each district facility before the beginning of the school year. The district may perform the leakage tests on a two-year cycle under which the tests are performed for the LP-gas piping systems of approximately half of the facilities each year. If a district operates one or more district facilities on a year-round calendar, the leakage test in each of those facilities must be conduct-

ed and reported not later than July 1 of the year in which the test is performed.

A test performed under a municipal code satisfies the testing requirements.

*Natural Resources Code 113.352; 16 TAC 9.41*

Requirements of Test

A district shall perform the leakage test to determine whether the LP-gas piping system holds at least the amount of pressure specified by the Railroad Commission. The leakage test must be conducted in accordance with Railroad Commission rules at 16 Administrative Code 9.41. The leakage test shall be conducted by a person authorized under Railroad Commission rules. At a district's request, the Railroad Commission shall assist the district in providing for the certification of a district employee to conduct the test and in developing a procedure for conducting the test. *Natural Resources Code 113.353; 16 TAC 9.41(b)-(d)*

Notice

Before the introduction of any LP-gas into the LP-gas piping system, a district shall provide verification to its supplier that the piping has been tested.

Documentation

A district shall retain documentation specifying the date and the result of each leakage test or other inspection of each LP-gas piping system until at least the fifth anniversary of the date the test or other inspection was performed. The Railroad Commission may review a district's documentation of each leakage test or other inspection conducted by the district.

*Natural Resources Code 113.354; 16 TAC 9.41(b)(2)-(3)*

Termination of Service

A supplier shall terminate service to a district facility if:

1. The supplier receives official notification from the district, the LP-gas licensee, or the person conducting the test that there is leakage in a school LP-gas system;
2. The leakage test performed on a school LP-gas system was not performed as required; or
3. The supplier has not received a copy of the required form from the district verifying that the LP-gas system has been tested in accordance with 16 Administrative Code 9.41.

*Natural Resources Code 113.355; 16 TAC 9.41(e)*

Reporting Leaks

An identified school LP-gas leakage in a school district facility shall be reported to the board. The district shall immediately remove the affected school district facility from LP-gas service until repairs are made and it passes a subsequent school LP-gas system leakage

test. If a district employee performs the initial test, then the subsequent test may not be performed by a district employee. *Natural Resources Code 113.356; 16 TAC 9.41(b)(1)*

Definitions

“School district facility” means each building or structure operated by a school district and equipped with a school LP-gas system, in which students receive instruction or participate in school sponsored extracurricular activities, excluding maintenance or bus facilities, vehicle fueling facilities, administrative offices, and similar facilities not regularly used by students.

“School LP-gas system” means all piping, fittings, valves, regulators, appliance connectors, equipment, and connections supplying fuel gas from the outlet of the shutoff valve at each LP-gas storage container or upstream of each meter to the shutoff valve(s) on each appliance in a school district facility.

*16 TAC 9.41(a)(4)–(5)*

**Intrastate Pipeline  
Emergency  
Response Plan**

The Railroad Commission shall require the owner or operator of each intrastate hazardous liquid or carbon dioxide pipeline facility, any part of which is located within 1,000 feet of a public school building containing classrooms, or within 1,000 feet of another public school facility where students congregate, to:

1. On written request from a district, provide in writing the following parts of a pipeline emergency response plan that are relevant to the school:
  - a. A description and map of the pipeline facilities that are within 1,000 feet of the school building or facility;
  - b. A list of any product transported in the segment of the pipeline that is within 1,000 feet of the school facility;
  - c. The designated emergency number for the pipeline facility operator;
  - d. Information on the state’s excavation one-call system; and
  - e. Information on how to recognize, report, and respond to a product release; and
2. Mail a copy of the requested items by certified mail, return receipt requested, to the superintendent of the district in which the school building or facility is located.

A pipeline operator or the operator’s representative shall appear at a regularly scheduled board meeting to explain the above items if requested by the board or district.

The Railroad Commission may not require the release of parts of an emergency response plan that include security sensitive information, including maps or data. Security sensitive information shall be made available for review by but not provided to the board.

*Natural Resources Code 117.012(k)-(m); 16 TAC 8.315*



# SUPERINTENDENT'S REPORT

SEPTEMBER 2020

## INFORMATIONAL ITEMS:

- 2020 Budgeted Enrollment at 2139.
- Current Enrollment at 2172 with 10.1% Online.
- Health Alerts Website-Updated. Current Data: 6 cases, 4 recovered.
- Block Scheduling Feedback from Students, Staff, & Parents
- Next Week's Home Football Game: Ticket Sales information.
- LMS Research & Selection: Fall 2020
- Device Distribution Delayed Until November-January
- Asynchronous Plan will be submitted this week.

## UPCOMING EVENTS:

- September 16: DAC & Capital Improvement Committee Meeting
- September 18: Cross Country @ Sealy; Volleyball @ Waller; Football @ Rockdale
- September 24: 5:00 Board Bus Tour; 6:30 Regular Board Meeting
- September 25: Football & Volleyball @ Home
- September 28: Parent Advisory Committee
- September 29: Volleyball vs. Sealy @ Home

## PERSONNEL UPDATE:

Current Openings

- Substitutes
- Technology Support Aides
- OBP/OBI ESL Support Aide



## 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:

Table with 2 columns: Component, Explanation. Rows include: What are the expectations for daily student interaction with academic content?, 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?, What are the expectations for teacher/student interactions?, How will teacher/student interactions be differentiated for students with additional learning needs?



# BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

**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, Pearson Go Math, HMH HMH, McGrawHill TEKs Resource System	District Created, Aligned with Onsite Instruction (PK-12), Aimsweb (PK-5)	Yes	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.
ELA Instructional Materials	PK K-3 4-5 6-8 9-12 All	FrogStreet Wonders, McGrawHill HMH McGraw Hill SpringBoard TEKs Resource System	District Created, Aligned with Onsite Instruction (PK-12), Aimsweb (PK-5) TMFSA (6-8)	Yes	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.  Additionally, BISD has implemented the Snap & Read application across the district with targeted us for students with disabilities and ELs to assist with reading and comprehension.	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.  Additionally, BISD has implemented the Snap & Read application across the district with targeted us for students with disabilities and ELs to assist with reading and comprehension.
Science Instructional Materials	PK K-3 4-5 6-8 9-12 All	FrogStreet HMH HMH, Gateways, ESC4 HMH, Gateways, ESC4 HMH, Gateways, Pearson TEKs Resource System, Stemscopes (5-8)	District Created, Aligned with Onsite Instruction (PK-12)	Yes	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.
Social Studies Instructional Materials	PK K-2 3-5 6-8 9-12 All	FrogStreet Studies Weekly Studies Weekly HMS, McGrawHill HMH TEKs Resource System	District Created, Aligned with Onsite Instruction (PK-12)	Yes	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.  Additionally, BISD has implemented the Snap & Read application across the district with targeted us for students with disabilities and ELs to assist with reading and comprehension.	BISD has designated individuals: teachers, specialists, and case managers providing support to teachers for creation of asynchronous work aligned to students' individual needs and providing direct support to students through asynchronous resources and synchronous support sessions.  Additionally, BISD has implemented the Snap & Read application across the district with targeted us for students with disabilities and ELs to assist with reading and comprehension.

>> BISD is also in the process of training in and investigating the Texas Home Learning System 3.0 and a comprehensive Learning Management System. Cohorts of Teachers have been formed to work with our Chief Academic Officer to participate in the webinars and videos releasing information about each content area and the new resources being built out in the Texas Home Learning System for incorporation into our locally developed scope and sequence for asynchronous learners aligned to our on-site learning.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

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 a 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?	<p>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.</p> <p>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.</p>



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.
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"> <li>▪ Synchronous connections with their assigned teachers;</li> <li>▪ Weekly progress completion reports for all assigned learning tasks;</li> <li>▪ Response from each applicable teacher to students' submission of their daily progress checkpoints;</li> <li>▪ Asynchronous discussion threads;</li> <li>▪ Receipt grades and feedback congruent with onsite instructional expectations; and</li> <li>▪ One-on-one virtual check-in's, phone calls, and/or support sessions as needed.</li> </ul>



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
<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"> <li>▪ Assessing and understanding students present levels of performance;</li> <li>▪ Gap analysis and TEKS-based instructional scope and sequence;</li> <li>▪ 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;</li> <li>▪ Incorporation of social and emotional well-being for adults and students both online and onsite;</li> <li>▪ 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;</li> <li>▪ Specific instructional practices and design protocols to meet the needs of diverse learners including specialized disabilities, gifted and talented, and bilingual/ESL students.</li> </ul> <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"> <li>▪ Weekly workshops with BISD instructional leaders;</li> <li>▪ 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);</li> <li>▪ 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;</li> <li>▪ Horizontal departmentalized curriculum planning workshops once each semester to review and respond to student data and effectiveness of curriculum design and instructional delivery;</li> <li>▪ Professional learning workshops hosted on days built-in within our academic calendar; (September 28, October 12, January 4, February 12, April 19)</li> <li>▪ 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.</li> </ul> <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>



## BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<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>
What are the expectations for family engagement/support of students?	<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"> <li>▪ 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);</li> <li>▪ 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;</li> <li>▪ 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;</li> <li>▪ Parents and students have ownership of contacting teachers for any individualized support and/or access issues that may arise;</li> <li>▪ 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;</li> <li>▪ 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.</li> </ul>
What additional supports, training, and/or resources will be provided for families who may need additional support?	<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"> <li>▪ Distribute issued devices for personal technology access (chrome books) and household internet access (to the extent possible);</li> <li>▪ Grab-and-Go lunches for online learners;</li> <li>▪ 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.</li> <li>▪ Resources and information (including step-by-step video instructions for use of online academic tools) have been created and posted on our district website and social media platforms.</li> <li>▪ Send tips, reminders, information, and support resources through applicable district and campus email groups.</li> <li>▪ Virtual support sessions for parents of online learners are being offered on two times each week via Google Meet hosted by our Superintendent, Chief Academic Officer, and Instructional Technologist.</li> <li>▪ Home visits are being conducted every three weeks to touch base in-person at the homes of online learners who are not being academic successful in accordance with grades reflected on their progress reports/report cards.</li> <li>▪</li> </ul> <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

Daily Instructional Schedule: Elementary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:45	Synchronous: Morning Meeting				
8:45-9:45	<b>Core Academic Block (1) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (1) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (1) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (1) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (1) Math/ELAR</b> 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	<b>Core Academic Block (2) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (2) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (2) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (2) Math/ELAR</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (2) Math/ELAR</b> 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	<b>Core Academic Block (3) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (3) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (3) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (3) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (3) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos
1:00-1:15	Brain Break				
1:15-1:45	<b>Enrichment Activity</b> Asynchronous: STEM	<b>Enrichment Activity</b> Asynchronous: Art	<b>Enrichment Activity</b> Asynchronous: Music	<b>Enrichment Activity</b> Asynchronous: Technology	<b>Enrichment Activity</b> Asynchronous: Library
1:45-2:30	<b>Core Academic Block (4) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (4) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (4) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (4) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos	<b>Core Academic Block (4) Science/Social Studies</b> Asynchronous with Teacher Created/Publisher Provided Instructional Videos
2:30-3:15	PE/Physical Activity				



