

Dear Parent(s)/Guardian,

On behalf of the staff and students of Belton High School, I want to welcome you and your student to Belton High School. Your student will be attending one of the best schools in the nation. Our school has been recognized as Accredited with Distinction and is certified as a Parent Involvement School of Excellence. We also have a faculty dedicated to providing an outstanding educational program for every student.

The information in this booklet will provide the details of our curriculum, student policies and procedures, parenting information and our Parent Involvement Plan. Please take the time to review them carefully and discuss them with your students. We encourage you to become an active and involved parent in our school. You are welcome at school anytime and we hope we will see you often.

Your student will experience a wonderful variety of programs and opportunities at Belton High School. The academic curriculum is both rigorous and challenging. The extracurricular activities are primarily sponsored by our teaching staff and directed by Mr. George Shrum & Mr. James Beard, our Athletic/Activities Directors, and include a wide variety of fun, educational, and motivating activities. Enrichment activities are included throughout the year to add to our educational program.

We encourage you to become a part of our Parent Teacher Student Association (PTSA). Memberships cost \$5.00 and can be purchased any time beginning at Back to School Night.

We also invite you to participate by serving on a Belton High School school-decision making committee. If you would be interested, please call my secretary, Debbie Rearick, at 348-1036 and ask her for more information.

If you have any questions or concerns regarding the school, your student, or an academic program, please contact me at 348-1036. I look forward to meeting you and getting to know your student.

Sincerely,
Virgil Poisal, Principal

BELTON HIGH SCHOOL
ADMINISTRATION & STAFF

PRINCIPAL— Virgil Poisal
Principal Secretary – Debbie Rearick

Sophomore Class Principal — Janet Brown – 348-2741

Junior Class Principal — Lance Miller – 348-2704

Senior Class Principal — Lennie McCarty - 348-2707

Athletic/Activities — George Shrum – 348-2709

Assistant AD — Jimmy Beard – 348-2784

A+ Coordinator — Kevin Gerke – 348-1726

Office Secretaries

Daily Attendance Stacy Matney – 348-2726

Counseling Nancy Burton – 348-2716

Discipline/Grades Jodie Powell – 348-2702

Fees/Attendance Hours Sharon Bowen – 348-1036

Athletic Secretary

Kathie Smalley – 348-2706

A+/Activities Secretary

Marla Elliston – 348-2738

107 Pirate Parkway

Belton, Missouri 64012

(816) 348-1036

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A+ PROGRAM

Students who are part of the program or wish to sign up must see Mr. Gerke or Ms. Elliston, A+ secretary in the A+ office. When requirements of the program are met, students may be entitled to receive tuition at designated community colleges or vocational/technical schools for 2 years.

ACADEMIC AWARDS

Students with an accumulated GPA of 3.5 or above will receive an academic award according to years – 1st year will receive a certificate, 2nd year will receive a certificate and an academic letter, 3rd year will receive a certificate and a bar, and 4th year will receive a certificate and a medal.

ACADEMIC RECORD

A student's grade point average, or GPA, is an indicator of how well that student is performing in school. A student's GPA is simply the average of the student's semester grades, starting with the freshman year. Because colleges use GPAs to help them decide whether or not to accept a student, having a high GPA can be particularly important for college bound students.

Although there are variations, most high schools use a 4.0 scale in which an A=4, B=3, C=2, and D=1. Students with all A's have a 4.0 grade point average. Students who have Bs in half their courses and Cs in the other half will have a 2.5 GPA.

We also have "weighted grades" for honors and/or AP (advanced placement) courses. The weighted course is worth an additional .6 and would make an A=4.6.

Class Rank

We use class rank to show where a student stands in relation to the other members of his/her graduating class. The student with the highest GPA is number one and the student with the second highest GPA is number two, etc. Class rank is written as two numbers. The first number represents the Student's place in the class and the second number represents the total number of students in the class (e.g., 1 of 318). Because GPAs are used to determine class rank, a student must have a high GPA in order to have an impressive class rank. Like GPA, class rank is one of the factors that colleges use in the college admissions process.

Honor Roll

Principal's Honor Roll	4.0 and above
"A" Honor Roll	3.5 – 3.99
"B" Honor Roll	3.0 – 3.49

Four-Year High School Plan

A four-year high school plan is simply a listing of the courses a student plans to take during his/her freshman, sophomore, junior, and senior years.

When making a four-year high school plan, you and your child need to consider high school graduation requirements, college recommended courses, career plans, and, if your child wants to play a sport in college, athletic eligibility requirements.

If you ever have a question, or if you want to make sure that your son or daughter is taking the right courses, schedule an appointment with your child's counselor.

ATTENDANCE PROCEDURES

The Missouri Department of Education through the Missouri School Improvement Program requires a school attendance rate to be at a minimum of 91% per building and the district 93% to meet the lowest standard for accreditation. Any school failing to meet this standard will lose accreditation by the state. To reach the highest standard the district must have an attendance rate of 95% with no building below 93%. The goal of Belton High School is to reach the highest standard of 95% as set by the Missouri School Improvement Program. Good attendance will help insure the success of the student and help the school meet its goal of a 95% attendance rate. Any student who misses more than 5 class periods of any class each semester will fall below the state standard for attendance and will not receive credit in that class. However, a student who misses more than the allotted amount of time may choose to make up time on Saturdays or after school Mondays through Thursdays and receive credit for the class. Saturday school will be held starting at 8:00 a.m. until noon. Monday through Thursday attendance school will be held from 2:45 p.m. until 4:45 p.m. Saturday and Attendance school is not a punishment or detention setting, but will be used for tutorial help and an opportunity for students to make up work, which might have been missed. The time made up at Attendance school will be applied to all classes that a student has missed over the 5 period limit, unless the student requests the time be applied to one or more particular classes. In the classes where attendance time has not been completed, teachers will record an NC (no credit) grade. Students will have two weeks to serve the attendance time for those classes. If the time is not served and the grade change paperwork is not initiated by the student at the end of the two weeks, the NC grade will officially become an F. All periods missed will count toward the five period total with the exception of school-sponsored activities, in-school suspension, death in the family, or students receiving homebound services. Any student who misses more than the five period limit for any other reason will need to make up the time necessary to receive credit.

All official letters of recommendation and transcripts will note whether the Student has or has not met the state standard for attendance.

While the school will attempt to notify students and parents of attendance violations, ultimately it is the student's responsibility to monitor his or her attendance.

Signing In/Signing out

Belton High School has a closed campus. No student may leave school property once arriving without first receiving permission from a parent and the office. Students must sign out properly in the school office. Leaving without permission will result in disciplinary action. **STUDENTS MAY NOT SIGN OUT FOR LUNCH.** Parents who wish to eat lunch with their student need to come to the school office to sign-in. If students return to school during the same day or arrive at school after first hour begins, they must first report to the office to sign in. If the student is late enough to be considered absent unexcused from class, 6 detentions will be assigned. Once an absence has been determined to be a skip, a parent verification call will not be accepted by the attendance office.

