



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

**Marble Falls ISD
Regular Meeting**

**Monday, August 26, 2013
6:00 PM**

**AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, AUGUST 26, 2013 – 6:00 PM
Marble Falls ISD Central Office Community Room**

Notice is hereby given that on August 26, 2013, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. The Board will consider and may act on the “Consent Agenda” with one vote. Any Trustee may request the removal of an item from the “Consent Agenda” for individual consideration and action.

1. Call to Order
Presenter: Rick Edwards, President
2. Roll Call
Presenter: Rick Edwards, President
3. Invocation
Presenter: Kevin Naumann
4. Pledge to the Flags
Presenter: Rick Edwards
5. Citizen Comments
6. Consent Agenda
 - A. Approval of Minutes 3
 - B. Approval of Financial Report 13
 - C. 2012-2013 End of the Year Budget Amendments
 - D. Discussion and Possible Approval of the Fund Balance Assignment 41
Presenter: Lisa LeMon
 - E. Lawn and Pest Control Bids 43
 - F. Appraisal Calendar and PDAS Certified Appraisers 45
 - G. Policy Update 97 Affecting Local Policies: CNA - Transportation Management - 47
Student Transportation; DBAA - Employment Requirements and Restrictions -
Criminal History and Credit Reports; DPB - Personnel Positions - Substitute,
Temporary and Part-Time Positions
 - H. Revision to Local Policy GKC 241
 - I. Student Code of Conduct 244
7. Public Hearing Regarding the 2013-14 School Year Budget 287
Presenter: Lisa LeMon
8. Action Items
 - A. Discussion and Possible Approval of the 2013-2014 School Year Budget 300
Presenter: Lisa LeMon
 - B. Discussion and Possible Approval of the 2013-2014 Tax Rate 304
Presenter: Lisa LeMon
 - C. Discussion and Possible Approval of Campus Improvement Plans 305
Presenter: Principals
 - D. Consider and Take Action on an Order Calling a Bond Election in the District on 480
November 5, 2013 and Providing for the Administration of the Election

Presenter: Rob O'Connor/Allen Roberts	
E. Discussion and Possible Approval of Election Contract with Burnet County	488
Presenter: Allen Roberts	
9. Superintendent's Report	
A. 2012-2013 Drug/Alcohol Report	497
Presenter: Cord Woerner	
B. 2013-2014 Board Meeting Calendar	502
Presenter: Rob O'Connor	
C. Board Training Dates	
Presenter: Rob O'Connor	
1. Texas Education Code Post Legislative Update - September 4, 2013 - Marble Falls	503
2. TASA/TASB Convention - Dallas, TX - Sept. 27 - 29, 2013	
10. Executive Session	
A. Discussion of District Security Audit, TX Gov't Code Section 551.076	504
11. Discussion and Possible Approval of Action Arising from Executive Session	
Presenter: Rob O'Connor	
12. Adjourn	

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Rob O'Connor, Superintendent of Schools

Marble Falls Independent School District

Board Meeting Minutes

June 10, 2013

Rick Edwards, President, called this special meeting to order at 6:10 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Craig Mabray, Kevin Naumann, and Karl Westerman

Board Members Absent: Tommy Chaney, Kelly Fox and Mike Savage

Administrators Present: Rob O'Connor, Superintendent, Allen Roberts, and Wade Stanford

Members of the Press: Daniel Clifton, *The Picayune*
Emily Zendt, *The Highlander Newspaper*

Board Workshop

A workshop was held to review the proposals from both the Career and Technology and the District Technology Committees with the intention of projecting the costs associated with each and to ultimately solidify the vision from the recommendations.

Executive Session

At 9:15 p.m. the Board adjourned into executive session to discuss personnel matters specifically hiring of new personnel (Govt. Code Section 551.071). The Board reconvened into open session at 10:15 p.m.

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the following professional employment, on a one year probationary contract, subject to assignment of:

Marble Falls High School
Doug Wilson – PE/Coach

Marble Falls Middle School
Glen Bridgewater – 7th grade Math teacher/Coach
Laurie Herrington – 8th grade Math teacher
Megan O'Sullivan – Resource Language Arts teacher

Colt Elementary
Myra Clendennen – Bilingual 2nd grade teacher

Marble Falls Elementary
Katherine Payson – 4th grade teacher
David Woods – PE teacher

Spicewood Elementary
Judie Jenkins – Kindergarten teacher
Casey Marquez – 2nd grade teacher

The Board was informed of the professional employment of Mavon Tidwell as Heath Science Tech, part time, on an employment agreement.

The Board was informed of the following resignations:

Central Office
Janice Mauldin – Asst. Supt of Academic Programs effective 6/30/13

Marble Falls High School
Renee Grumbles – Social Studies/Coach effective 6/10/13
Shannon Windham – English teacher effective 6/27/13

Marble Falls Middle School
Teri Coffee

Spicewood Elementary
Brad Houser – 5th grade teacher

Adjournment:

Hearing no objection the Board adjourned at 10:16 p.m.

Approved:

Rick Edwards, President

Kelly Fox, Secretary

Marble Falls Independent School District
Board Meeting Minutes
June 17, 2013

Rick Edwards, President, called the regular meeting to order at 6:00 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Kelly Fox, Craig Mabray, Kevin Naumann, Mike Savage and Karl Westerman
Tommy Chaney arrived at 6:20 p.m.

Board Members Absent: none

Administrators Present: Dr. Rob O'Connor, Superintendent, Allen Roberts, Wade Stanford, Susan Maughan, John Schumacher, Eric Penrod, Bruce Peckover, Leslie Baty, Lee Courville, Michael Pittard, Peggy Little, Kevin Wier, Mary Davidson, Keith Powell, Manuel Lunoff, George Hamilton, and Melissa Fields

Members of the Press: Emily Zendt, *The Highlander*
Daniel Clifton, *The Picayune*

Citizen Comments

Kay Stripling, parent, urged the District to reconsider the 2013-2014 school calendar in light of the passage of HB 5.

Mike Saenz, parent/teacher, expressed his concern regarding the decision to cut the Pre-K Program to ½ day.

Consent Agenda

Upon a motion by Kelly Fox, second by Kevin Naumann, the Board approved the following from the consent agenda:

- Approval of minutes from previous meetings:
Regular – May 20, 2013
- Financial report as of May 2013
- Budget amendments as recommended by David Hemond, Accounting Supervisor
- Approval of the National Institute for Excellence in Teaching Teacher Appraisal System for Marble Falls High School – Year 2

For: Rick Edwards, Kelly Fox, Craig Mabray, Kevin Naumann, Mike Savage and Karl Westerman

Abstained: 0

Against: 0

Absent: Tommy Chaney

Tommy Chaney arrived @ 6:20 p.m.

Action Item

Burnet Central Appraisal District Resolutions

Upon a motion by Karl Westerman, second by Mike Savage, the Board approved the resolution providing for the sale of property acquired by Burnet Central Appraisal District at a delinquent tax sale to Hector Guzman for the sum of \$9,500.00. The property is described as being lots 69 and 70, Sherwood Manor Section of Sherwood Shores, City of Granite Shoals, TX.

For: 7 Against: 0 Absent: 0

Upon a motion by Tommy Chaney, second by Kelly Fox, the Board approved the resolution providing for the sale of property acquired by Burnet Central Appraisal District at a delinquent tax sale to Roger A. VanVoorhees for the sum of \$5,000.00. The property is described as being lots 1, 2, 3, and 4, Block 144, City of Marble Falls, TX.