DISTRICT ATTACHMENTS

Daily 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 <sup>ST</sup> PERIOD BLOCK Synchronous/Asynchronous Blend	5 <sup>TH</sup> PERIOD BLOCK Asynchronous	1 <sup>ST</sup> PERIOD BLOCK Asynchronous	5 <sup>TH</sup> PERIOD BLOCK Synchronous/Asynchronous	1 <sup>ST</sup> /5 <sup>TH</sup> PERIOD BLOCK Asynchronous
10:25-11:55	2 <sup>ND</sup> PERIOD BLOCK Asynchronous	6 <sup>TH</sup> PERIOD BLOCK Synchronous/Asynchronous Blend	2 <sup>ND</sup> PERIOD BLOCK Synchronous/Asynchronous Blend	6 <sup>TH</sup> PERIOD BLOCK Asynchronous	2 <sup>ND</sup> /6 <sup>TH</sup> PERIOD BLOCK Asynchronous
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30-2:00	3 <sup>RD</sup> PERIOD BLOCK Synchronous/Asynchronous Blend	7 <sup>TH</sup> PERIOD BLOCK Asynchronous	3 <sup>RD</sup> PERIOD BLOCK Asynchronous	7 <sup>TH</sup> PERIOD BLOCK Synchronous/Asynchronous	3 <sup>RD</sup> /7 <sup>TH</sup> PERIOD BLOCK Asynchronous
2:05-3:35	4 <sup>TH</sup> PERIOD BLOCK Asynchronous	8 <sup>TH</sup> PERIOD BLOCK Synchronous/Asynchronous Blend	4 <sup>TH</sup> PERIOD BLOCK Synchronous/Asynchronous Blend	8 <sup>TH</sup> PERIOD BLOCK Asynchronous	4 <sup>TH</sup> /8 <sup>TH</sup> PERIOD BLOCK Asynchronous



# CULTURALLY RESPONSIVE EDUCATIONAL PRACTICES/DR. TYRONE TANNER PROFESSIONAL DEVELOPMENT 2020-21 BELLVILLE INDEPENDENT SCHOOL DISTRICT

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“Be brave enough to start a conversation that matters.” ~Margaret Wheatley

In Bellville ISD, our commitment to improving our learning environment and meeting the needs of all students involves opening our minds and hearts while participating in crucial conversations. Our staff will engage in multiple sessions over the next few months as we are challenged to understand and learn about culturally responsive educational practices with Dr. Tyrone Tanner. Dr. Tanner will help us take a reflective approach for systemic transformation.

Monday, October 12th 9:00-12:00 Administrative Leadership Team  
1:30-3:30 Teacher Leader Team  
*\*Books for all administrators and teacher leaders.*

Monday, January 4th 9:30-10:30 PK-5 Staff  
10:30-12:00 6-12 Staff  
1:00-4:00 Administrative Leadership & Teacher Leaders

February All Participate in Survey

Monday, April 19th 9:00-10:30 PK-5 Staff  
10:30-12:00 6-12 Staff  
Survey Data and Where do we go from here?



#BrahmasTogetherWeCan

DISTRICT LEGAL STATUS

AA  
(LEGAL)

The District derives its legal status from the Constitution of the State of Texas and from the Texas Education Code as passed and amended by the Legislature of Texas. *Texas Const., Art. VII*

DISTRICT NAME

AB  
(LEGAL)

**Change of District  
Name**

The Board, by resolution, may change the name of the District. The Board shall give notice of the change by sending to the Commissioner a copy of the resolution, attested by the President and Secretary of the Board.

The District, under its changed name, is considered a continuation of the District, as formerly named, for all purposes.

*Education Code 11.160*

Bellville ISD  
008901

DISTRICT NAME

AB  
(LOCAL)

The name of this school district is Bellville Independent School District, herein referred to as “the District.”

GEOGRAPHIC BOUNDARIES

AC  
(LEGAL)

**Boundary  
Descriptions and  
Maps**

The District shall file with TEA:

1. A complete and legally sufficient description of the boundaries of the District.
2. A map of the District that is:
  - a. Drawn to the county general highway maps produced by the Texas Department of Transportation or a similar map of sufficient detail to display the names of visible features that the boundaries follow or to which the boundaries are in close proximity; and
  - b. An accurate and legible representation of the boundaries in relationship to other features on the map.
3. A list of voting precincts within the District, separately listing those precincts wholly within the District and those precincts only partly within the District.

The District shall amend the information and maps on file with TEA if the boundaries of the District change or if any other change makes the information on file incomplete or inaccurate.

*Education Code 13.010*

**Changes in  
Boundaries**

Any change in the boundaries of the District is not effective unless approved by a majority of the Board if the Board's approval is required under Education Code Chapter 13. *Education Code 13.008*

Chapter 13 of the Education Code requires Board approval when:

1. The District detaches or annexes territory under Education Code Chapter 13, Subchapter B.
2. Two or more districts consolidate into a single district under Education Code Chapter 13, Subchapter D.
3. Minor boundary adjustments are made by agreement under Education Code 13.231 (see below).

**Minor Boundary  
Adjustments**

Two contiguous districts may adjust their common boundary by agreement if, at the time the agreement is executed:

1. No child who resides in the territory that is transferred from one jurisdiction to the other is enrolled in a school of the district from which the territory is transferred; and
2. The taxable value of the territory that is transferred from one jurisdiction to the other does not exceed one-tenth of one percent of the total taxable value of all property in the district

from which the territory is transferred. "Taxable value" is defined at Government Code 403.302.

*Education Code 13.231*

Notice

*To Voter  
Registrar*

A district that changes its boundaries or the boundaries of districts used to elect members to the Board shall not later than the 30th day after the date the change is adopted:

1. Notify the voter registrar of the county in which the area subject to the boundary change is located of the adopted boundary change; and
2. Provide the voter registrar with a map of an adopted boundary change in a format that is compatible with the mapping format used by the registrar's office.

*Election Code 42.0615*

*To County  
Appraiser*

The District shall notify the appraisal office of any boundary changes within 30 days after the date of the change. *Tax Code 6.07*

**Vision Statement  
and Goals**

A board shall adopt a vision statement and comprehensive goals for the district and the superintendent. *Education Code 11.1511(b)(2)*

**Public Education  
Mission, Goals, and  
Objectives**

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Objectives

The objectives of public education are:

Objective 1: Parents will be full partners with educators in the education of their children.

Objective 2: Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

Objective 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 11: The State Board of Education, TEA, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Goals

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Goal 1: The reading and writing of the English language.

Goal 2: The understanding of mathematics.

Goal 3: The understanding of science.

Goal 4: The understanding of social studies.

*Education Code 4.001, .002*

**Vision Statement**

Our students understand the value of an education and respect themselves, others, and property. Through involvement in school and community activities, they develop responsibility, dependability, and teamwork. They are eager to apply their problem-solving skills and recognize that education impacts their achievements and helps them fulfill their responsibilities.

Our children have a safe and supportive environment which provides the tools for effective learning. Individual needs are met by a caring family and motivated staff who act on the best interest of the students.

Our community provides comprehensive resources that fully support academic excellence and achievement by tackling the many challenges presented by our society. These resources allow our students to graduate prepared to be productive members of the 21st century.

**Mission Statement**

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



BELLVILLE INDEPENDENT SCHOOL DISTRICT

# Board Meeting Minutes

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

**AUGUST 31, 2020**

**REGULAR BOARD MEETING**

**6:30pm-8:27pm**

## **Call to Order**

The meeting of the BISD Board of Trustees was called to order by President Grant Lischka at 6:30pm.

## **Invocation**

Given by Grant Lischka.

## **Pledge of Allegiance**

## **Open Forum/Communications**

None.

## **Presentations/Recognitions**

- Presentation on the possibilities of partnership and use of the District's Educational Broadband Spectrum by Zochnet.

## **Executive Session**

At 7:03pm a motion was made by Vince Ruffino to convene in executive session, seconded by Andy Murrell.  
Vote 7-0

- 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 7:37pm

## **Reports & Discussion Items**

- Discussion of BISD's Educational Broadband Spectrum.
- Discussion of Temporary Tech Support Positions included in the 2020-2021 Budget.
- Discussion of Calendar Considerations for October 5-6 based on adjustments to the Austin County Fair Schedule. Discussions centered around maintaining the BISD Academic Calendar as-is.

**BELLVILLE BRAHMAS**

LEARNERS TODAY. LEADERS TOMORROW.



BELLVILLE INDEPENDENT SCHOOL DISTRICT

# Board Meeting Minutes

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

## Action Items

The following items were approved:

- Waiver of requirement to switch to one of the pre-approved TEA Reading Assessments Instruments for the 2020-2021 school year.

No action was taken on the following items:

- 2020-2021 BISD Academic Calendar

## Adjourn

At 8:27pm a motion was made by Andy Murrell to adjourn, seconded by Karen Winn. Vote 7-0.

# Budget Amendments

Dennis Jurek  
Assistant Superintendent

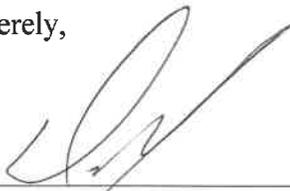
**Bellville Independent School District  
Board of Trustees Meeting, September 24, 2020**

## Budget Amendments

The following budget amendments require the approval of the Board of Trustees since they either increase the budget, or require a change in appropriations between functions. Please tender this letter as a request for such approval at the board meeting captioned above.

<u>Fund</u>	<u>Originator</u>	<u>Description</u>	<u>Amount</u>
1991	Dennis Jurek	Donations from RAP (Raising Academic Performance, Inc) for drug and bullying awareness expenses – OBP, OBI & West End (Fn 11)	\$ 1,500.00
1991	Dennis Jurek	Budget amendment for annual budgets for new courses at high school. (Fn 23 to Fn 11)	\$ 1,764.00

Sincerely,



Dennis Jurek, Assistant Superintendent  
Bellville Independent School District



Dennis Jurek  
Assistant Superintendent

**Independent School District**

Bellville Independent School District  
Board of Trustees Meeting, September 24, 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>
SEPT 24	DONATION FROM SPIRIT T'S AND PROMOTIONS, INC FOR CLASS OF 2023 FOR RED OUT T-SHIRT FUNDRAISER. (FD 865)	\$ 868.00
SEPT 24	DONATION FROM BELLVILLE ATHLETIC BOOSTER CLUB FOR ATHLETIC EXPENSES (FD 461)	\$2,125.00
SEPT 24	DONATION FROM WOODMAN OF THE WORLD, BELLVILLE CHAPTER #3060 - BACK TO SCHOOL DONATION FOR O'BRYANT INTERMEDIATE (FD 461)	\$ 500.00

Sincerely,

Dennis Jurek, Assistant Superintendent  
Bellville Independent School District



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

---

September 24, 2020

<b>Subject:</b>	Declaration of Surplus Property
<b>Presenter:</b>	Dr. Nicole Poenitzsch, Superintendent
<b>Board Policy:</b>	CI (Legal) School Properties Disposal
<b>BISD Goal:</b>	2. Foster a connected, collaborative, and strategic approach to continuous improvement of the district. [LEADERSHIP]

<b>Summary:</b>	<ul style="list-style-type: none"><li>9-12 ELAR has recently purchased new curriculum materials in an update adoption that align with updated TEKS. In order to dispose of out-of-date curriculum resources they must be declared surplus property.</li></ul>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>N/A</li></ul>
<b>Recommendation:</b>	The recommendation is for the Board to: Approve the declaration of out-of-date curriculum materials to be surplus property eligible for disposal.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

September 24, 2020

<b>Subject:</b>	2020-2021 SHAC Membership
<b>Presenter:</b>	Michael Coopersmith
<b>Board Policy:</b>	BDF (Legal) BOARD INTERNAL ORGANIZATION - CITIZEN ADVISORY COMMITTEES
<b>BISD Goal:</b>	4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]

<b>Summary:</b>	<ul style="list-style-type: none"><li>• A board shall establish a local School Health Advisory Council (SHAC) to assist a district in ensuring that local community values are reflected in the district's health education instruction. Education Code 28.004(a) [See EHAA regarding duties of the SHAC.]</li><li>• The SHAC shall meet at least four times each year. Education Code 28.004(d-1) A board shall appoint at least five members to the SHAC.</li><li>• A majority of members must be parents of students enrolled in the district and must not be employed by the district. One of those members shall serve as chair or co-chair of the SHAC. A board may also appoint one or more public school teachers, public school administrators, district students, health-care professionals, members of the business community, law enforcement representatives, senior citizens, clergy, representatives of nonprofit health organizations, representatives of local domestic violence programs, or representatives of another group. Education Code 28.004(d)</li></ul>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>• 2020-2021 SHAC Overview and Membership</li></ul>
<b>Recommendation:</b>	The recommendation is for the Board to: Approve the individuals nominated for membership on the 2020-2021 BISD School Health Advisory Council.