Makeup Work

Board policy will be followed in regard to make-up work. If a student has an excused absence, he/she will be allowed one day per day missed to make up missing assignments and tests. Belton City ordinances regarding school attendance will be enforced. Skipping classes will result in disciplinary action. If a student is going to be absent for three or more consecutive days, homework assignments can be requested through the high school office. Students may make up only 1 medical day (with a doctor's excuse) to be eligible for the good attendance incentive regarding finals.

Leaving Campus

No student may leave school property once arriving without first receiving permission from a parent and the office. Leaving without permission will result in disciplinary action. Once an absence has been determined to be a skip, a parent verification call will not be accepted by the attendance office.

Finals

Students who have three or more tardies or two or more absences in any one class will be required to take the final exam in that class for credit. Qualifying students may elect to take finals to improve their grades, but the final exam will not count against their grade. Students may makeup only one medical day per color day (Gold Day – Purple Day) to qualify for good attendance. This must be completed no later than one week after the student returns to school and must accompany a Doctor's statement (medical note) verifying the medical excuse.

BASICS OF HIGH SCHOOL

Be familiar with our school's policies, rules, procedures, and programs. If you have questions or need additional information, call the school office or talk to your student's counselor.

BELL SCHEDULE

Regular Bell Schedule (BHS is organized into 8 classes of 85 minutes)

<u>Bell Schedule</u>	<u>Purple Day</u>	<u>Gold Day</u>
7:35-9:00 am	1st Hour	5th Hour
9:06-10:46 am	2nd Hour	6th Hour
10:51-1:04 pm	3rd Period	7th Hour
1:10-2:35 pm	4th Hour	8th Hour

Regular Lunch Schedule (During 3rd Hour and 7th Hour)

10:51-11:15	1st Shift
11:19-11:42	2nd Shift
11:46-12:10	3rd Shift
12:14-12:37	4th Shift
12:41-1:04	5th Shift

During one shift students and teachers will spend their time reading in pursuit of our goal to increase literacy.

Late Start Wednesdays

8:15-9:30 am	1st Hour/5th Hour
9:36-10:51 am	2nd Hour//6thh Hour
10:57-1:04 pm	3rd Hour/ 7th Hour
1:10-2:35 pm	4th Hour/8th Hour

Early Release Schedule

7:35-8:25 am	1st Hour/5th Hour
8:31-9:21 am	2nd Hour//6thh Hour
9:27-10:17 am	3rd Hour/ 7th Hour
10:23-11:18 am	4th Hour/8th Hour
Lunch Shift	11:18-11:38 (One Shift)

Academic Focus –

Tuesdays 8:55-:9:25*

*Bells ring at 8:50 to release and 9:30 to start class

CAFETERIA/LUNCH

There is no charging of lunches allowed at BHS. Meal Pay Plus allows parents to view and make payments to their student's cafeteria/lunch account

Students are expected to remain in the cafeteria during lunch. Food and drink (other than water) are not allowed in any part of the building except the cafeteria.

CALENDAR

A school calendar is mailed home to each family. Extras are available in the counseling office. This calendar includes a list of the days when school will be closed for holidays, vacations, and when each grading period begins and ends. The calendar also includes dates of all the athletic & activity events. We invite you to attend the various athletic and activities throughout the year.

CAREER AND EDUCATIONAL OPTIONS

Choosing a career and figuring out how to prepare for that career can be very difficult. Your children need you to help them explore and evaluate their career and educational options.

Identify abilities and interests. As a parent, you know your child better than anyone. You can, therefore, be an invaluable resource in helping your child identify his/her interests, talents, strengths and values. Also, try to help your child see how his/her personality traits, talents, and interests can be valuable assets in the right career. Remember, there are many talents that aren't measured in school (e.g., the ability to work with people, creativity).

Explore career options. Students can learn about various careers by 1) reading, 2) talking to people, and 3) getting firsthand experience. If your child is interested in reading about a specific career, go to www.bls.gov/ocol. This Web site provides information on over 250 careers. For each career it gives a description of the work, the educational requirements, advancement opportunities, wages and salaries, advantages, disadvantages, future outlook, and related careers. The counseling center also has various resources.

Encourage your child to talk to people who work in various career fields. If possible, see if you can arrange for your child to job shadow someone for a day. The best way to learn about a career is to get some firsthand experience by getting involved in a related activity, taking a course, or getting a job in a related field. Volunteering is also an excellent way to learn about a career field. Students considering a career in health care, for example, should consider volunteering at a hospital or clinic. Student interested in the building trades could volunteer for Habitat for Humanity.

Six Educational Options

Approximately 80% of all careers require education and/or training beyond a general high school education. Some careers require four years of college. Others require one year of education or training at a career school. In many

cases, a student's career choice will determine which educational option is most appropriate.

While there are many factors that determine the kinds of opportunities a student will have in life, the most significant determining factor is education. Make sure that your child understands the importance of getting a good education, and strongly encourage your child to continue his/her education after high school.

High school students should carefully consider and explore the following six educational options:

High School Career and Technology Programs

Four-Year Colleges

Community Colleges

Career and Trade Schools

The Military

Apprenticeships

High School Career and Technology Programs

Most high schools offer career and technology programs in a variety of career fields (business, skilled trades, computer technology, etc.) These programs are particularly appropriate for students who prefer a more practical, "hands-on" approach to learning. While students in these programs generally have the skills they need to get a job as soon as they graduate, almost two-thirds continue their education beyond high school.

If you think that your child might do better in an educational program that focuses on "learning by doing," ask your child's counselor for information on the career and technology programs available at school.

Four-Year Colleges

A four-year college education, or bachelor's degree, can open doors, provide status, and prepare students for financially rewarding careers. Four-year colleges vary greatly in their size, costs, admission policies, and in the majors they offer.

In order to be ready for college-level work, students need to follow a college prep program in high school. Students who want to go to a four-year college also need to sign up for the right tests and complete the required forms.

For information and advice on how to help your child prepare for college, talk to your child's guidance counselor.

Community Colleges

Community colleges provide affordable, career-oriented programs that enable students to begin their careers after two years of college or less. Business, law enforcement, real estate, and engineering technology are just a few of the careers that students can prepare for by going to a community college.

Students can also go to a community college for a year or two and then transfer to a four-year college to earn their bachelor's degree.

Career and Trade Schools

Career and trade schools offer short-term training programs in a wide variety of career fields (e.g., cosmetology, dental hygiene or welding). While some

programs last only a few weeks, others take up to two years to complete. Career and trade schools can be expensive, and not all of them are reputable. *Make sure than any school you are considering is accredited.*

Look in the yellow pages of your phone book under “Schools” to find the career and trade schools in your area.

Military

The military trains young men and women so that they can protect the interest of our country. The military offers qualified high school graduate a good salary and free job training. The military also provides discipline and structure, as well as opportunities for career advancement and travel. In addition to the Army, Navy, Air Force, and Marines, there are opportunities in the Reserves and the National Guard. For more information, go to www.military.com

Apprenticeships

Students who prefer a hands-on approach to learning may want to consider applying for an apprenticeship program. Apprentices learn a skilled trade (e.g., carpentry, plumbing, roofing, and firefighting) through a combination of classroom instruction and on-the-job training. Apprenticeship programs usually last 1-6 years. Because most apprenticeship programs have a limited number of openings, they can be difficult to get into.