For: Tommy Chaney, Rick Edwards, Kelly Fox, Kevin Naumann, Mike Savage and Karl Westerman
Against: Craig Mabray
Abstained: 0
Absent: 0

Campus Cafeteria Improvements

Kelly Fox made a motion for the Board to approve the improvements to the campus cafeterias as presented for a total amount of \$100,928.00. Karl Westerman seconded the motion. Tommy Chaney amended the motion to exclude the purchase of the "Moto Bars" for the High School cafeteria. Mike Savage seconded. The motion failed with Tommy Chaney and Mike Savage voting for the amendment and Rick Edwards, Kelly Fox, Craig Mabray, Kevin Naumann and Karl Westerman voting against the amendment. A vote was taken on the original motion and the motion passed with Rick Edwards, Kelly Fox, Craig Mabray, Kevin Naumann and Karl Westerman voting for the motion and Tommy Chaney and Mike Savage voting against the motion. The funds to cover the improvements will be expended from the Child Nutrition Department fund balance.

Superintendent's Report

Annual Athletic Report

Todd Dodge, Athletic Director, reviewed the year's successes of each individual sport commending the young men and women for their dedication. He also reported that the participation of the summer activities/camps had grown; the football camp has enrolled approximately 250 participants.

Summary of STAAR Scores

Eric Penrod, Dir. of Secondary Academic Programs and Lee Courville, Dir. of Elementary Academic Programs, reviewed the preliminary data of the STAAR tests administered in the spring 2013, celebrating the many successes. The primary focus of improvement at both levels appears to be needed in the areas of reading and writing.

HB 5 Update

Eric Penrod presented an update on HB5 which was passed during the last legislative session noting that the key components of the bill were: greater flexibility in the Foundation High School Program w/endorsements; expansion of available CTE courses; reduction of EOC exams; and changes to graduation requirements/credits.

Accountability Update

Lee Courville highlighted the current information known to-date regarding goals of the new accountability system as well as the criteria for rating a school district for the 2013 year and beyond.

Quarterly Report

Lisa LeMon, Dir. of Business Operations, presented the quarterly investment report ending May 2013 reporting total interest earned of \$44,239.61 and a total cash balance of \$28,059,197.55.

July Board Meeting

The Board discussed holding a planning workshop in lieu of the regular board meeting on July 15, 2013.

Executive Session

At 8:44 p.m. the Board adjourned into executive session to discuss personnel matters (Gov't Code 551.074). The Board reconvened into open session at 9:45 p.m.

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved the employment of the following professional personnel subject to assignment on a one year probationary contract:

Marble Falls High School
Kimberlee K. Allen – English/ESL teacher

Marble Falls Middle School
Eric Pehl – 7th Grade Math/Coach

Colt Elementary
Phyllis Smith – Assistant Principal

For: 7 Against: 0 Abstained: 0

The Board was informed of the resignation of Frank Hughey, Science teacher/Girls' Coach effective 6/11/13.

Adjournment:

Hearing no objection, the Board adjourned at 9:46 p.m.

Approved:

Rick Edwards, President

Kelly Fox, Secretary

Marble Falls Independent School District

Board Meeting Minutes

July 1, 2013

Rick Edwards, President, called this special meeting to order at 12:01 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Kelly Fox, Kevin Naumann, and Mike Savage

Board Members Absent: Tommy Chaney, Craig Mabray and Karl Westerman

Administrators Present: Rob O'Connor, Superintendent, Allen Roberts, and Wade Stanford

Members of the Press: Emily Zendt, *The Highlander Newspaper*

Budget Amendments

Upon a motion by Kelly Fox, second by Kevin Naumann, the Board approved budget amendments as recommended by David Hemond, Accounting Supervisor.

For: 4

Against: 0

Absent: 3

Executive Session

At 12:02 p.m. the Board adjourned into executive session to discuss personnel matters specifically hiring of new personnel (Govt. Code Section 551.071). The Board reconvened into open session at 12:58 p.m.

Upon a motion by Kevin Naumann, second by Kelly Fox, the Board approved the following professional employment, on a one year probationary contract, subject to assignment of:

Marble Falls High School

Chelsey L Heller – PE/Girls' Coach

Victor L. Heller – AG Science/Welding

Timothy M. Hulon – Social Studies/Boys' Coach

James F. Lorys – Science teacher

Whitney L. Holdbrook – Biology teacher/Girls' Coach

Emily Kunkel – ELA teacher

Krista Burkhart – Social Studies teacher

Marble Falls Middle School

Ashley L. Bishop – AG Science/Career Explorations teacher

Highland Lakes Elementary
Angelina O. Abrego – 5th grade Bilingual teacher

Spicewood Elementary
Candace Mahaffey – Music/Math teacher
Heather L. Skonning – 5th grade Math/Science teacher

The Board was informed of the professional employment of Leslie Tufano as Science teacher/Athletic Trainer at Marble Falls High School.

The Board was informed of the resignation of Cinthia Hall, 3rd grade Bilingual teacher at Highland Lakes Elementary

Adjournment:

Hearing no objection the Board adjourned at 12:59 p.m.

Approved:

Rick Edwards, President

Kelly Fox, Secretary

Marble Falls Independent School District

Board Meeting Minutes

July 15, 2013

Rick Edwards, President, called this special meeting to order at 12:10 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Tommy Chaney, Rick Edwards, Kevin Naumann, and Mike Savage

Board Members Absent: Kelly Fox, Craig Mabray and Karl Westerman

Administrators Present: Rob O'Connor, Superintendent and Wade Stanford

Members of the Press: none

Executive Session

At 12:10 p.m. the Board adjourned into executive session to discuss personnel matters specifically hiring of new personnel (Govt. Code Section 551.071). The Board reconvened into open session at 12:53 p.m.

Upon a motion by Tommy Chaney, second by Kevin Naumann, the Board approved the following professional employment, on a one year probationary contract, subject to assignment, of:

Marble Falls Middle School
Stephanie Hatch – 6th grade Art teacher
Cassie Sultemeier – 7th grade ELA teacher

Colt Elementary
Angeleca Palacio – Kindergarten Bilingual teacher

Highland Lakes Elementary
Margaret Garrison – 4th grade Bilingual teacher
Amanda Mersiosky – 5th grade Bilingual teacher
Joni Wollek – 1st grade teacher

Spicewood Elementary
Kelsy Hickingbottom – Kindergarten teacher

The Board was informed of the following resignations:

Marble Falls High School

Michael Nave – Social Studies teacher/coach effective 7/10/13

Tino Salazar – Business teacher/coach effective 7/02/13

Marble Falls Middle School

Cara Wilson – Social Studies teacher effective 7/1/13

Colt Elementary

Jose A. Hernandez - Bilingual Kindergarten teacher effective 7/3/13

Kimberly Woerner – Kindergarten teacher effective 7/11/13

Highland Lakes Elementary

Thacarli Bohorquez – Bilingual Kindergarten teacher effective 7/9/13

Spicewood Elementary

Therese M.W. Shields – 3rd grade teacher effective 7/8/13.

Adjournment:

Hearing no objection the Board adjourned at 12:54 p.m.