# School Health Advisory Council

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

## THE ROLE OF THE SCHOOL HEALTH ADVISORY COUNCIL (SHAC):

The School Health Advisory Council (SHAC) serves in an advisory role, assisting the district in ensuring that local community values and health issues are reflected in the district’s health education instruction. The committee is appointed by the Board of Trustees and is comprised primarily of parents of students enrolled in the district.

The Board may also appoint one or more teachers, administrators, students, health-care professionals, business representatives, law enforcement representatives, senior citizens, clergy, representatives of nonprofit health organizations, or representatives of another group.

With the support and leadership of the District appointed coordinator, the committee meets four times throughout and concludes with an annual report presented to the BISD Board of Trustees.

## MEMBERSHIP ON SHAC:

We are excited to extend an invitation to interested parents, community members, and business representatives to join us in our work to promote and support the health and well being of our students and staff. Membership positions include:

- BISD Nurse, District Coordinator                      Robin Higgins
- Law Enforcement Representative                      Kortney Estep
- Local Health Care Representative                      Rachel Kubala, Nurse
- Local Business Representative                          Michelle Wright, Texas AgriLife
- Local Business Representative                          Juanita Romans, Bellville Community Hospital
- Community Member    Jamie Ruehle
- West End Elementary Parent                              Amanda Kennedy
- West End Elementary Parent                              Amy Thomas
- O’Bryant Primary Parent                                   Jenni Smalley
- O’Bryant Primary Parent
- O’Bryant Intermediate Parent
- O’Bryant Intermediate Parent
- Bellville Junior High Parent                              Lori Gaines
- Bellville Junior High Parent
- Bellville High School Parent                              Julie Kaase
- Bellville High School Parent                              Laura Reese
- Bellville High School Student
- Bellville High School Student
- District Liaison    Dr. Michael Coopersmith, Exec. Director of Admin
- District Liaison    Dr. Nicole Poenitzsch, Superintendent

**Vision Statement**

We learn through work and experiences that are purposeful, meaningful, and challenging to grow ourselves and our abilities to positively contribute to the world around us.

Our students understand the value of an education and respect themselves, others, and property. Through involvement in school and community activities, they develop responsibility, dependability, and teamwork. They are eager to apply their problem-solving skills and recognize that education impacts their achievements and helps them fulfill their responsibilities.

Our children have a safe and supportive environment which provides the tools for effective learning. Individual needs are met by a caring family and motivated staff who act on the best interest of the students.

Our community provides comprehensive resources that fully support academic excellence and achievement by tackling the many challenges presented by our society. These resources allow our students to graduate prepared to be productive members of the 21st century.

**Mission Statement**

Bellville ISD, as the center of public education in our community, partners with students, staff, parents, and community to cultivate relevant learning experiences so that each individual is empowered by their unique gifts and interests.

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

**Motto**

Learners Today. Leaders Tomorrow.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

September 24, 2020

<b>Subject:</b>	BISD Facilities Use Agreements & Procedures
<b>Presenter:</b>	Dr. Nicole Poenitzsch, Superintendent
<b>Board Policy:</b>	GKD (Local) Community Use of School Facilities
<b>BISD Goal:</b>	2. Foster a connected, collaborative, and strategic approach to continuous improvement of the district. [LEADERSHIP]

<b>Summary:</b>	<p>School buildings or facilities shall be made available to citizens and service groups subject to the following conditions:</p> <ol style="list-style-type: none"><li>1. The activity shall not interfere with the normal use of the building by school personnel, nor shall approval be granted for any purpose that would damage school property or to groups that are known to have damaged other rented property.</li><li>2. Rental applications may be obtained from the business office and shall be submitted at least two weeks prior to use.</li><li>3. The request for the use of the building for the designated purpose shall be considered in accordance with the administrative procedures of the District.</li><li>4. The group sponsor, chairperson, or leader shall be responsible for the facility being used.</li><li>5. The group or organization renting the school facility shall be held responsible for any damage to the facility during the use of the building. Groups using a building for an occasion which the public is eligible to attend shall be held responsible for treatment of the property on the part of the general public during the rental period.</li><li>6. All rental applications shall be accompanied by a deposit which shall be held properly secured.</li><li>7. No classrooms (or areas where personal property is not properly secured) shall be rented.</li></ol>
<b>Attachments:</b>	TBD
<b>Recommendation:</b>	The recommendation is for the Board to: Approve the facilities use agreements and procedures as presented by the Superintendent.

**Prohibited Acts**

An officer or employee of a district who is acting or purporting to act in an official capacity may not, because of a person's race, religion, color, sex, or national origin:

1. Refuse to permit the person to use facilities open to the public and owned, operated, or managed by or on behalf of the district;
2. Refuse to permit the person to participate in a program owned, operated, or managed by or on behalf of the district;
3. Refuse to grant a benefit to the person; or
4. Impose an unreasonable burden on the person.

*Civil Practices and Remedies Code 106.001(a)*

**Right to Preserve Use**

A district, like a private property owner, may legally preserve the property under its control for the use to which it is dedicated. *Lamb's Chapel v. Center Moriches Union Free Sch. Dist.*, 508 U.S. 384 (1993)

**Forum for Communication**

A district may create a public forum of a place or channel of communication for use by the public at large for assembly and speech, for use by certain speakers, or for the discussion of certain subjects. *Perry Educ. Ass'n v. Perry Local Educators' Ass'n*, 460 U.S. 37 (1983); *Chiu v. Plano Indep. Sch. Dist.*, 260 F.3d 330 (5th Cir. 2001)

A district is not required to allow persons to engage in every type of speech when the district establishes a limited public forum; a district may be justified in reserving its forum for certain groups or for the discussion of certain topics. A district shall not discriminate against speech on the basis of viewpoint, and any restriction must be reasonable in light of the purpose served by the forum. *Good News Club v. Milford Cent. Sch.*, 533 U.S. 98 (2001); *Lamb's Chapel v. Center Moriches Union Free Sch. Dist.*, 508 U.S. 384 (1993)

**Fees for Use**

The board may set and collect rentals, rates, and charges from students and others for the occupancy or use of any of a district's facilities, in the amounts and manner determined by the board. *Education Code 45.033*

**Charter Schools**

A district may not require a campus or campus program charter that is the result of the conversion of the status of an existing district campus to pay rent for or to purchase a facility in order to use the facility.

A district may not require a campus or campus program charter, or an open-enrollment charter school, to pay for any service provided

by the district under a contract between the district and the campus, campus program, or open-enrollment charter school an amount that is greater than the amount of the actual costs to the district of providing the service.

*Education Code 11.1543*

**Patriotic Societies**

If a district has a designated open forum or a limited public forum and receives funds made available through the United States Department of Education, the district shall not deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed as a patriotic society.

The United States secretary of education may issue and secure compliance with rules or orders with respect to a district that receives federal funds and that denies equal access, or a fair opportunity to meet, or discriminates, as described above. If a district does not comply with the rules or orders, no funds made available through the Department of Education shall be provided to that district.

[For provisions related to a patriotic society's access to students, see GKE.]

'Youth Group'

"Youth group" means any group or organization intended to serve young people under the age of 21.

Limited Public Forum

For purposes of this policy regarding Patriotic Societies, an elementary school or secondary school has a limited public forum whenever the school grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

Sponsorship

Nothing in this policy shall be construed to require a district to sponsor any group officially affiliated with the Boy Scouts of America, or any youth group listed as a patriotic society.

*Boy Scouts of America Equal Access Act, 20 U.S.C. 7905*

**Facilities as Polling Places**

A district shall make its buildings available for use as polling places in any election that covers territory in which the buildings are located. If more than one authority requests the use of the buildings for

the same day and simultaneous use is impractical, a district shall determine which authority may use the building. *Election Code 43.031(c)*

No charge, including a charge for personnel, utilities, or other expenses incurred before or after regular business hours, shall be made for the use of a district building for a polling place if the day of the election is a day on which the building is normally open. If the day of an election is a day on which the building is not normally open, a charge may be made only for the reimbursement of actual expenses resulting from use of the building in the election. *Election Code 43.033(a)*

[For provisions related to polling place security, see CKC.]

**Political Party  
Conventions**

A district shall not assess a charge for the use of a school building for a precinct, county, or senatorial district convention, except for reimbursement for the actual charges resulting from use of the building for the convention. A district shall provide an itemized statement of expenses to the reimbursing authority. *Election Code 174.0631*

- Conditions for Use** School buildings or facilities shall be made available to citizens and service groups subject to the following conditions:
1. The activity shall not interfere with the normal use of the building by school personnel, nor shall approval be granted for any purpose that would damage school property or to groups that are known to have damaged other rented property.
  2. Rental applications may be obtained from the business office and shall be submitted at least two weeks prior to use.
  3. The request for the use of the building for the designated purpose shall be considered in accordance with the administrative procedures of the District.
  4. The group sponsor, chairperson, or leader shall be responsible for the facility being used.
  5. The group or organization renting the school facility shall be held responsible for any damage to the facility during the use of the building. Groups using a building for an occasion which the public is eligible to attend shall be held responsible for treatment of the property on the part of the general public during the rental period.
  6. All rental applications shall be accompanied by a deposit which shall be held properly secured.
  7. No classrooms (or areas where personal property is not properly secured) shall be rented.
- Food Service** 8. Arrangements for use of the kitchen or any food service equipment shall be made through the director of food services. Such use shall be under the supervision of food service personnel. Users shall reimburse the District for the cost of employing food service personnel, including any overtime incurred.
- Prohibition** 9. No facility shall be rented for the purpose of a public dance.
- Clean Up** 10. Rental areas are to be left clean after use. Users shall reimburse the District for the cost of employing school maintenance staff, including any overtime incurred.
- [See CNB regarding nonschool use of District vehicles and FNAB regarding student group use of school facilities]
- Priorities** Priorities for scheduling the use of school facilities shall be as follows:
1. The regularly scheduled educational program, including instructional activities; meetings, practices, and performances

of school-sponsored groups; and staff meetings related to official school business.