COLLEGE INFORMATION

As a parent, there are a number of things that you can do to ensure that your child will be prepared for college. You can see that he/she takes the recommended courses, signs up for the right tests, and that he/she completes the necessary forms. You should, of course, also encourage your child to do as well as possible in school.

College Recommended Courses

Four-year colleges generally recommend that students take the following college preparatory courses in high school:

4 years of English

3 years of math (including Algebra I, Geometry, and Algebra II)

3 years of Science (with laboratory experience)

2-3 years of the same foreign language

3 years of social studies

1 year of fine or performing arts

College bound students should complete all of the above recommended courses, if possible. Students who haven't taken all of these courses may be required to take remedial or additional courses once they are in college. Students who haven't taken several of these courses may want to consider starting at a community college.

Competitive schools and programs consider the above to be “minimum requirements.” They recommend that students challenge themselves by taking advanced, honors, and AP courses whenever possible. As a general rule, college bound students should take as many college prep math, science, English, social studies, and foreign language courses as possible.

Admissions Criteria

Colleges use some if not all, of the information listed below when determining whether or not to accept an applicant. Individual colleges, however, differ in how they evaluate information. One college, for example, may place a great deal of importance on test scores. Another college may focus more on other factors.

Grade point average (GPA)
Class rank
Strength of subjects
ACT/SAT scores

Recommendations
Activities/Awards
Personal essays
Interview

Paying for College

Parents who are concerned about paying for college may want to consider an education savings account, Qualified Tuition Program (529 plan) or Financial aid. Financial aid (grants, work study, scholarships, and loans) often makes it possible for students to attend colleges that would otherwise be too expensive. Contact the counseling office for assistance.

A College Timetable for Students

Below is a basic outline of what college bound students need to do each year. To ensure that your child will be prepared for college, encourage him/her to follow a timetable. For additional information, go to the Web sites listed below.

9th Grade

Get your high school education off to a good start by earning the best grades possible. Also, get involved in a variety of activities. Make sure that you have a four-year high school plan that includes all of the recommended college prep courses. Take the Stanford 10 and the Explore tests.

10th Grade

Continue taking college prep courses, getting the highest grades possible, and being involved in a variety of activities. Take the PLAN test. The PLAN measures the same academic skills as the ACT. Also consider taking the PSAT. The PSAT is a practice test for the SAT. It's primarily for juniors, but many sophomores take it for practice.

11th Grade

Take the PSAT test. Start gathering information on colleges, begin making college visits, and take the ACT and/or SAT tests. We recommend that students wait until spring of their junior year and/or their senior year to take the ACT/SAT.

12th Grade

Begin accumulating scholarship information and be aware of deadlines. Take the ACT and/or SAT if necessary. Discuss your college plans with your counselor, and fill out college admissions and financial aid applications in the fall. Begin developing application cover letters and making contacts for your letters of recommendation. If you're interested in financial aid, complete the FAFSA after January 1. In the spring, consider your college options, and make a decision.

College Information Web Site

www.collegeboard.com

www.finaid.org

www.collegenet.com

www.petersons.com

www.fastweb.com

www.act.org

These web sites and many more are available in the counseling department.

COUNSELORS

Belton High School has three counselors. Counselors help students choose courses, evaluate their career, educational options, and prepare for college. Counselors are also available to answer questions, to listen, and to help students figure out how to deal with difficult situations. Make sure that your student knows how to go about seeing his/her counselor.

Students wishing to visit with a counselor should contact Mrs. Burton in the counseling office to receive an appointment/pass.

Counselors are not only excellent resource for students; they are also excellent resources for parents. If you have a question or need information on scheduling, graduation requirements, testing, college requirements, etc., give your student's counselor a call. A counselor can also talk to you about helping your child deal with a personal issue.

Students are assigned to counselors based on class.

Counseling Staff

Secretary	Mrs. Nancy Burton
10 th Grade	Mr. Pat Denney
11 th Grade	Mrs. Allison Atkinson
12 th Grade	Mrs. Dee Dee Johnson
Social Services	Mrs. Pam Ackerman

STUDENT SERVICES

Special education services and 504 plans are provided through the Offices of Dr. Sandy Clutter at 348-1000.

Homebound services are also provided through the office of Dr. Sandy Clutter and students that require those services should contact Linda Teague at 348-1000 for an application to be completed by their physician. Some classes may be very difficult to provide as homebound classes; each student will be treated on an individual basis.

IMPACT strives to be a school-wide wellness-oriented program. Students can request to be involved in IMPACT or are referred by teachers and students other school personnel, parents, or peers. Reasons for referral can include drug and alcohol use, family problems, academic failure, depression, eating disorders or any other problem. Our IMPACT Program can provide counseling referral services and support groups to guide students toward positive resolution of their problems. IMPACT will offer a variety of support groups which will meet the

needs of BHS students. Our aim is to make our school environment healthier, happier, and safer. Contact personnel are Pat Denney and Pam Ackerman.

Support Groups

Some of the support groups offered in the past include: *Substance Abuse* - provides information and support to teens struggling with substance abuse issues; *Compassionate Friends* - for students recovering from a death of a loved one; *Divorced Families* - gives students an opportunity to deal with the trauma of a family divorce; *Parents As Teachers* - offers specific information on parenting skills and general support for the daily frustrations of balancing the roles of student and parent; *Teen Support* - encourages adolescents who are facing obstacles in this life of various kinds.

Student Participation Groups

1. **S.A.D.D.** (Students Against Destructive Decisions) is a group geared toward improving young people's knowledge and attitudes toward alcohol and drugs to help save their lives and the lives of others, and teaching students to help one another resist peer pressure and to face up to the potential danger of mixing driving with alcohol or drugs.
2. **Peer Mediators** is a group of who have been trained in conflict resolution. Peer Mediators are available to help students resolve disputes.

DISCIPLINE

Student Policies and Procedures

Administration will have the final say in any violation of the discipline code and will determine any consequence based on the context and degree of inappropriateness. All students are expected to comply with the regulations of the school, to pursue the required course of study, and to respect the authority of teachers and staff. In general, there are four basic rules, that when broken, will receive immediate disciplinary action. Students are advised of these four rules at the beginning of the school year:

1. **NO FIGHTING**
2. **NO WEAPONS OF ANY KIND**
3. **DO NOT POSSESS, USE, CONSUME, SELL, DISTRIBUTE, OR SHOW EVIDENCE OF USE OF ALCOHOL OR RESTRICTED DRUGS.**
4. **DO NOT DISRESPECT ANY AUTHORITY FIGURE OR YOUR PEERS.**

*****The Belton Police will be contacted for any unlawful offenses committed by students.**

Specific Expectations of Belton High School Students

Classroom rules and regulations may be given by individual teachers in addition to those listed here. Students are expected to comply with all school rules. Inappropriate language, profanity and verbal abuse by students on school grounds will result in disciplinary action to be determined by the principal based on the context and degree of inappropriateness. This includes possible arrest by law enforcement officials for disorderly conduct.