Approved:

Rick Edwards, President

Kelly Fox, Secretary

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of June 30, 2013

83%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
REVENUES								
5710	LOCAL TAX REVENUES	\$ 31,075,192	\$ 30,437,100	\$ 638,092	97.95%	\$29,990,749	\$29,535,333	98.48%
57XX	OTHER LOCAL REVENUES	\$ 552,218	\$ 526,385	\$ 25,833	95.32%	\$438,316	\$393,860	89.86%
58XX	STATE PROG. REVENUES	\$ 5,007,553	\$ 4,662,230	\$ 345,323	93.10%	\$7,640,504	\$5,465,249	71.53%
5900	FEDERAL REVENUE	\$ 435,693	\$ 499,217	\$ (63,524)	114.58%	\$210,000	\$ 556,185	264.85%
	TOTAL REVENUE	\$ 37,070,656	\$ 36,124,933	\$ 945,723	97.45%	\$ 38,279,569	\$ 35,950,628	93.92%
EXPENDITURES								
11	INSTRUCTION	\$ 17,319,749	\$ 14,466,361	\$ 2,853,388	83.53%	\$ 17,997,990	\$ 14,176,730	78.77%
12	LIBRARY	\$ 450,763	\$ 392,477	\$ 58,287	87.07%	\$ 482,143	\$ 409,691	84.97%
13	STAFF DEVELOPMENT	\$ 259,169	\$ 135,748	\$ 123,421	52.38%	\$ 157,828	\$ 117,853	74.67%
21	INST ADMINISTRATION	\$ 655,879	\$ 531,921	\$ 123,958	81.10%	\$ 590,330	\$ 455,249	77.12%
23	SCHOOL ADMINISTRATION	\$ 2,007,369	\$ 1,657,440	\$ 349,929	82.57%	\$ 2,165,227	\$ 1,741,532	80.43%
31	GUID AND COUNSELING	\$ 1,054,873	\$ 886,818	\$ 168,055	84.07%	\$ 1,107,519	\$ 925,180	83.54%
33	HEALTH SERVICES	\$ 365,043	\$ 303,237	\$ 61,805	83.07%	\$ 391,009	\$ 321,639	82.26%
34	PUPIL TRANSP - REGULAR	\$ 1,781,348	\$ 1,370,344	\$ 411,004	76.93%	\$ 1,347,686	\$ 1,502,722	111.50%
36	CO-CURRICULAR ACT	\$ 1,388,437	\$ 1,173,941	\$ 214,496	84.55%	\$ 1,371,954	\$ 1,147,976	83.67%
41	GEN ADMINISTRATION	\$ 1,288,074	\$ 930,738	\$ 357,336	72.26%	\$ 1,142,880	\$ 949,497	83.08%
51	PLANT MAINT & OPERATION	\$ 3,905,564	\$ 3,217,340	\$ 688,224	82.38%	\$ 4,325,343	\$ 3,216,910	74.37%
52	SECURITY & MONITORING	\$ 77,119	\$ 58,153	\$ 18,966	75.41%	\$ 83,082	\$ 19,897	23.95%
53	DATA PROCESSING	\$ 960,320	\$ 831,227	\$ 129,093	86.56%	\$ 857,053	\$ 654,141	76.32%
61	COMMUNITY SERVICES	\$ 69,285	\$ 64,220	\$ 5,065	92.69%	\$ 53,341	\$ 53,380	100.07%
81	FACILITIES ACQ & CONST	\$ 432,738	\$ 12,021	\$ -	0.00%	\$ -	\$ -	0.00%
91	STUDENT ATTENDANCE CR	\$ 4,418,176	\$ 3,168,883	\$ 1,249,293	71.72%	\$ 5,567,564	\$ 4,131,034	74.20%
99	PURCHASES & CONT SRVS	\$ 686,614	\$ 650,190	\$ 36,424	94.70%	\$ 667,570	\$ 659,244	98.75%
	TOTAL EXPENDITURES	\$ 37,120,520	\$ 29,851,059	\$ 6,848,745	80.42%	\$ 38,308,519	\$ 30,482,676	79.57%
7000	Other Sources		\$ -			Other Sources	\$ -	
8000	Other Uses		\$ -			Other Uses	\$ -	
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 6,273,874		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12		\$ 5,467,952		
3000	BEG FUND BAL 09/01/12	\$ 9,149,072	Audited					
3000	END FUND BAL 3-31-13	\$ 15,422,946	Unaudited					

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of June 30, 2013

83%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
REVENUES								
57XX	Local & Intermed Revenues	\$ 606,453	\$ 603,011	\$ 3,442	99.43%	\$ 902,562	\$ 606,571	67.21%
58XX	State Program Revenues	\$ 12,110	\$ 11,820	\$ 290	97.60%	\$ 12,110	\$ 12,134	100.20%
59xx	Federal Program Revenues	\$ 1,452,229	\$ 1,405,451	\$ 46,778	96.78%	\$ 1,457,334	\$ 1,365,701	93.71%
	TOTAL REVENUE	\$ 2,070,792	\$ 2,020,282	\$ 50,510	97.56%	\$ 2,372,006	\$ 1,984,406	83.66%
EXPENDITURES								
61	PAYROLL COST	\$ 784,688	\$ 646,241	\$ 138,447	82.36%	\$ 1,261,933	\$ 637,130	50.49%
62	PURCHASE & CONTRACTED	\$ 18,873	\$ 14,564	\$ 4,309	77.17%	\$ 35,221	\$ 29,068	82.53%
63	SUPPLIES AND MATERIALS	\$ 1,035,517	\$ 911,048	\$ 124,468	87.98%	\$ 1,043,317	\$ 842,926	80.79%
64	OTHER OPERATING EXP	\$ 10,310	\$ 7,991	\$ 2,319	77.51%	\$ 9,210	\$ 7,346	79.77%
66	CPTL OUTLAY	\$ 100,996	\$ 7,483	\$ 93,513	7.41%	\$ 22,325	\$ 11,928	53.43%
	TOTAL EXPENDITURES	\$ 1,950,384	\$ 1,587,328	\$ 363,056	81.39%	\$ 2,372,006	\$ 1,528,398	64.43%
7000	Other Sources		\$ -			\$ -		
8000	Other Uses		\$ -			\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 432,954		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12		\$ 456,008		
3000	BEG FUND BAL 09/01/12	\$ 562,560	Audited					
3000	END FUND BAL 3-31-13	\$ 995,514	Unaudited					

Marble Falls Independent School District

Financial Report

July 15th, 2013

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

June 1 - June 30th, 2013

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
163	PAYROLL CLEARING FUND	715,089.54	0.00	0.00	715,089.54
199	GENERAL FUND	48,965.79	120.00	579,322.99	628,408.78
211	TITLE I PART A, BASIC PROGRAMS	3,692.00	0.00	7,110.31	10,802.31
224	IDEA PART B FORMULA	2,634.30	0.00	26,002.79	28,637.09
225	IDEA PART B PRESCHOOL	92.53	0.00	0.00	92.53
240	FOOD SERVICE	3,642.83	31.50	18,881.68	22,556.01
242	SUMMER FEEDING PROGRAM-DHS	0.00	0.00	3,073.00	3,073.00
244	VOC. ED.-BASIC GRANT	0.00	0.00	18,455.60	18,455.60
255	TITLE II PART A TCHR & PRINCPL	547.84	0.00	2,950.00	3,497.84
263	TITLE III - BILINGUAL	223.10	0.00	104.63	327.73
270	TITLE VI, PART B	373.71	0.00	0.00	373.71
276	Texas Title I Priority Schools	3,232.87	0.00	34,690.72	37,923.59
404	ACCELERATED INSTRUCTION PROG	0.00	0.00	45.58	45.58
*** Fund Summary Totals ***		778,494.51	151.50	690,637.30	1,469,283.31