2. Meetings and other activities of school support groups organized for the sole purpose of supporting the schools or school-sponsored activities [see GE].
3. Meetings and other activities of groups made up primarily of school-aged children.
4. Meetings of employee organizations [see DGA].
5. Meetings and activities of other groups on a first-come, first-served basis.

**Group Classification**

Classification I

Classification I includes nonprofit groups and activities serving the youth of the District and those activities sponsored by school-related groups. School facilities shall be made available at no cost for groups in this classification but activities shall not be approved if there is a conflict with the daily operation of the school.

Classification II

Classification II includes nonprofit groups and activities serving the youth of the community outside the District. Groups in classification II shall be charged according to the Board-adopted fee schedule. Charges for use of District personnel shall be charged only when used outside the normal school days and hours.

Classification III

Classification III includes nonprofit groups and activities serving members of the entire community of all ages but not limited to the District. Groups in classification III shall be charged for personnel and maintenance costs during and after the normal school days and hours.

Classification IV

Classification IV includes all other groups and activities. Groups in this classification shall be charged in accordance with the Board-adopted fee schedule.

**Fees for Use**

Except for school-sponsored groups and school support groups, users shall be charged a fee for operation, supervision, and clean-up costs at designated facilities. The Superintendent shall publish a schedule of fees for the use of facilities.

Facility fees shall not apply when school buildings are used as polling places for public elections, for precinct and county conventions, or for public meetings sponsored by state or local governmental agencies.

Facility fees shall not apply to meetings of employee organizations.

COMMUNITY RELATIONS  
NONSCHOOL USE OF SCHOOL FACILITIES

GKD  
(LOCAL)

- Infrequent Rental** Nonprofit organizations using a facility no more than two times a year may be charged a special rate as determined by the administration to cover only the cost for personnel to operate and close the facility, including any overtime incurred.
- Short-Term Rent or Lease** Short-term rental or lease is defined as not more than two days per month over a three month period.
- Long-Term Rent or Lease** Long-term lease shall be defined as use of the facility more than two days per month for a period of three or more months. A long-term lease requires Board approval semi-annually.
- Prior to approval of a long-term lease, if applicable, the lessee shall be required to submit:
1. Statement of hardship and an application.
  2. Construction schedule and name of architectural firm.
  3. Copy of deed to construction site.
  4. Quarterly construction reports.
  5. A deposit equal to one month's rental fee, submitted with application.
  6. The lease may be terminated by either party with 14 days' notice. The District shall reserve the right to demand use of leased property for public school purposes upon reasonable notice (48 hours minimum).
- School Grounds** School grounds shall be available for community use and shall be divided into the following two categories:
1. Play fields shall be available for community use, and shall be scheduled in accordance with administrative procedures.
  2. Competition (interscholastic) fields and areas shall be available for use by organized groups within the community on a rental basis. Fees shall be established so that rental groups are charged an amount commensurate with the cost of maintenance, administration, and supervision of the facility.
- Kitchen** Use of the kitchens shall require that at least one cafeteria worker be present at each function. The District shall be reimbursed for the use of such personnel, including the cost of any overtime incurred.
- Emergencies or Disasters** The Superintendent may authorize the use of school facilities by civil defense officials in the case of emergencies or disasters.
- Required Conduct** Organizations using school facilities shall:
1. Conduct their business in an orderly manner.

COMMUNITY RELATIONS  
NONSCHOOL USE OF SCHOOL FACILITIES

GKD  
(LOCAL)

2. Abide by all laws and policies, including but not limited to those prohibiting the use, sale, or possession of alcoholic beverages, illegal drugs, and firearms and the use of tobacco products on school property.
3. Make no alteration, temporary or permanent, to school property without prior written consent from the Superintendent.

**Security**

Lessees shall be responsible for providing security if requested by the school administration.

**Release of Liability**

Organizations or individuals using school facilities shall release the District from liability for personal injury and/or damages to personal property. All groups using school facilities shall be responsible for the cost of damages incurred during their use.

**Distribution of  
Nonschool Literature**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials over which the District does not exercise control shall not be sold, circulated, or distributed by persons or groups not associated with the school or a school support group on any school premises in the District without permission in accordance with this policy.

The District's classrooms during the school day are provided for the limited purpose of delivering instruction to students in the courses and subjects in which they are enrolled. Hallways in school buildings are provided for the limited purpose of facilitating the movement of students between classes and allowing access to assigned lockers. Classrooms and hallways shall not be used for the distribution of any materials over which the school does not exercise control.

Each school campus shall designate an area where materials that have been approved for distribution, as provided below, may be made available or distributed to students or others in accordance with the time, place, and manner restrictions developed and approved by the campus principal. The Superintendent shall designate appropriate areas and determine appropriate time, place, and manner restrictions regarding distribution of nonschool materials at District buildings other than school campuses.

**Prior Review**

All written material over which the school does not exercise control and that is intended for distribution on District property shall be submitted for prior review according to the following procedures:

1. Materials shall be submitted to the Superintendent or designee for review.

COMMUNITY RELATIONS  
NONSCHOOL USE OF SCHOOL FACILITIES

GKD  
(LOCAL)

2. To be considered for distribution, materials shall include the name of the organization or individual sponsoring the distribution.
3. Using the standards below at LIMITATIONS ON CONTENT the Superintendent or designee shall approve or reject submitted material within two school days of the time the material is received.
4. The requestor may appeal the decision of the Superintendent or designee to the Board in accordance with GF(LOCAL), beginning at the appropriate Level.

Appropriate law enforcement officials may be called when a person refuses to follow the procedures for submitting materials and fails to leave the premises when asked. [See GKA]

Limitations on  
Content

Nonschool materials shall not be distributed if:

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
4. The materials contain defamatory statements about public figures or others.
5. The materials criticize Board members or school officials or advocate violation of school rules and fall within the standard described at LIMITATIONS ON EXPRESSION at FNAA (LEGAL).
6. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
7. The materials include hate literature that scurrilously attacks ethnic, religious, or racial groups, and similar publications aimed at creating hostility and violence if they fall within the standard described at LIMITATIONS ON EXPRESSION at FNAA(LEGAL).

[See CPAB regarding use of the District's internal mail system and FNAA regarding distribution of nonschool literature by students]

Bellville Independent School District

# **FACILITIES USE ADMINISTRATIVE GUIDELINES**

EFFECTIVE SEPTEMBER 28, 2020

LEARNERS TODAY. LEADERS TOMORROW.

The following is information and procedures pertaining to the use and renting of BISD district properties and facilities. For additional information please contact the BISD Director of Administrative Operations at (979) 865-3133.

## **PHILOSOPHY**

Public school buildings are provided primarily for the regular educational program of Bellville Independent School District and they must be maintained at all times in a satisfactory manner for this essential purpose. Bellville Independent School District has attempted to provide maximum use of public school facilities within the framework that will assure the tax paying public that school facility use is in no way detrimental to the regular educational program. The use of public school facilities outside of school hours may be granted for educational, cultural, recreational and civic activities as long as it is consistent with the statutes, the primary purpose of the schools, and the rules and regulations of Bellville Independent School District. Bellville Independent School District reserves the right to reject any requests not in the best interest of the District.

## **PURPOSE**

The purpose of these established administrative guidelines is to provide opportunities for citizens to participate in educational and recreational activities through the establishment of a building and facilities rental fee schedule and procedures.

The procedures outlined here are applicable for use of district properties or facilities by organized groups. Ad hoc use by community members outside of school operational hours and without posing conflict to use of school facilities for school purposes do not require a formalized agreement. However, in all instances, compliance with the District's policies and procedures for conduct, safety, and security is expected.

Organized groups wishing to utilize district properties or facilities for single or routine use are to abide by the procedures outlined in this document and in accordance with BISD District policies.

Organized groups seeking long-term use and elevated authorization for scheduling, use, and physical alterations should consult with the BISD Superintendent to formalize a more comprehensive Memorandum of Understanding beyond what is outlined in this document.

## **CONDITIONS**

The following guidelines shall apply to all non-school groups desiring to use District facilities in accordance with policy GKD (Local), Policy GKD (Legal) and applicable administrative regulations.

1. The activity shall not interfere with the normal use of the building by school personnel, nor shall approval be granted for any purpose that would damage school property. The program of activities must be suited to the available facilities; they must be of an educational, cultural, recreational or civic nature.
2. The group sponsor, chairperson, or leader identified on the Facility Use Agreement shall be responsible for the facility being used.

3. Minors shall not be permitted to assume responsibility for engaging the use of school facilities
4. The agency or group requesting the use of the facility shall pay the cost of operating expenses and custodial service. The group or agency shall assume full responsibility for any damage to District property beyond that resulting from reasonable usage.
5. All users shall restore the facilities to the condition in which the group found them prior to use. Rental areas are to be left clean after use. Users shall reimburse the District for the cost of employing school custodial or maintenance staff as deemed necessary by the District.
6. The user shall be held responsible for any damages to the District facility, property, or equipment being used. Groups using a building for an occasion which the public is eligible to attend shall be held responsible for treatment of the property on the part of the general public during the rental period. Misuse or abuse of equipment or facilities shall result in immediate denial of further use.
7. Only authorized employees of the District shall be permitted to have keys to District facilities. Special arrangements must be made and fees may apply for building use after 6 p.m. on weekdays and at any time on weekends.
8. Arrangements for use of the kitchen of any food service equipment shall be made through the director of food services. Such use shall be under the supervision of food service personnel. Users shall reimburse the District for the cost of employing food service personnel, including any overtime concurred.
9. All users shall comply with applicable policies, administrative guidelines, and fee schedules established by the District for the facility being used. Any group that does not comply with appropriate policies and guidelines shall be denied further use of District facilities.
10. Use of public school properties or facilities and their equipment shall be authorized upon a written agreement issued by the BISD Director of Administrative Operations in accordance with the rules of Bellville Independent School District. Certain equipment and areas of properties and facilities shall not be available for non-school use, unless otherwise authorized and operated by designated district personnel.
11. Smoking and the use of tobacco products, the use of alcoholic beverages, drugs and/or the distribution of advertising of alcoholic beverages or of dealers in such beverages in school buildings or on school premises are prohibited.
12. Weapons are strictly prohibited on all District property at all times.
13. All applicable fire and safety regulations of Bellville Independent School District, local municipalities and the State of Texas must be followed at all times.
14. Events open to the public or events at which a large number of participants are expected may require the use of security personnel. The District will engage the security personnel when they are required; however, the user will be charged for the service at the current rate per hour, per guard, with a three-hour minimum.
15. The applicant, organization, association, or renter agrees that it shall defend, hold harmless and indemnify Bellville Independent School District, Board of Education, and employees from any and all demands, claims, suits, action and legal proceedings brought against it from the use of facilities.