1. **IF THE INAPPROPRIATE LANGUAGE, PROFANITY, OR VERBAL ABUSE IS DIRECTED TO ANY SCHOOL PERSONNEL THE STUDENT WILL RECEIVE A MINIMUM OF 3 DAYS OF OUT-OF-SCHOOL SUSPENSION (OSS).**
2. Open food, candy, or drinks in the halls or classroom will be confiscated and thrown away.
3. No tobacco products, lighters or matches allowed in the building or on school property.
4. No weapons are allowed on school property, this includes knives or non-operable weapons. Immediate disciplinary action will result.
5. No radios, tape recorders, CD players, MP3 players (or any musical or sound devises), dice, playing cards, pagers, cell phones, or noisemakers allowed in the building. The school will not be responsible for any lost or stolen items.
6. No gambling is allowed.
7. No skateboards, in-line skates, shoe skates on school property.
8. In all instances, students must not infringe upon or become a nuisance to others by such acts as blocking halls or doorways, running or yelling in the halls, disturbing classes, assemblies, or any other school activity. Fighting, intimidation, or threats of physical harm will not be tolerated.
9. Any student involved in making derogatory or inflammatory racial comments, slurs, drawings, or involved in the distribution of derogatory or inflammatory racial literature will receive discipline according to the degree of the infraction.
Repeat offenders will be treated more severely.
10. Sexual harassment in any form is strictly prohibited. Unwelcome sexual advances in physical, verbal, or written form will not be tolerated. This includes unwanted offensive touching. (See Sexual Misconduct section)
11. All gang and gang-related activities are prohibited. This includes wearing any identifying garments, which may be deemed disruptive to the educational process.
12. T-shirts and other clothing that depicts or represents sex, alcohol, tobacco, or illegal drugs will not be allowed in the building. ANY clothing that is deemed inappropriate by school officials or disrupts the educational process will not be allowed.

GENERAL GUIDELINES FOR DISCIPLINE

Teacher Referrals

1st/2nd/3rd Referrals:	BIST
4th Referral:	1 day of ISS (In-School-Suspension)
5th Referral:	2 days of ISS
6th Referral:	2-3 days of ISS
7th Referral:	3 days of ISS
8th Referral:	1 day of out-of-school suspension
9th Referral:	2 days of OSS
10th Referral:	3 days of OSS
11th Referral:	5 days of OSS
12th Referral:	10 days of OSS

These are general guidelines for discipline. The class principal has authority to

discipline students as deemed necessary.

Tardy Policy

Tardies 1, 2	Entered in teacher's grade book
Tardy 3:	Parent/Guardian notified by teacher
Tardy 4:	Teacher detention
Tardy 5:	1 Detentions
Tardy 6:	2 Detentions
Tardy 7:	3 Detentions
Tardy 8:	4 Detentions
Over 8:	ISS, Saturday School, OSS

These are general guidelines for tardies. The assistant principal has authority to discipline students for tardies as deemed necessary.

Public display of affection – Holding hands is the only sign of affection allowed. 1st Offense = 2 detentions, 2nd Offense = 4 detentions.

Fighting -- Minimum of 3 days OSS and student may face arrest by law enforcement officials

Using/Possession of Alcohol or Drugs – Ten days OSS

Selling Drugs – Recommended Superintendent Suspension/Expulsion.

Discipline Workshops/Detentions/ Saturday School:

Detention halls are held Monday through Thursday and on Saturdays from 8:00-12:00. Skipping Classes: For each class missed 6 detentions will be assigned. Other Detention Hours: will be up to the discretion of the administration, depending on the offense. Students who owe time will not be allowed to participate in any extracurricular activities.

Tobacco

Belton High School is a tobacco-free environment. Students are NOT allowed to Possess or Use tobacco or possess lighters or matches on school property or in the school building.

1st Offense -- 1 day ISS

2nd Offense -- 2 days ISS

3rd Offense -- 3 days ISS

4th Offense -- 1 day OSS

5th Offense – 2days OSS

6th through 9th offenses – 3 days

10th offense...10 days OSS with the possible recommendation for Superintendent's suspension

Substance Abuse

The use or possession or being under the influence of alcohol or illegal drugs is strictly prohibited. Anyone who violates this policy will be subject to the following:

1. Parents/guardian will be contacted
2. Proper law enforcement officials will be contacted
3. Student is subject to OSS at the discretion of the administration.

1st Offense Immediate 10 days OSS

2nd Offense Immediate 10 days OSS with recommendation for expulsion from the superintendent.

Sale of alcohol or illegal drugs: Immediate 10 days OSS & recommendation for expulsion from the superintendent.

Sexual Misconduct/Sexual Harassment

A student who does any of the following 3 items in any form is guilty of sexual misconduct and subject to police action and any appropriate discipline deemed appropriate by the administration.

1. A student cannot purposely subject another person to sexual contact or conduct which would be sexual except that the touching occurs through the clothing without that person's consent;
2. A student cannot expose himself/herself or have sexual contact of any kind.
3. A student cannot solicit or request another person to engage in sexual conduct under circumstances which he/she knows that his/her requests or solicitation is likely to cause alarm.

No student shall knowingly manufacture, print, publish, buy, sell, advertise, possess, intend to sell or circulate, or give away any obscene, lewd, or indecent material. This includes but is not limited to: books, magazines, pictures, papers, pamphlets, drawings, photographs, videos, or any other publication of indecent, immoral, or scandalous character. This shall include any and all pornographic material or anything resembling pornographic material. Inappropriate internet sites depicting pornographic material or immoral actions will not be allowed to be visited at any time at Belton High School.

Appropriate discipline action will be taken by the administration if a student is found to have violated this policy.

ELGIBILITY FOR ATHLETICS/ACTIVITIES

Playing a sport in high school requires time, energy, and commitment.

Through athletics, students strengthen their bodies and perfect their skills. They learn how to win, how to lose, and how to be part of a team. Athletes also develop new and lasting friendships, and they have fun.

Belton High School is a member of the Missouri State High School Activities Association. To participate in activities with other schools, a student must adhere to the eligibility requirements set forth by the MSHSAA and the Belton Board of Education. (See the Student Athletic Handbook and observe credit requirements). **STUDENTS MUST PASS AT LEAST THREE AND A HALF (3.5) CREDITS IN THE PREVIOUS SEMESTER (18 WEEKS) AND BE ENROLLED IN THREE AND A HALF (3.5) CREDITS FOR ELIGIBILITY IN ATHLETICS AND ACTIVITIES.**

Support your athlete

The best way to help your athlete is to provide encouragement and to be positive, both at home and in the stands. If your child has a problem at any time during the season, encourage your child to talk to the coach. If the problem is not resolved, or if it's of a serious nature, talk to the coach yourself.

Monitor academic progress

A coach’s job is to develop athletes and to win as many games, events, or matches as possible. As a parent, it is your job to monitor your child’s academic progress and to encourage your child to be successful in the classroom.