***** End of report *****

Expenditure to Budget Report

July 15th, 2013

General Operating Fund

&

Food Service Fund

COMPARISON OF REVENUE TO BUDGET (Date: 6/2013)

	Obj	Obj	2012-13 ESTIMATED REVENUE	June 2012-13 MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	PERCENT REALIZED	2012-13 YTD %
199		GENERAL FUND						
5700		REVENUE-LOCAL & INTERMED						
	571-	LOCAL REAL-PROPERTY TAXES	31,075,192.00	435,162.10	30,437,100.43	638,091.57	98.48	97.95
	573-	TUITION & FEES FROM PATRONS	62,790.00	4,406.15	57,279.15	5,510.85	91.22	91.22
	574-	TRANS FROM WITHIN STATE	329,685.91	9,672.93	316,975.67	12,710.24	96.14	96.14
	575-	ENTERPRISING ACTIVITIES	159,742.00	38,357.51	152,130.50	7,611.50	95.24	95.24
	57--	REVENUE-LOCAL & INTERMED	31,627,409.91	487,598.69	30,963,485.75	663,924.16	98.42	97.90
5800		STATE PROGRAM REVENUES						
	581-	PER CAPITA-FOUNDATION REV	3,763,236.00	-284,845.00	3,603,879.00	159,357.00	95.77	95.77
	582-	STATE REVENUE DISTRBD BY TEA	6,400.00	0.00	1,500.00	4,900.00	23.44	23.44
	583-	TRS ON BEHALF BENEFIT	1,237,917.00	105,318.15	1,056,851.19	181,065.81	85.37	85.37
	58--	STATE PROGRAM REVENUES	5,007,553.00	-179,526.85	4,662,230.19	345,322.81	93.10	93.10
5900		FEDERAL PROGRAM REVENUES						
19	591-	FEDERALLY DIST REVENUES	65,693.00	0.00	65,693.21	-0.21	100.00	100.00
	592-		20,000.00	0.00	0.00	20,000.00	0.00	0.00
	593-	VOC ED NON FOUNDATION	350,000.00	1,592.18	433,523.59	-83,523.59	133.25	123.86
	59--	FEDERAL PROGRAM REVENUES	435,693.00	1,592.18	499,216.80	-63,523.80	122.12	114.58
	----	GENERAL FUND	37,070,655.91	309,664.02	36,124,932.74	945,723.17	97.98	97.45

COMPARISON OF REVENUE TO BUDGET (Date: 6/2013)

	2012-13	June 2012-13	2012-13	REVENUE	PERCENT	2012-13	
Obj Obj	ESTIMATED REVENUE	MTHLY ACTIVITY	Activity	BALANCE	REALIZED	YTD %	
240							
5700							
574-	TRANS FROM WITHIN STATE	1,969.00	402.17	3,005.34	-1,036.34	152.63	152.63
575-	ENTERPRISING ACTIVITIES	604,483.84	8,615.51	600,005.92	4,477.92	99.26	99.26
57--	REVENUE-LOCAL & INTERMED	606,452.84	9,017.68	603,011.26	3,441.58	99.43	99.43
5800							
582-	STATE REVENUE DISTRBD BY TEA	12,110.00	0.00	11,819.76	290.24	97.60	97.60
58--	STATE PROGRAM REVENUES	12,110.00	0.00	11,819.76	290.24	97.60	97.60
5900							
592-		1,452,229.12	169,033.95	1,405,450.66	46,778.46	96.78	96.78
59--	FEDERAL PROGRAM REVENUES	1,452,229.12	169,033.95	1,405,450.66	46,778.46	96.78	96.78
----	FOOD SERVICE	2,070,791.96	178,051.63	2,020,281.68	50,510.28	97.56	97.56

Number of Accounts: 50

***** End of report *****

			2012-13	June 2012-13	2012-13	REVENUE	2012-13
	Obj	Obj	ESTIMATED REVENUE	MTHLY ACTIVITY	Activity	BALANCE	YTD %
199		GENERAL FUND					
	5---	REVENUE	37,070,655.91	309,664.02	36,124,932.74	945,723.17	97.45
	----	GENERAL FUND	37,070,655.91	309,664.02	36,124,932.74	945,723.17	97.45
240		FOOD SERVICE					
	5---	REVENUE	2,070,791.96	178,051.63	2,020,281.68	50,510.28	97.56
	----	FOOD SERVICE	2,070,791.96	178,051.63	2,020,281.68	50,510.28	97.56

Number of Accounts: 50

***** End of report *****

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	June 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
11		INSTRUCTION						
	61--	PAYROLL COSTS	16,603,285.52	0.00	13,879,085.58	1,394,938.72	2,724,199.94	83.59
	62--	PURCHASE & CONTRACTED SVS	323,899.03	13,539.74	288,110.39	21,017.49	22,248.90	88.95
	63--	SUPPLIES AND MATERIALS	349,764.95	21,470.07	265,739.40	14,103.46	62,555.48	75.98
	64--	OTHER OPERATING EXPENSES	31,261.50	1,477.73	21,887.25	0.00	7,896.52	70.01
	66--	CPTL OUTLY LAND BLDG & EQ	11,538.00	0.00	11,538.00	0.00	0.00	100.00
	----	INSTRUCTION	17,319,749.00	36,487.54	14,466,360.62	1,430,059.67	2,816,900.84	83.53
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	387,702.49	0.00	294,652.34	26,748.48	93,050.15	76.00
	62--	PURCHASE & CONTRACTED SVS	30,994.50	0.00	27,043.88	17,980.36	3,950.62	87.25
	63--	SUPPLIES AND MATERIALS	26,617.40	8,752.30	66,783.23	11,321.30	-48,918.13	250.90
	64--	OTHER OPERATING EXPENSES	5,449.10	982.60	3,997.47	0.00	469.03	73.36
	----	INST. RESOURCES & MEDIA S	450,763.49	9,734.90	392,476.92	56,050.14	48,551.67	87.07
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	177,239.86	0.00	104,052.68	9,032.67	73,187.18	58.71
	62--	PURCHASE & CONTRACTED SVS	32,490.00	11,550.00	10,592.23	2,574.00	10,347.77	32.60
	63--	SUPPLIES AND MATERIALS	9,315.00	3,321.20	3,465.66	830.47	2,528.14	37.21
	64--	OTHER OPERATING EXPENSES	40,124.00	9,212.51	17,637.64	398.19	13,273.85	43.96
	----	CURRICULUM DEV & INST STF	259,168.86	24,083.71	135,748.21	12,835.33	99,336.94	52.38
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	627,536.71	0.00	515,869.02	51,526.89	111,667.69	82.21
	62--	PURCHASE & CONTRACTED SVS	4,141.00	628.15	3,325.85	174.37	187.00	80.32
	63--	SUPPLIES AND MATERIALS	18,023.00	1,581.36	9,221.56	118.54	7,220.08	51.17
	64--	OTHER OPERATING EXPENSES	6,178.00	371.60	3,504.37	133.72	2,302.03	56.72
	----	INSTRUCTIONAL LEADERSHIP	655,878.71	2,581.11	531,920.80	51,953.52	121,376.80	81.10