16. Upon request, in accordance with the BISD Facilities Use Administrative Guidelines a certificate of general liability insurance shall be issued to the District prior to the use of a facility.
17. Requests for use of District properties or facilities must be submitted for consideration at least two weeks in advance of the requested dates unless the nature of the need for use prohibits compliance with this timeframe.
18. Applicants who fail to give the District written notice of cancellation at least twenty-four hours in advance of the scheduled activity will be responsible for the same costs that would have been incurred had the activity been held as scheduled. If notice of cancellation is made by telephone, a written confirmation of this cancellation must be forwarded to the BISD Director of Administrative Operations.
19. A group-requesting long-term rent or lease who are in the process of acquiring a permanent site must comply with the conditions outline in these guidelines relative to Long-Term Rent/Lease of District properties or facilities.
20. Only the areas or rooms specified in the Facilities Use Rental Agreement will be used. No classrooms (or areas where personal property is not properly secured) shall be rented unless otherwise authorized by the District's designee.
21. All renting groups are to have their approved copy of the BISD Facilities Use Agreement and subsequent right to use the facility on their person while using the facility or property.
22. Bellville Independent School District reserves the right to revise rental rates and procedures at any time.

## **LONG-TERM RENT OR LEASE**

Long-term lease shall be defined as use of the facility more than two days per month for a period of three or more months. Long-term leases and Memorandums of Understanding for Facility/Property will be reviewed by the Board annually. Prior to approval of a long-term lease, if applicable, the lessee shall be required to submit:

1. Statement of hardship and an application.
2. Construction schedule and name of architectural firm.
3. Copy of deed to construction site.
4. Quarterly construction reports.
5. A deposit equal to one month's rental fee, submitted with application.
6. The lease may be terminated by either party with 14 days' notice. The District shall reserve the right to demand use of leased property for public school purposes upon reasonable notice (48 hours minimum).

## **APPROVAL OF USE**

The Superintendent and District Designee (Director of Administrative Operations) is authorized to approve nonschool use of District Facilities.

No approval shall be required for nonschool-related individual recreational use of the District's unlocked, outdoor recreational facilities such as the track, playgrounds, tennis courts, and the like when facilities are not in use by the District or for a scheduled non-school purpose.

Organized and routine use of any District property for coordinated purposes must be approved through the procedures outlined in the BISD Facilities Use Administrative Guidelines and BISD Board Policies.

## **SCHOOL GROUNDS**

School grounds shall be available for community use and shall be divided into the following two categories:

1. Play fields shall be available for community use, and shall be scheduled in accordance with administrative procedures.
2. Competition (interscholastic) fields and areas shall be available for use by organized groups within the community on a rental basis. Fees shall be established so that rental groups are charged an amount commensurate with the cost of maintenance, administration, and supervision of the facility.

## **GROUP CLASSIFICATION**

Bellville Independent School District has approved three categories for use of district properties and facilities:

### **Classification I**

Classification I includes nonprofit groups and activities serving the youth of the District and those activities sponsored by school-related groups. School facilities shall be made available at no cost for groups in this classification but activities shall not be approved if there is a conflict with the daily operation of the school.

No deposit, fees or insurance required. If a custodian is required, and the District does not have one on duty, the group will be required to pay for the custodial services .

### **EXAMPLES OF GROUPS IN CLASSIFICATION I:**

- Band Boosters
- PTO/PTA
- Project Graduation
- Cheer Parents
- FFA Boosters
- Athletic Boosters

## **Classification II**

Classification II includes nonprofit groups and activities serving the youth of the community outside the District and non-profit service oriented groups and activities serving members of the entire community of all ages but not limited to the District. Groups in classification II shall be charged according to the Board-adopted fee schedule. Charges for use of District personnel shall be charged only when used outside the normal school days and hours.

When use is outside the normal District operating schedule per District Calendar and hours, personnel service fees may be charged along with a refundable deposit of \$50 for routine use. (Deposit will not be required for single use requests.)

### **EXAMPLES OF GROUPS IN CLASSIFICATION II:**

- Bellville Little League Baseball
- Bellville Youth Football
- Boys and Girls Club
- Lions Club

## **Classification III**

Classification III includes all other groups and activities. Groups in this classification shall be charged fees in accordance with the Board-adopted fee schedule along with insurance requirements.

### **EXAMPLES OF GROUPS IN CLASSIFICATION III:**

- Privately sponsored, profit-based lessons/events/competitions
- Select baseball groups not affiliated with or sanctioned by Bellville Little League
- Organization of adult-centered competitions/practices

## **PRIORITY**

Priorities for scheduling the use of school facilities shall be as follows:0)

1. The regularly scheduled educational program, including instructional activities; meetings, practices, and performances of school-sponsored groups; and staff meetings related to official school business.
2. Meetings and other activities of school support groups organized for the sole purpose of supporting the schools or school-sponsored activities [see GE].
3. Meetings and other activities of groups made up primarily of school-aged children.
4. Meetings of employee organizations [see DGA].
5. Meetings and activities of other groups on a first-come, first-served basis.

## **RENTAL TIME**

All rental time shall be computed from one hour before the time of requested opening to one hour after the closing of the doors.

- A) Persons lingering in the building shall be the responsibility of the renting agency and closing time shall be the time when all persons associated with the rental have left the building.
- B) Fees will be adjusted for additional time.
- C) Minimum rental time is a cumulative total of 3 hours.

## **SUPERVISION**

BISD may designate assigned personnel to be responsible for oversight of the building and facilities used during the rental period. Fees in the amount of \$30/hr may be required if it is deemed necessary for BISD personnel to be present outside of normal operating hours.

All renting groups must provide adequate supervision to maintain order and prevent damage to school property. All activities must be under competent adult supervision and/or leadership. The District reserves the right to judge the adequacy of such supervision and if in its judgment it is advisable to do so, may require a person or persons to be assigned to the function and the applicant pay for the services.

Facilities may not be left without such supervision while occupied. The individual filing the request for facilities use must be present during all times of use by the affiliated group.

## **CONDUCT**

All groups shall comply with the policies and regulations as established by the district for the facility to be used. Violations of these policies, rules and regulations or inaccurate or untruthful statements in the application may result in the organization being denied for future use of school facilities. Contracts may be canceled at any time there is evidence that District policies and regulations are being violated. In case of cancellation, Bellville Independent School District and the Board of Trustees assume no liability other than the return of fees charged for unused facilities.

## **GYMNASIUMS**

Gymnasiums shall be rented only where adequate protection of the gym floor and participants is assured by the renting agency. The renting agency shall pay for any damages caused to the gym, equipment, or floor.

## **BUILDING EQUIPMENT, KEYS, AND PROPERTY**

Equipment and property shall not be loaned or removed from the building. Due to security reasons, keys to district facilities will not be given. The rented facility will be opened and locked by a school employee.

## **FACILITIES RENTAL FEE SCHEDULE**

The Superintendent shall establish the rental fee schedule. The rental fee schedule is subject to annual review by the BSID Executive Cabinet. The FACILITIES RENTAL FEE SCHEDULE is the list of current charges for facility rentals for the District. Charges are intended to reimburse the District for the cost of the event.

	<b>DEPOSIT</b>	<b>LOCATION FEE</b>	<b>PERSONNEL FEES</b>
<b>Singular Use by Groups in Classification I</b>	\$0/Deposit	\$0	\$30/Custodial/Security/Personnel
<b>Routine Use by Groups in Classification I</b>	\$0/Deposit	\$0	\$30/Custodial/Security/Personnel
<b>Singular Use by Groups in Classification II</b>	\$0/Deposit	\$0	\$30/Custodial/Security/Personnel
<b>Routine Use by Groups in Classification II</b>	\$50/Deposit	\$0	\$30/Custodial/Security/Personnel
<b>Singular Use by Groups in Classification III</b>	\$0/Deposit	See Schedule	\$30/Custodial/Security/Personnel
<b>Routine Use by Groups in Classification III</b>	\$50/Deposit	See Schedule	\$30/Custodial/Security/Personnel

## LOCATION RENTAL FEE SCHEDULE:

Location/Item	Rate per hour
BHS Auditorium (900 people max)	First Hour \$90 + \$40 per Additional Hour
Sound/Lighting	\$30 per hour for BISD Personnel to Operate Equipment
Cafeteria (w/o kitchen)	First Hour \$80 + \$40 per hour
Fields/Courts/Track/Gym-Etc.	\$50 Single Use/Approval of Athletic Director Required \$100/Routine Use per semester Approval of Athletic Director Required
Stadium -Community Use >> Stadium use for non-community related events will be independently determined.	\$100 Single Use/Approval of Athletic Director Required Not Available for routine use unless otherwise approved by the BISD Athletic Director and BISD Superintendent.

## PERSONNEL FEE SCHEDULE:

Custodial/Maintenance Services BISD On-Site Supervision BISD Technology Assistance Security	\$30 per hour if deemed necessary by the District
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## COLLECTION OF FEES

The Assistant Superintendent for Finance & Operations will establish a process for billing, monitoring and for the collection of fees. Facilities rental payments must be received 10 calendar days before the scheduled event. Facilities rental payments will be deposited into the general operating fund. Late payments are sufficient grounds for denying future facility usage. Any settlements because of overages are required to be settled within 30 calendar days after the rental date.

## ADDITIONAL CHARGES

The Director of Administrative Operations shall establish additional charges for:

- A. School equipment (spot lights, microphones, computers, VCR & televisions, etc.)
- B. The cost of all stagehands, light crews, sound technicians, security, ushers, etc. shall be in addition to the basic fee.
- C. Playoff administration and facilities rental fees will be independently determined in accordance with the nature of the event and requires the approval of the Athletic Director.

## SIGNAGE

Signs advertising group's events or activities are permitted only during rental times. Signs are not permitted during normal school hours or overnight. Signs should comply with applicable city ordinances.

## **STORAGE**

Renting organizations will not store equipment, supplies, or materials in Bellville ISD facilities unless prior arrangements are made with the Director of Administrative Operations. Any storage arrangements that are made will be strictly temporary. Bellville ISD is not responsible for items left in school facilities.

## **EXCEPTIONS**

The Superintendent or District Designee may grant exceptions to these procedures:

- A. For events conducted for the benefit of students on a case-by-case basis when custodial and other services are not required beyond the regularly scheduled duty and when no additional school funds are used to subsidize the camps;
- A. For limited free use to public service organizations that perform strictly public services, such as civic groups, Boy Scouts and Girl Scouts, when custodial and other services are not required beyond the regularly scheduled duty;
- B. For public meetings sponsored by state or local governmental agencies; or
- C. By District employee professional organizations; and
- D. When no additional school funds are used to subsidize these meetings, and Requests are for occasional use ONLY.

BELLVILLE INDEPENDENT SCHOOL DISTRICT

# FACILITIES USE AGREEMENT

Requests for use of BISD District facilities or properties are to be submitted to the BISD Central Administration Office no later than two weeks prior to the requested dates of use.

REQUEST FOR USE OF BISD FACILITY/PROPERTY:

\_\_\_\_\_

\_\_\_\_\_  
Name of the Organization/Individual

\_\_\_\_\_  
Name of the Campus/Property To Be Used

\_\_\_\_\_  
Date/s of Intended Use

From: \_\_\_\_\_ to: \_\_\_\_\_  
Facility Open and Closed Time (Not Event Time)

Purpose of Use::

Setup Needed by District:

CONTACT INFORMATION FOR RESPONSIBLE PARTY:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City/State/Zip

TOTAL USAGE FEE (See Facility Usage Fee Calculation Worksheet):	
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IN SIGNING THIS DOCUMENT, I AM CONFIRMING THAT I HAVE READ AND AGREE TO THE TERMS AND CONDITIONS OF THE BISD FACILITIES USE ADMINISTRATIVE GUIDELINES AND BISD POLICIES.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date of Submission

BELLVILLE INDEPENDENT SCHOOL DISTRICT

# FACILITIES USE FEE CALCULATION

Please see the BISD Facilities Use Administrative Guidelines for complete details on calculation and collection of fees associated with non-school use of District facilities and properties.