Athletic Event Tickets

Adults	\$5 Football/\$4.00 All Other Sports
Students Grades 7-12	\$5.00 Football/\$4.00 All Other Sports
Yearlong family pass	\$100.00
Yearlong adult pass	\$50.00
Yearlong student pass	\$30.00

The following MSHSAA activities are available to students who meet eligibility requirements:

Basketball	Soccer	Basketball
Tennis	Football	Cheerleading
Volleyball	Softball	Golf
Dance Team	Swimming	Speech & Debate
Track & Field	Wrestling	Cross Country
Newspaper	Yearbook	Music/Academic teams

The school is held responsible for the conduct of all fans at home and away activities by MSHSAA. Students and fans will be supervised by BHS personnel. Students who are suspended (ISS or OSS) may not attend or participate in any school activity while the suspension is in effect. Students who are OSS are not permitted on or near school property.

EXTRA-CURRICULAR ACTIVITIES

Studies have shown that students who are involved in extracurricular activities enjoy school more, and they do better academically. Belton High School has a variety of clubs, teams, and organizations that students can join. For more information call Mr. Shrum or Mr. Beard.

Belton High School also offers speech and drama programs, athletic teams, a variety of clubs, service organizations, and music programs. Students can also work as office aides and teacher’s assistants.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible students then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health & safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to a specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5920

GRADING

Grade Cards

Progress report cards are issued every three weeks; final reports are issued at the end of each semester. Letter grades are used to designate a student's progress. Honors and college preparatory courses are generally weighted for grades above a C-. Grade cards will be withheld if fines and other obligations are not met.

Grading Scale

The following grading scale is what each BHS teacher uses to compute grades:

A	95%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F	59% and below

Honor Roll GPA's

Principal's Honor Roll	4.0 and above
"A" Honor Roll	3.5 - 3.99
"B" Honor Roll	3.0 - 3.49

GRADUATION REQUIREMENTS

Minimum graduation requirements are 26 credits. See the Course Description Booklet for full details. No student will be allowed to walk at graduation ceremonies without all required credits.

Class status will be determined by years at Belton High School:

- Sophomore-2 years
- Junior-3 years
- Senior-4-years

Students are awarded ½ credit for semester classes. Students can earn up to 8 credits per year.

HEALTH ROOM

Students who need prescription medication during the school day must come to the Health Room, where Health Room personnel or another designated adult will administer medications. **All prescription medication must be kept in the Health Room along with written permission authorizing Health Room personnel to administer the medication. Students cannot have medications of any type in their possession.** Established guidelines to protect students from errors in medications and the medication permission forms are available in the Health Room. Stock medications such as Tylenol, Tums, and cough drops are available in the Health Room if the student has a signed permission form on file. This must be renewed each school year. The Missouri Safe Schools Act mandates that all students who carry an inhaler at school must have the required form completed by both doctor and parent and placed on file in the Health Room. It is recommended that an extra inhaler be kept in the Health Room.

HELP YOUR CHILD SUCCEED

Provide a good place to study: Students need a place to study that's quiet, well-lit, and comfortable. This study area should have a surface for writing, and it should be equipped with a calculator, dictionary, thesaurus, and a one-volume encyclopedia.

Help your child set goals: At the beginning of each grading period, sit down with your son or daughter, and together decide what grade he/she should be able to earn in each course. So that your child will see these goals as attainable, it's very important that the goals you set be realistic. (If a goal seems unattainable, your child may decide to not even bother trying.)

When you set goals, your child has something concrete to work towards. He/she also now knows what your expectations are.

Use rewards and consequences to encourage change: Rewards are most effective when you want to encourage a change in attendance, effort, or behavior. A reward for improved effort, or for a specific achievement, can be very motivating. Of course, for most children, a parent's approval is still the best reward. Make it a point to recognize effort and to acknowledge each academic success, even if it's just a good grade on a quiz.

Students need to understand that, in life, there are consequences for poor performances and behavior. Because logical consequences make more sense, and are more effective, try to make consequences logical whenever possible. For example, a logical consequence for routinely being late to school is a revised nighttime schedule (e.g., no TV, computer, or phone calls after 9:30 p.m.) Never take away a positive activity (sports, school plays, music lessons, scouting, etc.) as a consequence.

Attend all parent programs: At the beginning of the school year, we have Back to School Night Orientation for parents and students. These programs give parents an opportunity to see the school, to meet the teachers, and to learn something about the courses their children are taking.

When you attend an orientation or parent meetings, you learn valuable information about your child's school. You will also show your child that education is important to you, and that you're interested in his/her academic progress.

Insist on daily attendance: When students miss school, they miss lectures, notes, class discussions, assignments, quizzes, and tests. It doesn't matter how conscientious students are about making up their work, they can never make up all of what they miss, even when they're absent for only a day or two. Parents who allow their children to miss school on days when they are not ill, not only hurt their children's education, they also send a message that school isn't really that important. **To get a good education, students must be in school every day.**

See all midterm reports and report cards: In addition to report cards, which are given at the end of the term, we also provide students with 3 and 6 week

progress reports. Mark your calendar at home and expect to see those reports. If you don't see a report or the report card, call the school immediately and ask for a copy.

Help with time management: Most high school students have a significant amount of homework. Many students also have part-time jobs and/or extracurricular activities that take up a lot of time. In order for students to keep up with all of their activities and their school work, they need to develop good time-management skills.

Talk to your child about time management, and encourage your child to use any "free time" during the school day to get started on homework. Also encourage your child to get in the habit of creating a study plan at the end of each school day.

Deal effectively with homework: Students must be responsible for keeping track of their own assignments, for completing their assignments accurately, and for turning their assignments in on time. Unfortunately, not all students take this responsibility as seriously as they should.

When students routinely do not do their homework, parents often become frustrated and upset. Students, of course, generally view any parental concern or questioning as nagging. While parents don't want to argue about homework, most parents don't feel that they can just stand by and do nothing. In these situations, it's possible for parents to unintentionally turn the completion of homework into their problem.

If a student is not doing his/her homework, the parent first needs to talk to the child to make sure that the homework isn't too difficult, or that there isn't some other problem with the class. The parent then needs to come up with a plan in which the completion of homework becomes the child's responsibility, and if it's not completed, the child's problem. Of course, the trick is to figure out how to get individual students to take responsibility for the completion of their own homework assignments. Students, however, must be responsible for their own academic progress, and parents must make their children accountable.

Listen: Talk to your child about what's happening in school and be a good listener. Listen, not only to the words your child uses, but also pay attention to your child's body language, attitude, and mood. Parents who find it difficult to talk to their teenagers often find that it's easier to talk when they're doing something else, like cooking, watching sports, shopping, or taking a walk. Driving in a car is also a good time to talk. You have a captive audience, and being in a car takes away the need for eye contact.