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	June 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	1,953,482.98	0.00	1,596,103.48	158,525.26	357,379.50	81.71
	62--	PURCHASE & CONTRACTED SVS	23,544.00	4,616.87	14,249.09	1,189.05	4,678.04	60.52
	63--	SUPPLIES AND MATERIALS	8,531.00	1,226.82	31,642.61	1,440.58	-24,338.43	370.91
	64--	OTHER OPERATING EXPENSES	17,377.50	705.64	11,011.13	430.99	5,660.73	63.36
	66--	CPTL OUTLY LAND BLDG & EQ	4,434.00	0.00	4,434.00	0.00	0.00	100.00
	----	SCHOOL LEADERSHIP	2,007,369.48	6,549.33	1,657,440.31	161,585.88	343,379.84	82.57
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,011,049.01	0.00	845,286.47	84,109.22	165,762.54	83.60
	62--	PURCHASE & CONTRACTED SVS	14,335.00	0.00	19,146.70	10,701.20	-4,811.70	133.57
	63--	SUPPLIES AND MATERIALS	20,636.00	104.10	15,283.50	146.34	5,248.40	74.06
	64--	OTHER OPERATING EXPENSES	8,853.00	108.40	7,101.24	0.00	1,643.36	80.21
	----	GUIDANCE & COUNSELING	1,054,873.01	212.50	886,817.91	94,956.76	167,842.60	84.07
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	353,595.77	0.00	294,653.57	29,356.28	58,942.20	83.33
	62--	PURCHASE & CONTRACTED SVS	414.00	0.00	396.00	0.00	18.00	95.65
	63--	SUPPLIES AND MATERIALS	10,097.00	0.00	7,459.52	10.12	2,637.48	73.88
	64--	OTHER OPERATING EXPENSES	936.00	263.16	728.19	0.00	-55.35	77.80
	----	HEALTH SERVICES	365,042.77	263.16	303,237.28	29,366.40	61,542.33	83.07
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,355,557.34	0.00	1,023,286.73	100,859.06	332,270.61	75.49
	62--	PURCHASE & CONTRACTED SVS	47,760.91	24,478.33	20,961.75	623.69	2,320.83	43.89
	63--	SUPPLIES AND MATERIALS	247,060.00	59,220.86	372,318.92	17,615.14	-184,479.78	150.70
	64--	OTHER OPERATING EXPENSES	-83,530.50	273.50	-81,604.40	-1,642.08	-2,199.60	97.69
	66--	CPTL OUTLY LAND BLDG & EQ	214,500.00	0.00	35,381.15	35,381.15	179,118.85	16.49
	----	PUPIL TRANSPORTATION	1,781,347.75	83,972.69	1,370,344.15	152,836.96	327,030.91	76.93

		2012-13	ENCUMBRANCE	2012-13	June 2012-13		2012-13
		BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
36	COCURR./EXTRACURR.ACTIVITIES						
	61-- PAYROLL COSTS	750,203.96	0.00	675,752.51	66,056.92	74,451.45	90.08
	62-- PURCHASE & CONTRACTED SVS	123,164.21	15,103.80	118,123.77	594.15	-10,063.36	95.91
	63-- SUPPLIES AND MATERIALS	203,751.31	30,129.22	126,440.15	6,228.64	47,181.94	62.06
	64-- OTHER OPERATING EXPENSES	311,317.98	5,098.26	253,624.85	9,446.14	52,594.87	81.47
	---- COCURR./EXTRACURR.ACTIVIT	1,388,437.46	50,331.28	1,173,941.28	82,325.85	164,164.90	84.55
41	GENERAL ADMINISTRATION						
	61-- PAYROLL COSTS	1,041,504.34	0.00	799,740.71	80,655.04	241,763.63	76.79
	62-- PURCHASE & CONTRACTED SVS	111,786.00	21,372.16	44,588.05	7,383.50	45,825.79	39.89
	63-- SUPPLIES AND MATERIALS	38,196.00	2,182.89	16,586.95	3,186.09	17,426.16	48.66
	64-- OTHER OPERATING EXPENSES	96,588.00	2,838.86	67,822.35	2,232.70	25,926.79	70.22
	---- GENERAL ADMINISTRATION	1,288,074.34	26,393.91	930,738.06	93,457.33	330,942.37	72.26
51	PLANT MAINTENANCE & OPERATIONS						
24	61-- PAYROLL COSTS	1,866,149.56	0.00	1,600,613.01	168,869.87	265,536.55	85.77
	62-- PURCHASE & CONTRACTED SVS	1,390,820.00	54,858.80	1,025,263.35	108,726.83	310,697.85	73.72
	63-- SUPPLIES AND MATERIALS	415,819.00	25,797.96	374,567.63	40,190.15	15,453.41	90.08
	64-- OTHER OPERATING EXPENSES	175,775.00	887.50	163,719.37	0.00	11,168.13	93.14
	66-- CPTL OUTLY LAND BLDG & EQ	57,000.00	0.00	53,176.32	0.00	3,823.68	93.29
	---- PLANT MAINTENANCE & OPERA	3,905,563.56	81,544.26	3,217,339.68	317,786.85	606,679.62	82.38
52	SECURITY & MONITORING SERVICES						
	61-- PAYROLL COSTS	15,518.90	0.00	0.00	0.00	15,518.90	0.00
	62-- PURCHASE & CONTRACTED SVS	54,072.00	0.00	53,100.39	51,320.39	971.61	98.20
	63-- SUPPLIES AND MATERIALS	7,528.00	0.00	5,052.78	0.00	2,475.22	67.12
	---- SECURITY & MONITORING SER	77,118.90	0.00	58,153.17	51,320.39	18,965.73	75.41

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	June 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	407,942.17	0.00	340,269.96	32,514.64	67,672.21	83.41
	62--	PURCHASE & CONTRACTED SVS	263,900.00	10,466.78	238,062.69	11,232.85	15,370.53	90.21
	63--	SUPPLIES AND MATERIALS	246,865.00	27,479.91	214,287.48	3,476.13	5,097.61	86.80
	64--	OTHER OPERATING EXPENSES	6,613.00	859.07	3,606.67	75.85	2,147.26	54.54
	66--	CPTL OUTLY LAND BLDG & EQ	35,000.00	0.00	35,000.00	17,950.00	0.00	100.00
	----	DATA PROCESSING SERVICES	960,320.17	38,805.76	831,226.80	65,249.47	90,287.61	86.56
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	52,579.71	0.00	49,025.22	4,935.49	3,554.49	93.24
	62--	PURCHASE & CONTRACTED SVS	16,405.00	0.00	15,000.00	3,500.00	1,405.00	91.44
	64--	OTHER OPERATING EXPENSES	300.00	105.50	194.50	0.00	0.00	64.83
	----	COMMUNITY SERVICES	69,284.71	105.50	64,219.72	8,435.49	4,959.49	92.69
81		FACILITIES ACQ. & CONSTRUCTION						
	63--	SUPPLIES AND MATERIALS	10,000.00	0.00	0.00	0.00	10,000.00	0.00
	66--	CPTL OUTLY LAND BLDG & EQ	422,738.00	6,581.01	12,021.45	12,021.45	404,135.54	2.84
	----	FACILITIES ACQ. & CONSTRU	432,738.00	6,581.01	12,021.45	12,021.45	414,135.54	2.78
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	4,418,176.00	0.00	3,168,883.00	631,168.00	1,249,293.00	71.72
	----	INTERGOVERNMENTAL CHARGES	4,418,176.00	0.00	3,168,883.00	631,168.00	1,249,293.00	71.72
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	686,614.00	0.00	650,189.74	164,459.10	36,424.26	94.70
	----	OTHR INTERGOVERNMENTAL CH	686,614.00	0.00	650,189.74	164,459.10	36,424.26	94.70
	----	GENERAL FUND	37,120,520.21	367,646.66	29,851,059.10	3,415,868.59	6,901,814.45	80.42