\_\_\_\_\_

\_\_\_\_\_

Name of the Organization/Individual

Name of the Campus/Property To Be Used

\_\_\_\_\_

Date/s of Intended Use

From: \_\_\_\_\_ to: \_\_\_\_\_  
 Facility Open and Closed Time (Not Event Time)

**USAGE FEE CALCULATION:**

Description	Multiplier (Time/Days/Hours)	Total Charge
Deposit		
Location Fee-Auditorium		
Location Fee- Cafeteria		
Location Fee-Fields/Outdoor		
Location Fee-Other:		
Equipment Operation Fees		
Other:		
Personnel Fee/s: <input type="checkbox"/> Custodial/Maintenance <input type="checkbox"/> BISD Personnel <input type="checkbox"/> Security <input type="checkbox"/> Kitchen Personnel		
<b>TOTAL</b>		

Usage fees are non-negotiable. Total fee amount must be paid by cash or certified funds payable to Bellville Independent School District tendered to the administration building. Application requires the completed

and signed rental application with proof of liability insurance (as required) showing Bellville ISD as the loss payee, and Copy of Driver's License of individual signing rental application.

**Conditions for Use** School buildings or facilities shall be made available to citizens and service groups in accordance with [BISD Facilities Use Administrative Guidelines](#) and applicable Board Policies.

1. The activity shall not interfere with the normal use of the building by school personnel, nor shall approval be granted for any purpose that would damage school property or to groups that are known to have damaged other rented property.
2. Rental applications may be obtained from the business office and shall be submitted at least two weeks prior to use.
3. The request for the use of the building for the designated purpose shall be considered in accordance with the administrative procedures of the District.
4. The group sponsor, chairperson, or leader shall be responsible for the facility being used.
5. The group or organization renting the school facility shall be held responsible for any damage to the facility during the use of the building. Groups using a building for an occasion which the public is eligible to attend shall be held responsible for treatment of the property on the part of the general public during the rental period.
6. All rental applications shall be accompanied by a deposit which shall be held properly secured.
7. No classrooms (or areas where personal property is not properly secured) shall be rented.

**Food Service** 8. Arrangements for use of the kitchen or any food service equipment shall be made through the director of food services. Such use shall be under the supervision of food service personnel. Users shall reimburse the District for the cost of employing food service personnel, including any overtime incurred.

**Prohibition** 9. No facility shall be rented for the purpose of a public dance.

**Clean Up** 10. Rental areas are to be left clean after use. Users shall reimburse the District for the cost of employing school maintenance staff, including any overtime incurred.

[See CNB regarding nonschool use of District vehicles and FNAB regarding student group use of school facilities]

**Priorities** Priorities for scheduling the use of school facilities shall be as follows:

1. The regularly scheduled educational program, including instructional activities; meetings, practices, and performances of school-sponsored groups; and staff meetings related to official school business.
2. Meetings and other activities of school support groups organized for the sole purpose of supporting the schools or school-sponsored activities [see GE].
3. Meetings and other activities of groups made up primarily of school-aged children.
4. Meetings of employee organizations [see DGA].
5. Meetings and activities of other groups on a first-come, first-served basis.

**Group Classification**

Classification I

Classification I includes nonprofit groups and activities serving the youth of the District and those activities sponsored by school-related groups. School facilities shall be made available at no cost for groups in this classification but activities shall not be approved if there is a conflict with the daily operation of the school.

Classification II

Classification II includes nonprofit groups and activities serving the youth of the community outside the District. Groups in classification II shall be charged according to the Board-adopted fee schedule. Charges for use of District personnel shall be charged only when used outside the normal school days and hours.

Classification III

Classification III includes nonprofit groups and activities serving members of the entire community of all ages but not limited to the District. Groups in classification III shall be charged for personnel and maintenance costs during and after the normal school days and hours.

Classification IV

Classification IV includes all other groups and activities. Groups in this classification shall be charged in accordance with the Board-adopted fee schedule.

**Scope of Use**

The District shall permit nonschool use of designated District facilities for educational, recreational, civic, or social activities when these activities do not conflict with school use or with this policy.

Approval shall not be granted for any purpose that would damage school property or to any group that has damaged District property.

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**Note:** See the following policies for other information regarding facilities use:

- (1) Use by employee professional organizations: DGA

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(LOCAL)

- (2) Use of facilities for school-sponsored and school-related activities: FM
  - (3) Use by noncurriculum-related student groups: FNAB
  - (4) Use by District-affiliated school-support organizations: GE
- 

**Nonprofit Fund-Raising**

The District shall permit nonprofit organizations to conduct fund-raising events on District property when these activities do not conflict with school use or with this policy.

**For-Profit Use**

The District shall permit individuals and for-profit organizations to use its facilities for financial gain when these activities do not conflict with school use or with this policy.

**Scheduling**

Requests for nonschool use of District facilities shall be considered on a first-come, first-served basis.

Academic and extracurricular activities sponsored by the District shall always have priority when any use is scheduled. [See FM] The Superintendent or designee shall have authority to cancel a scheduled nonschool use if an unexpected conflict arises with a District activity.

**Approval of Use**

The Superintendent or designee is authorized to approve use of all other District facilities and properties.

Exception

No approval shall be required for nonschool-related recreational use of the District's unlocked, outdoor recreational facilities, such as the track, playgrounds, tennis courts, and the like, when the facilities are not in use by the District or for a scheduled nonschool purpose.

Emergency Use

In case of emergencies or disasters, the Superintendent may authorize the use of school facilities by civil defense, health, or emergency service authorities.

**Fees for Use**

Except for school-sponsored groups and school support groups, users shall may be charged a fee for operation, supervision, and clean-up costs at designated facilities. The Superintendent shall publish a schedule of fees for the use of facilities.

Facility fees shall not apply when school buildings are used as polling places for public elections, for precinct and county conventions, or for public meetings sponsored by state or local governmental agencies, or by District employee professional organizations [See DGA].

Facility fees shall not apply to meetings of employee organizations.

**Infrequent Rental**

Nonprofit organizations using a facility no more than two times a year may be charged a special rate as determined by the administration to cover only the cost for personnel to operate and close the facility, including any overtime incurred.

**Short-Term Rent or Lease**

Short-term rental or lease is defined as not more than two days per month over a three month period.

**Long-Term Rent or Lease**

Long-term lease shall be defined as use of the facility more than two days per month for a period of three or more months. A long-term lease requires Board approval semi-annually.

Prior to approval of a long-term lease, if applicable, the lessee shall be required to submit:

1. Statement of hardship and an application.
2. Construction schedule and name of architectural firm.
3. Copy of deed to construction site.
4. Quarterly construction reports.
5. A deposit equal to one month's rental fee, submitted with application.
6. The lease may be terminated by either party with 14 days' notice. The District shall reserve the right to demand use of leased property for public school purposes upon reasonable notice (48 hours minimum).

**School Grounds**

School grounds shall be available for community use and shall be divided into the following two categories:

1. Play fields shall be available for community use, and shall be scheduled in accordance with administrative procedures.
2. Competition (interscholastic) fields and areas shall be available for use by organized groups within the community on a rental basis. Fees shall be established so that rental groups are charged an amount commensurate with the cost of maintenance, administration, and supervision of the facility.

**Kitchen**

Use of the kitchens shall require that at least one cafeteria worker be present at each function. The District shall be reimbursed for the use of such personnel, including the cost of any overtime incurred.

**Emergencies or Disasters**

The Superintendent may authorize the use of school facilities by civil defense officials in the case of emergencies or disasters.

**Required Conduct**

**Organizations** **Persons or groups** using school facilities shall:

1. Conduct their business in an orderly manner.
2. Abide by all laws and policies, including but not limited to those prohibiting the use, sale, or possession of alcoholic beverages, illegal drugs, and firearms and the use of tobacco products on school property.
3. Make no alteration, temporary or permanent, to school property without prior written consent from the Superintendent.

All groups using school facilities shall be responsible for the cost of repairing any damages incurred during use and shall be required to indemnify the District for the cost of any such repairs.

**Security**

Lessees shall be responsible for providing security if requested by the school administration.

**Release of Liability**

Organizations or individuals using school facilities shall release the District from liability for personal injury and/or damages to personal property. All groups using school facilities shall be responsible for the cost of damages incurred during their use.

**Distribution of  
Nonschool Literature**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials over which the District does not exercise control shall not be sold, circulated, or distributed by persons or groups not associated with the school or a school support group on any school premises in the District without permission in accordance with this policy.

The District's classrooms during the school day are provided for the limited purpose of delivering instruction to students in the courses and subjects in which they are enrolled. Hallways in school buildings are provided for the limited purpose of facilitating the movement of students between classes and allowing access to assigned lockers. Classrooms and hallways shall not be used for the distribution of any materials over which the school does not exercise control.

Each school campus shall designate an area where materials that have been approved for distribution, as provided below, may be made available or distributed to students or others in accordance with the time, place, and manner restrictions developed and approved by the campus principal. The Superintendent shall designate appropriate areas and determine appropriate time, place, and manner restrictions regarding distribution of nonschool materials at District buildings other than school campuses.

**Prior Review**

All written material over which the school does not exercise control and that is intended for distribution on District property shall be submitted for prior review according to the following procedures:

1. Materials shall be submitted to the Superintendent or designee for review.
2. To be considered for distribution, materials shall include the name of the organization or individual sponsoring the distribution.
3. Using the standards below at LIMITATIONS ON CONTENT the Superintendent or designee shall approve or reject submitted material within two school days of the time the material is received.
4. The requestor may appeal the decision of the Superintendent or designee to the Board in accordance with GF(LOCAL), beginning at the appropriate Level.

Appropriate law enforcement officials may be called when a person refuses to follow the procedures for submitting materials and fails to leave the premises when asked. [See GKA]

Limitations on  
Content

Nonschool materials shall not be distributed if:

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
4. The materials contain defamatory statements about public figures or others.
5. The materials criticize Board members or school officials or advocate violation of school rules and fall within the standard described at LIMITATIONS ON EXPRESSION at FNAA (LEGAL).
6. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
7. The materials include hate literature that scurrilously attacks ethnic, religious, or racial groups, and similar publications aimed at creating hostility and violence if they fall within the standard described at LIMITATIONS ON EXPRESSION at FNAA(LEGAL).

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[See CPAB regarding use of the District's internal mail system and  
FNAA regarding distribution of nonschool literature by students]

Bellville Independent School District

# **DISTRICT STRATEGIC ACTION PLAN**

LEARNERS TODAY. LEADERS TOMORROW.

THIS PAGE WAS INTENTIONALLY LEFT BLANK.

“Our job as teachers, leaders, and parents is not to prepare kids for something; our job is to help our kids prepare themselves for anything.”

A.J. Juliani

## MOTTO

Learners Today. Leaders Tomorrow.