Encourage independent problem solving: Parents need to know what's going on at school, and they need to monitor their children's academic progress. It is, however, very important for student to learn how to take care of their own affairs. Being able to get their own questions answered and their own problems resolved helps students gain confidence and become more independent. It also gives students a sense of empowerment. In high school, most problems can be resolved and most questions answered by just going to the right office or talking to the right person.

While you need to encourage independence and personal responsibility, it is, of course, important for your child to know that you are available to help whenever your child needs you.

Encourage positive activities: Encourage your child to become involved in two or three activities at school. Your child will make new friends, gain new skills, and have fun. Also encourage your child to be a part of the school community and to support his/her classmates by attending games, dances, plays, etc.

Possibly the most positive and rewarding activity for any student is volunteering for a community service organization (e.g., clinic, nursing home, animal shelter). Community service helps students develop a better sense of who they are, it broadens their awareness, and it gives them an opportunity to make a difference. Community service, of course, also looks good on college, scholarship, and job applications.

Be aware and be informed: Many adolescents experiment with drinking and/or smoking. Drugs are, unfortunately, also too easy for young people to obtain. Talk to your child about the dangers of drinking, smoking and using drugs. Also, keep the computer in a location where your child's internet use can be monitored. While the Internet is a wonderful source for information, if used improperly, it can be very harmful.

Know your child's friends, know what your child is doing, and know where your child is going. If your instincts tell you that your child is involved in an activity that is wrong or harmful, listen to your instincts.

Set limits and boundaries: During high school, adolescents need their parents to make rules and set limits. High school students also need to know that they will be held accountable for their actions and their behaviors.

Even though young people often complain about parental rules and restrictions, and they sometimes test the limits, knowing that they have a parent who cares enough to make sure they "stay on track" gives adolescents a much needed sense of security.

Be a good role model: In today's fast-paced world, children are barraged with messages from a variety of sources. The messages that children listen to the most, however, are the messages they get from their parents. Know that your words and actions have a tremendous influence on the way your children view and interact with the world around them.

LOCKERS

Students will be assigned lockers. Students cannot change locker assignments without office approval. Items must be removed prior to the last day of school. **The school will not be responsible for lost or stolen items. This includes gym lockers as well.**

MISSION STATEMENT

The mission of Belton High School is to challenge and empower all students to become responsible, successful members of society by providing personalized academic and social experiences.

BELTON SCHOOL DISTRICT #124
NOTICE OF NON-DISCRIMINATION

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all professional organizations holding professional agreements on the basis of race, color, national origin, sex, age, or disability in admissions/access to or treatment/employment in its programs and activities. This includes harassment, creating a hostile environment and discrimination based on race, color, religion, sex, national origin, ancestry, disability, age or use of leave protected by the Family and Medical Leave Act. The Board is an equal opportunity employer. Marital, maternal or paternal status shall not affect the rights and privileges of district students to receive an education. Those students are eligible to participate in all activities and receive all honors the same as any other students enrolled in the school district.

Any person having inquiries concerning Belton School District's compliance with the Title VI, Title IX, or Section 504 is directed to contact Dr. Tanya Shippy, Title VI and Title IX Coordinator at (816) 348-1589 and/or Dr. Sandy Clutter, Section 504 Coordinator at (816) 348-1082 who have been designated to coordinate the institution's efforts to comply with federal regulations. Correspondence may be sent to 110 W. Walnut, Belton, MO 64012.

Any person may also contact the Assistant Secretary for Civil rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, and Section 504.

Dr. Tanya Shippy, Director of Human Resources

Dr. Sandy Clutter, Director of Special Services
Belton School District #124
110 W. Walnut, Belton, Missouri 64012

OUR OBJECTIVES

- Each student will complete a personalized educational plan and graduate on time.
- Each student will demonstrate high moral character with emphasis on responsibility, respect and integrity.
- Each student will be an engaged and contributing member of society throughout life.
- Each student will pursue learning as a lifelong process.
- Each student will be prepared and inspired to reach individual potential.

PARENT INVOLVEMENT BENEFITS

Students

- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation, better self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol

- Fewer instances of violent behavior
- Greater enrollment in postsecondary education

Teachers

- Greater morale (and self-esteem)
- Teaching effectiveness (proficiency) increases
- Job satisfaction goes up
- Communication/relations with students, parents, families, and communities improves
- Community support of schools increases

Parents

- Communication/relations with children and teachers improves
- Self-esteem goes up
- Education level/skills increase
- Decision-making skills become stronger
- Attitude toward school and school personnel improves

PARENT INVOLVEMENT PLAN

Belton High School's mission is to challenge and encourage all students to develop the knowledge, skills and attitudes that prepare them to become lifelong learners and productive members of society.

Learning is a lifelong process, which requires parent involvement. All students can learn and they need high expectations for effective learning. We will work with parents as partners in the successful education of all students.

We are united with parents, educators, and the community in establishing policies and programs that meet the diverse needs of our students.

The Board of Education supports the development, implementation, and evaluation of a Parent Involvement Program at Belton High School. Our program promotes parent involvement at all levels and in a variety of areas. The plan is comprehensive and includes the following components:

- Communication is essential between home and school and must occur regularly
- Parents play a vital role in the continued development of necessary knowledge, skills, and attitude that promotes lifelong learning.
- Our school has a welcoming atmosphere that invites parent participation and also solicits the involvement of our community.
- Parents and the school are united partners in educational decisions and their assistance and support are sought. Supplementary learning programs continue to meet the diverse needs of students.
- Community partnerships are fostered by the regular use of extensive public relations.
- The Board of Education provides and maintains professional development opportunities. These programs enhance and improve teaching techniques, academic achievement, and effective parenting strategies.

Belton High School and its parents will work together as a team in implementing and evaluating all of the components of the Parent Involvement Plan to ensure the success of every student.

PARENT PORTAL

Parent Portal is a system Belton School District utilizes for online information regarding your student's grades, attendance, and discipline. In order to use Infinite Campus we need your current e-mail address information. This will allow you access to Parent Portal. You may call the office to receive an activation key in order to create a user name and password to access Parent Portal.

PARENT-TEACHER CONFERENCE DISCUSSION TOPICS AND QUESTIONS

Homework – Is my child's homework completed thoroughly, accurately, and on time?

Class Participation – Does my child ask questions, volunteer answers, and participate in class discussions?

Organization – Does my child seem organized? Does he/she come to class prepared?

Academic Success – How is my child doing in the class? Is the class appropriate for my child's ability level? Is my child working up to his/her potential?

Classroom Time Management – Does my child use class time wisely?

Attendance and Punctuality – Is my child in class every day? Does he/she come to class on time?

Focus – Does my child pay attention in class?

Social Adjustment – Is my child respectful and courteous to teachers and classmates? Does my child appear to get along well with the other students?

Strengths and Weakness – What is my child good at doing? What does he/she need to work on?

Additional Comments – Do you have any advice or suggestions for me or for my child?

Communicate with your school

In order to work with students effectively, we need to be aware of situations or circumstances that could affect a student's attitude or performance. If your child has a health problem, a special need, or if there's a death or divorce in the family, contact your child's counselor or principal and explain the situation.