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	June 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	784,687.93	0.00	646,240.88	64,064.67	138,447.05	82.36
	62--	PURCHASE & CONTRACTED SVS	18,873.00	914.77	14,563.94	314.90	3,394.29	77.17
	63--	SUPPLIES AND MATERIALS	1,035,516.69	5,674.12	911,048.20	10,347.67	118,794.37	87.98
	64--	OTHER OPERATING EXPENSES	10,310.00	130.00	7,991.39	735.74	2,188.61	77.51
	66--	CPTL OUTLY LAND BLDG & EQ	100,996.00	83,331.95	7,483.37	7,483.37	10,180.68	7.41
	----	FOOD SERVICES	1,950,383.62	90,050.84	1,587,327.78	82,946.35	273,005.00	81.39
	----	FOOD SERVICE	1,950,383.62	90,050.84	1,587,327.78	82,946.35	273,005.00	81.39

Number of Accounts: 2218

***** End of report *****

RECAP OF EXPENDITURES BY FUND (Date: 6/2013)

		2012-13	ENCUMBRANCE	2012-13	June 2012-13		2012-13
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199							
	GENERAL FUND						
	6--- EXPENDITURES	37,120,520.21	367,646.66	29,851,059.10	3,415,868.59	6,901,814.45	80.42
	---- GENERAL FUND	37,120,520.21	367,646.66	29,851,059.10	3,415,868.59	6,901,814.45	80.42

240							
	FOOD SERVICE						
	6--- EXPENDITURES	1,950,383.62	90,050.84	1,587,327.78	82,946.35	273,005.00	81.39
	---- FOOD SERVICE	1,950,383.62	90,050.84	1,587,327.78	82,946.35	273,005.00	81.39

Number of Accounts: 2218

***** End of report *****

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of July 31, 2013

92%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
5710	LOCAL TAX REVENUES	\$ 31,075,192	\$ 30,742,501	\$ 332,691	98.93%	\$29,990,749	\$29,796,533	99.35%	
57XX	OTHER LOCAL REVENUES	\$ 552,218	\$ 536,452	\$ 15,765	97.15%	\$438,316	\$400,205	91.31%	
58XX	STATE PROG. REVENUES	\$ 5,007,553	\$ 4,958,441	\$ 49,112	99.02%	\$7,640,504	\$5,621,765	73.58%	
5900	FEDERAL REVENUE	\$ 435,693	\$ 561,317	\$ (125,624)	128.83%	\$610,000	\$ 596,275	97.75%	
	TOTAL REVENUE	\$ 37,070,656	\$ 36,798,712	\$ 271,944	99.27%	\$ 38,679,569	\$36,414,777	94.14%	
EXPENDITURES									
11	INSTRUCTION	\$ 17,319,749	\$ 15,888,430	\$ 1,431,319	91.74%	\$ 17,967,990	\$ 15,483,893	86.17%	
12	LIBRARY	\$ 450,763	\$ 430,336	\$ 20,427	95.47%	\$ 482,143	\$ 445,775	92.46%	
13	STAFF DEVELOPMENT	\$ 259,169	\$ 160,449	\$ 98,720	61.91%	\$ 157,828	\$ 134,676	85.33%	
21	INST ADMINISTRATION	\$ 655,879	\$ 575,685	\$ 80,193	87.77%	\$ 590,330	\$ 516,331	87.46%	
23	SCHOOL ADMINISTRATION	\$ 2,007,369	\$ 1,819,062	\$ 188,308	90.62%	\$ 2,165,227	\$ 1,921,985	88.77%	
31	GUID AND COUNSELING	\$ 1,054,873	\$ 970,937	\$ 83,936	92.04%	\$ 1,132,519	\$ 1,013,007	89.45%	
33	HEALTH SERVICES	\$ 365,043	\$ 334,496	\$ 30,546	91.63%	\$ 391,009	\$ 353,871	90.50%	
34	PUPIL TRANSP - REGULAR	\$ 1,781,348	\$ 1,473,711	\$ 307,637	82.73%	\$ 1,958,686	\$ 1,597,709	81.57%	
36	CO-CURRICULAR ACT	\$ 1,388,437	\$ 1,276,420	\$ 112,018	91.93%	\$ 1,371,954	\$ 1,310,833	95.54%	
41	GEN ADMINISTRATION	\$ 1,288,074	\$ 1,016,983	\$ 271,092	78.95%	\$ 1,142,880	\$ 1,035,176	90.58%	
51	PLANT MAINT & OPERATION	\$ 3,905,564	\$ 3,571,071	\$ 334,492	91.44%	\$ 4,348,343	\$ 3,453,396	79.42%	
52	SECURITY & MONITORING	\$ 77,119	\$ 60,703	\$ 16,415	78.71%	\$ 83,082	\$ 73,403	88.35%	
53	DATA PROCESSING	\$ 960,320	\$ 918,777	\$ 41,543	95.67%	\$ 1,007,053	\$ 739,993	73.48%	
61	COMMUNITY SERVICES	\$ 69,285	\$ 69,503	\$ (218)	100.32%	\$ 63,341	\$ 53,664	84.72%	
81	FACILITIES ACQ & CONST	\$ 432,738	\$ 18,222	\$ -	0.00%	\$ 110,050	\$ -	0.00%	
91	STUDENT ATTENDANCE CR	\$ 4,418,176	\$ 3,800,051	\$ 618,125	86.01%	\$ 5,068,514	\$ 4,672,665	92.19%	
99	PURCHASES & CONT SRVS	\$ 686,614	\$ 650,190	\$ 36,424	94.70%	\$ 667,570	\$ 659,244	98.75%	
	TOTAL EXPENDITURES	\$ 37,120,520	\$ 33,035,027	\$ 3,670,978	88.99%	\$ 38,708,519	\$ 33,465,623	86.46%	
7000	Other Sources		\$ -			Other Sources	\$ -		
8000	Other Uses		\$ -			Other Uses	\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 3,763,685			EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12		\$ 2,949,154		
3000	BEG FUND BAL 09/01/12	\$ 9,149,072	Audited						
3000	END FUND BAL 3-31-13	\$ 12,912,757	Unaudited						