## VISION

We learn through work and experiences that are purposeful, meaningful, and challenging to improve ourselves and our abilities to positively contribute to the world around us.

## MISSION/PURPOSE:

BISD, as the center of public education in our community, partners with students, staff, parents, and community to cultivate relevant learning experiences so that each individual is empowered by their unique gifts and interests.

## THE BELLVILLE WAY

Bellville is often described as being “different” from other places. The “difference” is always felt to be something good and comforting.

In Bellville we:

- Have Heart.
- Show Respect.
- Work Hard.
- Support Each Other.
- Honor Tradition.
- Value Progress.
- Are family.

## PORTRAIT OF A BISD GRADUATE

It is our aim, that every Bellville ISD student:

- Knows their strengths and interests.
- Is a capable and adaptable learner.
- Dreams big and works hard.
- Values and accepts themselves and others.
- Has a strong sense of ethics.
- Positively contributes to the world around them.

# District Goals

## **GOAL 1:**

Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]

## **GOAL 2:**

Foster a connected, collaborative, strategic approach to continuous improvement for the district. [LEADERSHIP]

## **GOAL 3:**

Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [CULTURE]

## **GOAL 4:**

Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]



# STRATEGIC PLAN

There is a highly effective balance that can be found between the power of intentionality and the potential of emergence.

## LEARNING

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
Individuals are connected to strengths & interests.					
Identify the skills sets, knowledge, characteristics, and traits desired for all BISD Graduates.	<ul style="list-style-type: none"> <li>• <a href="#">Seek student, staff, and community input on traits of a BISD Graduate</a></li> <li>• Develop a Portrait of a BISD Graduate</li> <li>• Communicate with our Community Regarding the BISD Portrait of a Graduate</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Rubric for a vertically aligned</li> <li>• Develop a community-based accountability system designed around the BISD Portrait of a Graduate</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an electronic framework for Student Portfolios aligned with the established Portrait of a BISD Graduate</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to concentrate our purpose and design of educational experiences around the BISD Portrait of a Graduate</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to concentrate our purpose and design of educational experiences around the BISD Portrait of a Graduate</li> </ul>
Create coherent programs of study culminating in industry-certifications, internships, and college and career readiness.	<ul style="list-style-type: none"> <li>• <a href="#">Survey students and parents</a> to determine areas of interest for future course offerings.</li> <li>• Prepare to <a href="#">expand course offerings</a> aligned to areas of student/parent/local-industry interests</li> <li>• Prepare to transition to <a href="#">6-12 Block Schedule</a></li> </ul>	<ul style="list-style-type: none"> <li>• Successfully Implement Block Scheduling 6-12</li> <li>• Create Industry-Based Advisory Panels for Programs of Study.</li> <li>• Investigate early college infrastructure &amp; develop an early college implementation plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to align core content with Programs of Study</li> <li>• Host "adopt-a-class" with elementaries and Career Days PK-8</li> <li>• Implement Cornerstone Projects with Industry Panelists.</li> <li>• Partner students with industries for internships</li> <li>• Implement early-college plan including support for BISD teachers to become eligible to serve as adjunct professors.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to align core content with Programs of Study</li> <li>• Expand cornerstone projects with industry panelists to Elem. &amp; JH.</li> <li>• Implement an early college plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer Academic Pathways aligned to College/Career Programs of Study-Student Interest</li> <li>• Support staff in pursuing bachelor's degrees/other: Grow Your Own Programs.</li> </ul>
Enhance technology infrastructure, devices, and instructional integration	<ul style="list-style-type: none"> <li>• BISD Technology Committee of Stakeholders- <a href="#">Develop Tech Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate technology instruction K-6</li> <li>• Build out 1:1 device-student ratio PK-12</li> <li>• Take action on EBS</li> <li>• Research, select &amp; Train on LMS system &amp; Single Sign-on System</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implement LMS &amp; Single Sign-on System</b></li> <li>• Support Teachers in Creating Content</li> </ul>	>>>	>>>
Provide educational opportunities that allow <b>students</b> to expand their horizons.	<ul style="list-style-type: none"> <li>• Take students on <a href="#">learning trips</a></li> <li>• Convene Field Trip Committee</li> </ul>	Develop Field Trip Plan: K-3: Local/Regional 4-5: State 6-8: Nation 9-12: World	Implement Field Trip Plan	Implement Field Trip Plan	Implement Field Trip Plan
Provide educational opportunities that allow <b>staff</b> to expand their horizons or awareness.	<ul style="list-style-type: none"> <li>• Take staff on <a href="#">learning trips</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in administrative leadership and teacher leadership PLC's</li> <li>• Engage in Transformational Leadership Work with Schlechty Center</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Transformational Leadership Work &amp; Engagement By Design with Schlechty Center</li> <li>• Encourage and support teachers participating in state learning conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Transformational Leadership Work &amp; Engagement By Design with Schlechty Center</li> <li>• Encourage and support teachers participating in national learning conferences.</li> </ul>	Encourage and support teachers presenting at state and national conferences.

# STRATEGIC PLAN

There is a highly effective balance that can be found between the power of intentionality and the potential of emergence.

## LEARNING

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
<b>Individuals have accountable ownership of purposeful work.</b>					
Implement a systemic approach to fostering social and emotional well-being and positive decision making among students and staff		<ul style="list-style-type: none"> <li>SEL Professional development and Morning Meetings Implementation K-5/ Secondary SEL 7th Grade Class + Athletics</li> <li>Engage in Guided Reflection to Create Culturally Responsive Campuses &amp; Classrooms</li> </ul>	SEL Professional Development, Restorative Practices, & Peer Mediators K-8	>>>	>>>
Enhance Student Voice in our learning design and reporting processes	BHS Student Advisory Panel	K-12 Superintendent Student Advisory Panel	Students included in: Curriculum Planning & Hiring	Student Led Conferences & Corner Stone Projects	Student presentations at state conferences
Establish effective collaborative teams among staff.	<ul style="list-style-type: none"> <li>Host regular collaborative team meetings with Principals, Sped, counselors, &amp; AP's.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher leadership PLC;</li> <li>Host regular collaborative team meetings with Principals, Sped, counselors, AP's, Nurses, &amp; Librarians</li> </ul>	<ul style="list-style-type: none"> <li>Teacher lead PLC's with teaching teams/Dept.</li> </ul>	>>>	>>>
Create a robust, vertically aligned BISD curriculum framework and instructional resources PK-12 housed in an LMS	Host opportunities for vertical collaboration	<ul style="list-style-type: none"> <li>Host vertical &amp; horizontal curriculum planning workshops;</li> <li>Research, train, and create content in an LMS;</li> <li>Build out Team Drive w/ instructional resources,</li> </ul>	>>>	>>>	>>>
Enhance the BISD GT Program K-12	Training with Dr. Juntune X	<ul style="list-style-type: none"> <li>Training w/ Dr. Juntune;</li> <li>GT Parent Advisory Panel and updated BISD GT Plan</li> <li>Enhance K-5 GT Program</li> </ul>	<ul style="list-style-type: none"> <li>Enhance 6-12 GT Program;</li> <li>Continue Parent Advisory Group;</li> <li>Incorporate Student Voice</li> </ul>	>>>	>>>
Create an approach to professional development for staff in BISD that is relevant and cutting-edge.	<ul style="list-style-type: none"> <li><a href="#">BISD Professional Learning Handbook</a></li> <li><a href="#">Mid-Year Mini Conference</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">August 2020 PD</a></li> </ul>	<ul style="list-style-type: none"> <li>Enhance teacher-led PD;</li> <li>Add Lunch-n-Learn Opportunities</li> <li>Get and give direct feedback on PD effectiveness and satisfaction from participants</li> </ul>	>>>	>>>
Implement rigorous and effective instructional design and delivery practices		<ul style="list-style-type: none"> <li><a href="#">Introduce BISD Instructional Model Toolbox</a></li> </ul>	<ul style="list-style-type: none"> <li>Get and give direct feedback on instructional effectiveness inclusive of admin &amp; peer observation &amp; student voice</li> </ul>	>>>	>>>
Create opportunities for students to contribute to the local economy: through opportunities farm-to-table, market days, a student-run store.		<ul style="list-style-type: none"> <li>Develop plans for Farm-to-Table Concept</li> <li>Develop Market Plan for Student-Run Store</li> </ul>	<ul style="list-style-type: none"> <li>Obtain space for BISD Student-Run Store on the Square</li> </ul>	<ul style="list-style-type: none"> <li>Open BISD Student-Run Store on the BISD Square</li> </ul>	>>>

# STRATEGIC PLAN

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## LEARNING

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
Individuals receive timely and meaningful feedback.					
Establish data-based metrics to monitor progress toward academic achievement goals and an effective responsive intervention program.	<ul style="list-style-type: none"> <li>Identify specific attainable goals for attainment on standardized tests across student groups, content areas, and grade levels in accordance with the state's accountability system</li> <li>Investigate effective models for RTI tiered structures, benchmarks/progress monitoring, and intervention programs</li> </ul>	<ul style="list-style-type: none"> <li>Implement a tiered pull-out program K-5 to serve students needing additional instruction in a small-group pullout</li> <li>Train in effective utilization of Aimsweb K-8 Reading &amp; Math Assessment Tool for universal screening, benchmarks, and progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Design and implement a systemic approach to RTI and test-prep with students in grades 6-12</li> </ul>	>>>	>>>
Develop effective structures for grading periods, guidelines for weight & re-do's, and effective grade reporting practices	<ul style="list-style-type: none"> <li>Convene grading committee to determine district standards for grading cycles, quantity of grades, grade weights, re-do's, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Implement updated grading guidelines and 9 week grading cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an electronic framework for Student Portfolios that captures evidence of students' work and progress throughout their educational journey PK-12</li> <li>Develop plans for student-led conferences</li> </ul>	<ul style="list-style-type: none"> <li>Implement PK-12 electronic student portfolios;</li> <li>Implement PK-8 Student led conferences;</li> <li>Research &amp; prepare to transition to standards-based grading</li> </ul>	<ul style="list-style-type: none"> <li>Standards based grade reporting in place PK-12</li> </ul>

## Education

is not the learning of facts, but the training of the mind to think.