Work with the school to resolve the problem

If your child complains about a class or a teacher, listen closely, and try to objectively determine what's going on. While doing so, please remember that

part of your child's education is to learn how to adapt to different teachers, expectations, and teaching styles.

If there is a problem with a class or teacher, first try to help your child figure out how to deal with the situation on his/her own. If you feel that you need to intervene, contact the teacher and discuss your concerns with that teacher. If there continues to be a problem, talk to your child's counselor.

PERFORMANCE STANDARDS

In order to become effective and productive members of society with lifelong intellectual curiosity, Belton High School graduates will attain mastery of the academic requirements, skills and knowledge that will enable them to:

- Communicate effectively
- Solve problems through critical and creative thinking
- Respect themselves and others by demonstrating acceptable social skills
- Participate as active and informed citizens
- Apply principles of physical, mental and emotional wellness.

PROGRAMS & COURSES

In addition to the required courses that students must take, all high schools have a variety of elective courses they can choose to take.

Belton High School has a variety of programs available to meet the specific needs of their students. These often include career and technology programs, work-study programs, special education programs, and programs that enable students to take college courses while they are still in high school.

Students who are in the right courses and programs are happier, and they are often more successful. If your child is not doing well in school, or if he/she does not enjoy school, ask the school counselor if there might be a more appropriate program or set of classes for your child.

SCHEDULING

All students do their course requests in February/March for the following year. Students make a 4-year plan and need to carefully consider all the course options based on that plan. Go over your student's course selections each spring, and if you have any questions, call your student's counselor. Once a student's schedule is set, it may be very difficult to change a class.

Schedule Changes

Take the following steps to make changes at the beginning of the year.

1. Make schedule changes during the week of enrollment (either on the day you pick up your schedule or make an appointment to meet with a counselor before school starts), or for those not here during enrollment week:
2. The first day of school do the following:
 - Pick up a schedule change form at the counseling office, fill out all the information you can and take it home for a parent signature.
 - Get the signature from the teacher whose class you are dropping.

- Make an appointment with your counselor to find a new class and get that teacher's signature.
- Get Mr. Poisal's signature: this is the only administrator who can sign the change form.

3. Schedule changes must be done by the third day of the quarter.

For Second Semester Schedule Changes

1. Any time before the end of a semester, pick up a schedule change form at the counseling office, fill out all the information you can and take it home for a parent signature. Follow the same procedure as first semester. If you choose to wait until second semester starts to make a class change you will only have the first three days of the quarter to do this, only extreme cases will be considered: for example, you have had the class already, scheduling error by computer or a counselor, not meeting the class pre-requisite; special education placement, health/physical reason, available senior option (dual enrollment, part-time, etc.). Keep in mind that once the semester starts, you have just three days to get the change made to your satisfaction.. If you don't take responsibility for your own schedule changes, you may not get the classes you want. NOTE: Telephone calls will not be accepted in place of a signature. There must be a parent signature on the schedule change form.

Teacher Request:

These changes require signatures from both the receiving and recommending teacher; either teacher may request a parent conference prior to approval.

1. Adjustment of class size.
2. Student who has not met prerequisites; I grade requirement for honors classes.
3. Student placed incorrectly; Spanish II instead of Spanish I

Administrative Request:

1. Computer or scheduling error.
2. Graduation requirements need to be met.
3. Student dropped for discipline or attendance in previous semester.
4. Student has previously earned credit; I.E. summer school.
5. Special Ed/Homebound placement.
6. Dual enrollment/senior options.

STUDENT PLANNER/HALL PASSES

Students in the hallways after the tardy bell rings must have their own BHS Student Planner with a hall pass page completed with location, time, and authorized signature. Passes to the parking lot can be obtained from the office only. Replacement planners cost \$7.00. Additional hall passes may be purchased in the office for \$2.50 with the approval of his/her administrator.

TRANSCRIPT

A high school transcript is a document that details a student's academic achievement in high school. A transcript is simply a copy of a student's high school record. The transcript contains the following information:

- Grades and credits for each course completed, beginning with 9th grade
- Attendance records
- Current cumulative GPA and class rank

- Anticipated graduation date
- Test scores for the ACT, SAT, PLAN, and PSAT are recorded to the student's permanent.

An official transcript has a signature, stamp, or seal verifying its authenticity. An unofficial transcript is exactly the same as an official transcript, except that it has no signature, stamp, or seal. You can get an unofficial copy of a transcript (to check on credits, to take on a college visit, etc.) by going to the guidance office.

Transcripts are used whenever a school, organization, or college needs an official copy of a student's academic record. For example, if a student were to transfer to another high school, the new high school would ask the student's previous school to send them an official transcript.

In order to determine whether or not a student meets their admissions criteria, college admissions officers need to have a record of an applicant's courses, grades, test scores, and GPA. Most colleges, therefore, require that a transcript be submitted along with a student's application for admission. A transcript is also usually required when a student applies for a scholarship.

The sample transcript below will give you an idea of what a transcript looks like. (Due to space limitations, this transcript has been reduced and this is our new computer program Infinite Campus)

TRANSITION TO BELTON HIGH SCHOOL

High school presents students with a variety of new opportunities and challenges. High schools are larger in size and students usually find the coursework to be more difficult. Students also find that they're expected to be more independent, more focused, and more responsible than when they were in the freshman center. Courses and the grades they earn help determine their future educational options. Most students feel excited and a little apprehensive as they start high school. Students wonder if they'll fit in, whether or not they'll like their teachers, and if they'll be able to succeed in their courses. During this transition period, it's important that you keep the lines of communication open. Talk to your student, and let your son/daughter know that you are there to help him/her make the smoothest transition possible.

This is not only a transition period for the student, but it's also a time of transition for parents. With each passing year, you see your child becoming more self-sufficient and independent. You also know that in just a few years, your child will be graduating.

During these high school years, it's very important for you to continue to be involved in your student's life. You need to make sure that he/she is doing well in school, and that they are making good choices and decisions. You also need to make sure that your student understands that with increased independence comes increased responsibility.

WORK WITH YOUR SCHOOL

Support and work with the administrators, teachers, and counselors. Like you, we want your child to have a great high school experience.

Student's attitudes about education and school are, to a great extent, determined by what their parents say and do. Your student needs to know that you support the teachers and the administration at school. Your student also needs to know that you consider education to be a top priority. You can best convey your interest in education and your support of Belton High School by doing the following:

1. Insist that your child be in school, on time, every day.
2. Expect your child to work up to his/her potential.
3. Show an interest in what your student is studying.
4. Talk about the importance of getting a good education.
5. Expect your child to follow the school rules.
6. Attend Back to School Night and all parent-teacher conferences.
7. Show consistent interest in your child's academic progress.

Make the most of parent-teacher conferences.

Parent-teacher conferences provide an excellent opportunity for parents to both give and receive information. Teachers are able to provide information on how a student is performing in a specific class, and parents can share information that will help teachers better understand their child. This shared information can be used to determine what both parties can do to enhance a student's classroom experience and performance.