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of July 31, 2013

92%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
57XX	Local & Intermed Revenues	\$ 606,453	\$ 608,433	\$ (1,980)	100.33%	\$ 902,562	\$ 606,571	67.21%	
58XX	State Program Revenues	\$ 12,110	\$ 11,820	\$ 290	97.60%	\$ 12,110	\$ 12,134	100.20%	
59xx	Federal Program Revenues	\$ 1,452,229	\$ 1,405,451	\$ 46,778	96.78%	\$ 1,457,334	\$ 1,365,701	93.71%	
	TOTAL REVENUE	\$ 2,070,792	\$ 2,025,703	\$ 45,089	97.82%	\$ 2,372,006	\$ 1,984,406	83.66%	
EXPENDITURES									
61	PAYROLL COST	\$ 784,688	\$ 706,316	\$ 78,372	90.01%	\$ 1,261,933	\$ 637,130	50.49%	
62	PURCHASE & CONTRACTED	\$ 18,873	\$ 14,894	\$ 3,979	78.92%	\$ 35,221	\$ 29,068	82.53%	
63	SUPPLIES AND MATERIALS	\$ 1,035,517	\$ 914,707	\$ 120,810	88.33%	\$ 1,043,317	\$ 842,926	80.79%	
64	OTHER OPERATING EXP	\$ 10,310	\$ 8,121	\$ 2,189	78.77%	\$ 9,210	\$ 7,346	79.77%	
66	CPTL OUTLAY	\$ 100,996	\$ 90,815	\$ 10,181	89.92%	\$ 22,325	\$ 11,928	53.43%	
	TOTAL EXPENDITURES	\$ 1,950,384	\$ 1,734,853	\$ 215,530	88.95%	\$ 2,372,006	\$ 1,528,398	64.43%	
7000	Other Sources		\$ -			\$ -			
8000	Other Uses		\$ -			\$ -			
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 290,850			EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12		\$ 456,008		
3000	BEG FUND BAL 09/01/12	\$ 562,560	Audited						
3000	END FUND BAL 3-31-13	\$ 853,410	Unaudited						

Marble Falls Independent School District

Financial Report

August 19, 2013

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

July 1 – July 31, 2013

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
163	PAYROLL CLEARING FUND	745,987.13	0.00	0.00	745,987.13
199	GENERAL FUND	66,204.86	0.00	259,992.77	326,197.63
211	TITLE I PART A, BASIC PROGRAMS	3,737.28	0.00	4,990.35	8,727.63
224	IDEA PART B FORMULA	2,604.08	0.00	1,717.72	4,321.80
240	FOOD SERVICE	402.28	0.00	21,006.77	21,409.05
242	SUMMER FEEDING PROGRAM-DHS	517.21	0.00	4,876.15	5,393.36
244	VOC. ED.-BASIC GRANT	0.00	0.00	2,992.89	2,992.89
255	TITLE II PART A TCHR & PRINCPL	547.84	0.00	0.00	547.84
263	TITLE III - BILINGUAL	186.87	0.00	0.00	186.87
270	TITLE VI, PART B	373.71	0.00	0.00	373.71
276	Texas Title I Priority Schools	12,440.77	0.00	9,693.78	22,134.55
***	Fund Summary Totals ***	833,002.03	0.00	305,270.43	1,138,272.46

***** End of report *****

Expenditure to Budget Report

August 19, 2013

General Operating Fund

&

Food Service Fund

COMPARISON OF REVENUE TO BUDGET (Date: 7/2013)

	Obj	Obj	2012-13 ESTIMATED REVENUE	July 2012-13 MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	PERCENT REALIZED	2012-13 YTD %
199		GENERAL FUND						
5700		REVENUE-LOCAL & INTERMED						
	571-	LOCAL REAL-PROPERTY TAXES	31,075,192.00	305,400.60	30,742,501.03	332,690.97	98.93	98.93
	573-	TUITION & FEES FROM PATRONS	62,790.00	100.00	57,379.15	5,410.85	91.38	91.38
	574-	TRANS FROM WITHIN STATE	329,685.91	8,967.10	325,942.77	3,743.14	98.86	98.86
	575-	ENTERPRISING ACTIVITIES	159,742.00	1,000.00	153,130.50	6,611.50	95.86	95.86
	57--	REVENUE-LOCAL & INTERMED	31,627,409.91	315,467.70	31,278,953.45	348,456.46	98.90	98.90
5800		STATE PROGRAM REVENUES						
	581-	PER CAPITA-FOUNDATION REV	3,763,236.00	193,840.00	3,797,719.00	-34,483.00	100.92	100.92
	582-	STATE REVENUE DISTRBD BY TEA	6,400.00	0.00	1,500.00	4,900.00	23.44	23.44
	583-	TRS ON BEHALF BENEFIT	1,237,917.00	102,370.90	1,159,222.09	78,694.91	93.64	93.64
	58--	STATE PROGRAM REVENUES	5,007,553.00	296,210.90	4,958,441.09	49,111.91	99.02	99.02
5900		FEDERAL PROGRAM REVENUES						
59	591-	FEDERALLY DIST REVENUES	65,693.00	0.00	65,693.21	-0.21	100.00	100.00
	592-		20,000.00	0.00	0.00	20,000.00	0.00	0.00
	593-	VOC ED NON FOUNDATION	350,000.00	62,100.50	495,624.09	-145,624.09	141.61	141.61
	59--	FEDERAL PROGRAM REVENUES	435,693.00	62,100.50	561,317.30	-125,624.30	128.83	128.83
	----	GENERAL FUND	37,070,655.91	673,779.10	36,798,711.84	271,944.07	99.27	99.27

COMPARISON OF REVENUE TO BUDGET (Date: 7/2013)

	Obj	Obj	2012-13 ESTIMATED REVENUE	July 2012-13 MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	PERCENT REALIZED	2012-13 YTD %
240		FOOD SERVICE						
5700		REVENUE-LOCAL & INTERMED						
	574-	TRANS FROM WITHIN STATE	1,969.00	449.36	3,454.70	-1,485.70	175.45	175.45
	575-	ENTERPRISING ACTIVITIES	604,483.84	4,972.40	604,978.32	-494.48	100.08	100.08
	57--	REVENUE-LOCAL & INTERMED	606,452.84	5,421.76	608,433.02	-1,980.18	100.33	100.33
5800		STATE PROGRAM REVENUES						
	582-	STATE REVENUE DISTRBD BY TEA	12,110.00	0.00	11,819.76	290.24	97.60	97.60
	58--	STATE PROGRAM REVENUES	12,110.00	0.00	11,819.76	290.24	97.60	97.60
5900		FEDERAL PROGRAM REVENUES						
	592-		1,452,229.12	0.00	1,405,450.66	46,778.46	96.78	96.78
	59--	FEDERAL PROGRAM REVENUES	1,452,229.12	0.00	1,405,450.66	46,778.46	96.78	96.78
	----	FOOD SERVICE	2,070,791.96	5,421.76	2,025,703.44	45,088.52	97.82	97.82

34

Number of Accounts: 50

***** End of report *****

	Obj	Obj	2012-13 ESTIMATED REVENUE	July 2012-13 MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	2012-13 YTD %
199		GENERAL FUND					
	5---	REVENUE	37,070,655.91	673,779.10	36,798,711.84	271,944.07	99.27
	----	GENERAL FUND	37,070,655.91	673,779.10	36,798,711.84	271,944.07	99.27
240		FOOD SERVICE					
	5---	REVENUE	2,070,791.96	5,421.76	2,025,703.44	45,088.52	97.82
	----	FOOD SERVICE	2,070,791.96	5,421.76	2,025,703.44	45,088.52	97.82