-Albert Einstein

# STRATEGIC PLAN

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## LEADERSHIP

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
Establish a strategic and collaborative approach to continuous improvement in all areas of the district's operations and academics.	<ul style="list-style-type: none"> <li>Develop Board Goals and <a href="#">Board</a> and <a href="#">Superintendent</a> evaluation tools to monitor progress toward goals.</li> <li><a href="#">Develop Board Operating procedures.</a></li> <li>Collaboratively develop <a href="#">innovation plans</a>, <a href="#">improvement plans</a>, <a href="#">technology plans</a>, business operations</li> <li>Develop BISD Strategic Plan X</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">BISD Operational Guidelines</a></li> <li>Convene regularly with the DAC, Capital Improvement Team, Parent Advisory Committee, Student Advisory Committee, SHAC, etc.</li> <li>Diversify representation within advisory groups.</li> <li>Conduct workshops &amp; annual retreats with the board, district leaders, &amp; teacher leaders, to train and update on leadership practices, protocols, procedures, goals, and initiatives.</li> <li>Develop BISD Strategic Plan</li> </ul>	>>>	>>>	>>>
Ensure BISD facilities are equipped to effectively support district operations and learning.	<ul style="list-style-type: none"> <li>Convene a capital improvement committee</li> <li>Conduct a capital assessment</li> <li>Create a capital improvement plan available through local resources</li> <li>Communicate with our community regarding capital improvements</li> <li>See: <a href="http://www.bellvilleisd.org">www.bellvilleisd.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Expand the capital improvement committee to include representation of all stakeholder groups served.</li> <li>Select an architectural partner for long-range planning</li> <li>Develop a long-range facilities plan</li> <li>Develop a real-estate management &amp; investment plan</li> </ul>	<ul style="list-style-type: none"> <li>Take action to address long-term facilities needs beyond current local resources.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to 2021-2022 Actions</li> </ul>	<ul style="list-style-type: none"> <li>Respond to 2021-2022 Actions</li> </ul>
Maintain superior financial standing and efficient fiscal management	<ul style="list-style-type: none"> <li><a href="#">Develop a strategic approach to management of the district's fund balance.</a></li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve upon local budgeting processes and transparency to ensure efficient fiscal management at all levels within the system.</li> <li>Conduct BISD Demographic study and develop long-range staffing plans in alignment with student:teacher ratios and academic programming</li> <li>Act upon all necessary information from the Texas legislature and TEA to ensure attainment of maximum eligible funding for BISD</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure BISD Compensation Plan is competitive with our region;</li> <li>Continue to develop and implement a formulaic approach for salary determinations</li> <li>Continue to train budget managers on effective and appropriate financial management practices</li> </ul>	>>>	>>>

# STRATEGIC PLAN

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## LEADERSHIP

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
Promote connectedness between leaders and the work of the district.	<ul style="list-style-type: none"> <li>Conduct monthly board-walks at campuses and departments across the district.</li> <li>Conduct monthly department and campus spotlights and BISD Board meetings.</li> <li>Engage board members and leaders with multiple stakeholders in decision-making committees.</li> </ul>	>>>	>>>	>>>	>>>
Be intentional in ensuring all work of the District supports the established vision, goals, and policies of the BISD Board of Trustees.	<ul style="list-style-type: none"> <li>Link all Board Agenda Items to an Identified Board Policy and Board Goal via Cover Sheets for Board Action Items</li> </ul>	<ul style="list-style-type: none"> <li>Solidify and communicate BISD Vision, Goals, &amp; Strategic Plan.</li> <li>Structure Board Meetings to align with priorities and focus of the district</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally and regularly reference Board Self-Evaluation, BISD Strategic Plan, and BISD Goals for progress monitoring and action.</li> <li>Audit Board Agendas for alignment with established goals and priorities.</li> </ul>	>>>	>>>



# STRATEGIC PLAN

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## CULTURE

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
Ensure all staff feel valued and appreciated.	<ul style="list-style-type: none"> <li>Continue traditions of beginning of the year supply gift certificates, one-time mid-year stipends, turkey certificates, holiday treats, Christmas luncheons, etc</li> <li>Seek and respond to input from staff regarding the ways in which they want to be valued (benefits packages, pay, acts of appreciation, etc.) X</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all feel safe and have the resources to be successful amidst COVID-19.</li> <li>Seek and respond to input from staff regarding the ways in which they want to be valued (benefits packages, pay, acts of appreciation, etc.)</li> <li>Continue seasonal acts of appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Ensure BISD Compensation Plan is appropriate relative to market competition for our region and relative to internal equity, roles, and responsibilities.</li> </ul>	>>>	>>>
Effectively recruit, hire, onboard, train, and retain exceptional individuals to be part of the BSID team.	<ul style="list-style-type: none"> <li>Update BISD job descriptions for new postings;</li> <li>Expand avenues for publicizing open positions;</li> <li>Enhance and customize our interview process;</li> <li>Include parents and staff on all hiring committees.</li> <li>Streamline and enhance our onboarding processes</li> </ul>	<ul style="list-style-type: none"> <li>Provide ongoing guidance and support to mentors and new team members.</li> <li>Continue to develop plans and pilot incorporation of students in our hiring processes.</li> <li>Develop measurable goals for evaluating the effectiveness of our efforts to recruit and retain quality employees.</li> <li>Gather employee input on job satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enhance our efforts in recruitment, training, and retention.</li> <li>Respond to data trends related to this objective.</li> </ul>	>>>	>>>
Create an organizational structure that effectively supports the learning and work of the district.	<ul style="list-style-type: none"> <li>Add capacities for Chief Talent Officer and Chief Academic Officer to the BISD Organizational Structure.</li> <li>Ensure all campuses are equipped with the positions necessary to operate effectively: OBI-Principal, OBI-Counselor, BJHS/BHS Academic Pathways, etc.</li> <li>Implement efficient processes to receive, consider, and respond to staffing needs and requests.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a 3 year staffing plan responsive to demographic projections, student:teacher ratios, and academic programming</li> <li>Develop hiring schedule updates and adjustments for 21-22</li> </ul>	<ul style="list-style-type: none"> <li>Continue to absorb where able in response to enrollment and commit staffing positions for build-out of academic pathways</li> </ul>	>>>	>>>

# STRATEGIC PLAN

There is a highly effective balance that can be found between the power of intentionality and the potential of emergence.

## CULTURE

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
Foster a culture of collaboration and learning.	<ul style="list-style-type: none"> <li>• Invite input through campus through multiple modes including surveys, committees, and campus input sessions.</li> <li>• Develop leaders' ability to listen and respond to input in a way that creates trust and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop leaders' ability to listen and respond to input in a way that creates trust and honesty.</li> <li>• Ensure leaders are capable and empowered to respond to input received</li> <li>• Host Teacher Leader PLC's</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate student voice in curriculum planning and decision making committees, and hiring processes.</li> <li>• Support teacher leaders in hosting PLC's with teaching teams.</li> <li>• Expand forums for input and collaboration</li> </ul>	>>>	>>>
Ensure all staff feel inspired and supported in pursuit of personal and professional goals and growth.	<ul style="list-style-type: none"> <li>• Conduct a leadership workshop series with assistant principals.</li> <li>• Develop a local appraisal and development system to grow all BISD employees through personal goal setting and coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a leadership workshop series with aspiring leaders;</li> <li>• Implement local growth and appraisal system to support connectedness and pursuit of personal and professional goals</li> </ul>	<ul style="list-style-type: none"> <li>• Seek and respond to feedback on the effectiveness of the district's local growth and appraisal system;</li> <li>• Determine a way to evaluate attainment of this objective.</li> </ul>	>>>	>>>
Establish "The Bellville Way" as a driving movement for unity and development of individual and collective values and character.	<ul style="list-style-type: none"> <li>• Seek input from BISD stakeholders and community to articulate "The Bellville Way"</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new employees to "The Bellville Way"</li> <li>• Continue to seek to articulate and describe The Bellville Way -Create a video of stories of those who have lived the moments that create the Bellville culture</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to make "The Bellville Way" a driving force and source of pride for our district and community that is known and felt by all students, staff, and parents.</li> </ul>	>>>	>>>

# STRATEGIC PLAN

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## COMMUNITY

OBJECTIVE	2019-2020 ACTIONS	2020-2021 ACTIONS	2021-2022 ACTIONS	2022-2023 ACTIONS	2023-2024 ACTIONS
Engage district and community stakeholders in meaningful ways.	<ul style="list-style-type: none"> <li>• Convene community-based Advisory Committees: DAC, SHAC, Technology, Capital Improvement, etc.</li> <li>• Include district stakeholders (board, students, parents, etc.) on hiring &amp; decision-making committees.</li> <li>• Engage industry-based experts to serve on advisory boards for development of academic pathways provided at BHS and serve as panelist on student corner-stone projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to engaged with diverse groups of representatives on advisory committees;</li> <li>• Continue to build upon the role of industry experts on our academic pathway committees;</li> <li>• community leaders;</li> <li>• Convene regular advisory meeting with parent and student groups;</li> <li>• Host open input parent-connections 2-4 times per year.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine and develop key partnerships to develop to best meet students needs</li> </ul>	>>>	>>>
Positively contribute to our community.	<ul style="list-style-type: none"> <li>• Host Fall District Day of Service and Spring Community Day of Service</li> <li>• Enhance Communication Tools</li> <li>• Engage with community leaders to support joint efforts: church leaders, business leaders, community organizations, EDC, City Council, Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Host 3-4 Leadership Luncheons with</li> <li>• Host Fall &amp; Springs Days of Service</li> <li>• Foster a more connected relationship between school leaders-day care-private school, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite daycares and private schools to learn and grow through professional development and teacher collaboration opportunities</li> </ul>	>>>	>>>
Foster support from Bellville ISD Education Foundation & engage Alumni in meaningful ways	<ul style="list-style-type: none"> <li>• Find community leader to take charge of revitalizing the BISD Education Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with community leader to revitalize the activity of the BISD Education Foundation;</li> <li>• Develop methods to reach out to and engage BISD alumni</li> <li>• Develop role, cause, and plan for BSD Education foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Support work and fundraising for BISD Education Foundation and implement plan of action for positive impact on students and staff.</li> </ul>	>>>	>>>

“What we all want is to be a valued member of a winning team on an inspiring mission.”

**-Graham Weston**



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

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September 24, 2020

<b>Subject:</b>	Consider action on Superintendent's authority to authorized contracted services related to Special Education and Capital Improvement Projects.
<b>Presenter:</b>	Dennis Jurek
<b>Board Policy:</b>	CH(local)
<b>BISD Goal:</b>	<ol style="list-style-type: none"><li>1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]</li><li>2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]</li><li>3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]</li><li>4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]</li></ol>
<b>Summary:</b>	<p>Grant the superintendent the authority to authorized purchase above the \$50,000 threshold for single item purchases when the services and projects are in approved budgets and carved out projects and through approved procurement methods. A revision of Board Policy CH(local) will accomplish this change in authority. A draft is expected from our attorney tomorrow.</p>
<b>Attachments:</b>	▪
<b>Recommendation:</b>	

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.

### PROPOSED REVISIONS

**Compliance with Law**

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

**Construction Contracts**

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$50,000, the Superintendent shall also submit the resulting contract to the Board for approval, except as provided below. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

[The Board delegates to the Superintendent the authority to make purchases for professional services and construction services as needed to carry out capital projects budgets by the Board. \[See CH\(LOCAL\)\]](#)

**Change Orders**

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

**Project Administration**

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

**Final Payment**

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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<b>Recommendation:</b>	

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.

### PROPOSED REVISIONS

**Purchasing  
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, except as provided below, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

The Board delegates to the Superintendent the authority to make the following budgeted purchases without Board approval:

1. Purchases of goods and services necessary for special education programs and services, including but not limited to assistive technology; diagnostic and testing services; speech, language or audiology services; physical therapy services; psychological, emotional, or occupational counseling or therapy services; out-of-District placements; other contracted services, and professional development or training.
2. Purchases of goods and services, including construction services, necessary to carry out capital projects budgeted by the Board. [See CV (LOCAL)]

**Purchasing  
Procedures**

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

**Purchasing Method**

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Competitive  
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

*Competitive  
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time

PURCHASING AND ACQUISITION

CH  
(LOCAL)

specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

**Electronic Bids or Proposals**

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

**Responsibility for Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase Commitments**

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office.