Dr. Kenneth Southwick
Superintendent

Dr. Michael Slusher
*Deputy Superintendent
Pupil Services*

Dr. Tanya Shippy
*Assistant Superintendent
Human Resources*

Dr. Kirby Hall
*Assistant Superintendent
Finance*

Dr. Sandy Clutter
*Assistant Superintendent
Special Services*

Dr. Sara Jones
*Assistant Superintendent
Elementary Education*

Dr. Bob Poisal
*Director of Curriculum &
Professional Development*

Belton High School
Virgil Poisal
Principal

Lennie McCarty
Lance Miller
Janet Brown
Class Principals

George Shrum
Activities/Athletics Dir.

Jim Beard
Asst. Activities/Athletic Dir.

107 W. Pirate Pkwy.
Belton, Missouri 64012
www.beltonschools.org

Phone 816-348-1036
Fax 816-348-1516

vpoisal@bsd124.org
lmccarty@bsd124.org
lmiller@bsd124.org
jbrown@bsd124.org

Dear Parent(s)/Guardian,

Belton High School PTSA Membership Chair invites you to join and support our PTSA unit.

BHS PTSA is a very active and a non-fundraising unit. We work at the school during athletic events, parking cars and working the concession stands etc to earn our budget monies. We provide programs and scholarships for the students at BHS.

We invite you to become part of our team. Being a PTSA member does not mean you have to attend the meetings, but you're always welcome to come and see what we do. Meetings are usually held on the first Monday of the month at 6:00 p.m. in the library media center (located by the Forum in the back of the building).

Sept. 8	Dec. 7	Mar. 1
October 5	Jan. 4	Apr. 5
Nov. 2	Feb. 1	May 3

Please fill out the form below and return it to Belton High School office.

Teacher Name: _____ X \$5.00 (each)

Parent Name: _____ X \$5.00 (each)

Student Name: _____ X \$5.00 (each)

Student Name: _____ X \$5.00 (each)

Thanks

Debbie Weaver PTSA President

___ Academic Award
Program
___ Cross Country

___ Choir
___ PROM



DISTRICT STRATEGIC PLAN



DISTRICT STRATEGIC PLAN

Beliefs...fundamental convictions and basic values.

We believe that:

- All people have intrinsic worth.
- All people can learn.
- High expectations are necessary for maximum learning.
- Learning is a life-long process.
- Involvement enhances learning.
- Obtaining an education is honorable and valuable.
- A safe, supportive, and trusting environment is essential for learning.
- People are responsible and accountable for their actions.
- The common core values of honesty, responsibility, and respect are essential.

Mission...statement of system purpose and critical means.

The mission of the Belton School District is to encourage, challenge and engage all

students in the development of knowledge, skills and attitudes that will prepare them to

become lifelong learners and contributing members of society.

Parameters...guidelines for individual and system behavior.

- We will make all decisions based on our mission statement.
- We will not compromise high standards.
- We will focus on what is best for students.
- We will not tolerate violence, disrespect, harassment, intimidation, or retaliation.
- We will invite, respect, and consider all input.
- We will not give up on any student.

Strategic Objectives...visionary results vital to accomplishing the mission.

- All students will establish an educational plan and graduate on time.
- All students will demonstrate the common core values established by the community emphasizing respect for themselves, others, and property.
- All students will meet or exceed established state and community academic standards.

- All students will execute an exit plan and become lifelong learners and contributing members of society.

Note: Although these strategic objectives are lofty and perhaps even unattainable, they are long-range aspirations for which we will continually strive.

Strategies...commitments to focus system capacity to accomplish the mission and objectives.

Strategy #1 - We will ensure that all students meet or exceed federal and state performance standards.

1. Identify technology and technological resources available within the district and monitor their implementation with the curriculum.
2. Utilize data driven instruction and measure student achievement across the curriculum at all levels.
3. Utilize all curricular areas of study to meet AYP (Adequate Yearly Progress) goals.
4. Facilitate research-based instructional and philosophical consistency throughout the district that challenges all learners.
5. Facilitate district vertical and horizontal collaboration with emphasis on student achievement, curriculum development, instructional strategies, and alignment across all campuses.
6. Maximize student achievement through instructional leadership.
7. Implement ongoing common assessments PK-12 that are aligned with state standards.
8. Implement a district-wide structure of weekly, job-embedded professional development to increase teacher effectiveness. ^{1, 2}
9. Implement comprehensive at-risk programs to include early identification, ongoing continuous monitoring, and research-based intervention strategies at all levels.

¹ Accept with stipulation that we will do and not detract from the educational plan.

² Also see Strategy #4-7

Strategy #2 - We will engage all students preK-12 in activities/athletics to enhance learning, promote a winning attitude and assist in graduating on time.

1. Establish a model school-community partnership that fosters improved communication and involvement of all students, parents, staff, and community stakeholders.
2. Establish a district-wide staff involvement plan. Cross reference 3-7
3. Implement increased opportunities for co-curricular activities in pre-K through 12.
4. Create systems that will provide needed funding and resources for co-curricular activities.

5. Develop district-wide pride by establishing a partnership between the schools and community.³

³ Also see Strategy #3-7

Strategy #3 - We will actively promote and expand parent/community involvement, collaboration, and communication.

1. Form and utilize a Public Information Team to increase the level of community involvement.
2. Promote staff and student involvement in community organizations and philanthropic endeavors
3. Celebrate student accomplishments throughout the community.
4. Expand opportunities for school community partnerships.
5. Maximize the use of technology, media, and written publications to promote community awareness.
6. Provide information and services to the ESL community.⁴
7. Promote Pirate Pride throughout the district and community. ⁵
8. Foster and promote friendly and welcoming atmosphere.

⁴Suggested “possibility of 2-way linguistics mentor

⁵ Also see Strategy 2-5

Strategy #4 - We will recruit and retain the highest quality faculty and staff while ensuring meaningful professional development.

1. Establish a career path program to identify and promote field experiences for Belton students interested in teaching as a profession.
2. Create a fellowship program with selected colleges and universities to actively recruit for placement of student teachers.
3. Establish a systematic 3-year mentor program for beginning teachers as well as mentoring support for all staff as needed.
4. Establish a program that promotes the recruitment of minorities at all levels and males at the elementary level.
5. Enhance the district website related to human resources information.
6. Develop and maintain competitive salary schedules for all staff that compensates for training, experience, and longevity that is comparable to surrounding school districts.
7. Provide regular job embedded, data driven professional development opportunities for all teachers building and/or district-wide.⁶
8. Provide regular job embedded job specific professional development and/or mentor opportunities for non-certified staff.

9. Implement an incentive program for National Board Certification which includes, but is not limited to monetary recognition.

⁶Reference Strategy #1-8

Strategy #5 - We will provide and maintain high quality facilities incorporating state of the art technology and security.

1. Refresh the District Master Facilities Plan to include input from all major stakeholders.
2. Renovate existing facilities to standards of high quality.
3. Complete all current bond projects and provide for needs of future growth.
4. Implement a technology plan which addresses the instructional, administrative, and security needs of the district.
5. Develop and implement a district comprehensive safety plan in collaboration with