Number of Accounts: 50

***** End of report *****

		2012-13	ENCUMBRANCE	2012-13	July 2012-13		2012-13
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
11	INSTRUCTION						
	61-- PAYROLL COSTS	16,603,285.52	0.00	15,279,113.61	1,400,028.03	1,324,171.91	92.02
	62-- PURCHASE & CONTRACTED SVS	323,899.03	10,335.06	296,264.73	8,154.34	17,299.24	91.47
	63-- SUPPLIES AND MATERIALS	349,764.95	22,436.77	279,430.66	13,691.26	47,897.52	79.89
	64-- OTHER OPERATING EXPENSES	31,261.50	1,467.73	22,083.30	196.05	7,710.47	70.64
	66-- CPTL OUTLY LAND BLDG & EQ	11,538.00	0.00	11,538.00	0.00	0.00	100.00
	---- INSTRUCTION	17,319,749.00	34,239.56	15,888,430.30	1,422,069.68	1,397,079.14	91.74
12	INST. RESOURCES & MEDIA SVCS						
	61-- PAYROLL COSTS	387,702.49	0.00	321,397.58	26,745.24	66,304.91	82.90
	62-- PURCHASE & CONTRACTED SVS	30,994.50	0.00	34,865.49	7,821.61	-3,870.99	112.49
	63-- SUPPLIES AND MATERIALS	26,617.40	4,794.40	70,075.55	3,292.32	-48,252.55	263.27
	64-- OTHER OPERATING EXPENSES	5,449.10	277.60	3,997.47	0.00	1,174.03	73.36
	---- INST. RESOURCES & MEDIA S	450,763.49	5,072.00	430,336.09	37,859.17	15,355.40	95.47
13	CURRICULUM DEV & INST STFF DEV						
	61-- PAYROLL COSTS	177,239.86	0.00	111,757.24	7,704.56	65,482.62	63.05
	62-- PURCHASE & CONTRACTED SVS	30,590.00	0.00	22,650.83	12,058.60	7,939.17	74.05
	63-- SUPPLIES AND MATERIALS	9,315.00	2,042.60	6,044.90	2,579.24	1,227.50	64.89
	64-- OTHER OPERATING EXPENSES	42,024.00	8,237.51	19,995.64	2,358.00	13,790.85	47.58
	---- CURRICULUM DEV & INST STF	259,168.86	10,280.11	160,448.61	24,700.40	88,440.14	61.91
21	INSTRUCTIONAL LEADERSHIP						
	61-- PAYROLL COSTS	627,536.71	0.00	557,910.77	42,041.75	69,625.94	88.90
	62-- PURCHASE & CONTRACTED SVS	4,141.00	463.13	3,490.87	165.02	187.00	84.30
	63-- SUPPLIES AND MATERIALS	18,023.00	23.70	10,779.22	1,557.66	7,220.08	59.81
	64-- OTHER OPERATING EXPENSES	6,178.00	95.00	3,504.37	0.00	2,578.63	56.72
	---- INSTRUCTIONAL LEADERSHIP	655,878.71	581.83	575,685.23	43,764.43	79,611.65	87.77

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	July 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	1,953,482.98	0.00	1,756,834.40	160,730.92	196,648.58	89.93
	62--	PURCHASE & CONTRACTED SVS	23,544.00	3,644.79	15,221.17	972.08	4,678.04	64.65
	63--	SUPPLIES AND MATERIALS	8,531.00	1,321.18	31,657.25	14.64	-24,447.43	371.08
	64--	OTHER OPERATING EXPENSES	17,377.50	705.64	10,914.84	-96.29	5,757.02	62.81
	66--	CPTL OUTLY LAND BLDG & EQ	4,434.00	0.00	4,434.00	0.00	0.00	100.00
	----	SCHOOL LEADERSHIP	2,007,369.48	5,671.61	1,819,061.66	161,621.35	182,636.21	90.62
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,011,049.01	0.00	929,395.76	84,109.29	81,653.25	91.92
	62--	PURCHASE & CONTRACTED SVS	14,335.00	0.00	19,146.70	0.00	-4,811.70	133.57
	63--	SUPPLIES AND MATERIALS	20,636.00	104.10	15,283.50	0.00	5,248.40	74.06
	64--	OTHER OPERATING EXPENSES	8,853.00	98.40	7,111.24	10.00	1,643.36	80.33
	----	GUIDANCE & COUNSELING	1,054,873.01	202.50	970,937.20	84,119.29	83,733.31	92.04
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	353,595.77	0.00	325,762.76	31,109.19	27,833.01	92.13
	62--	PURCHASE & CONTRACTED SVS	414.00	0.00	396.00	0.00	18.00	95.65
	63--	SUPPLIES AND MATERIALS	10,097.00	0.00	7,459.52	0.00	2,637.48	73.88
	64--	OTHER OPERATING EXPENSES	936.00	113.16	878.19	150.00	-55.35	93.82
	----	HEALTH SERVICES	365,042.77	113.16	334,496.47	31,259.19	30,433.14	91.63
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,355,557.34	0.00	1,120,351.83	97,065.10	235,205.51	82.65
	62--	PURCHASE & CONTRACTED SVS	47,960.91	25,681.55	21,393.75	432.00	885.61	44.61
	63--	SUPPLIES AND MATERIALS	246,860.00	50,505.43	381,023.02	8,704.10	-184,668.45	154.35
	64--	OTHER OPERATING EXPENSES	-83,530.50	273.50	-84,439.00	-2,834.60	635.00	101.09
	66--	CPTL OUTLY LAND BLDG & EQ	214,500.00	179,052.00	35,381.15	0.00	66.85	16.49
	----	PUPIL TRANSPORTATION	1,781,347.75	255,512.48	1,473,710.75	103,366.60	52,124.52	82.73

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	July 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	750,203.96	0.00	741,130.48	65,377.97	9,073.48	98.79
	62--	PURCHASE & CONTRACTED SVS	123,425.31	6,129.57	131,330.92	13,207.15	-14,035.18	106.41
	63--	SUPPLIES AND MATERIALS	208,177.56	24,168.52	141,978.35	15,538.20	42,030.69	68.20
	64--	OTHER OPERATING EXPENSES	306,630.63	5,729.82	261,980.03	8,355.18	38,920.78	85.44
	----	COCURR./EXTRACURR.ACTIVIT	1,388,437.46	36,027.91	1,276,419.78	102,478.50	75,989.77	91.93
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	1,041,504.34	0.00	879,560.53	79,819.82	161,943.81	84.45
	62--	PURCHASE & CONTRACTED SVS	111,686.00	20,839.94	45,620.27	1,032.22	45,225.79	40.85
	63--	SUPPLIES AND MATERIALS	38,296.00	1,473.66	22,370.13	3,783.18	14,452.21	58.41
	64--	OTHER OPERATING EXPENSES	96,588.00	2,510.54	69,431.84	1,609.49	24,645.62	71.88
	----	GENERAL ADMINISTRATION	1,288,074.34	24,824.14	1,016,982.77	86,244.71	246,267.43	78.95
51		PLANT MAINTENANCE & OPERATIONS						
38								
	61--	PAYROLL COSTS	1,866,149.56	0.00	1,757,492.98	156,879.97	108,656.58	94.18
	62--	PURCHASE & CONTRACTED SVS	1,396,820.00	44,351.23	1,206,215.21	180,951.86	146,253.56	86.35
	63--	SUPPLIES AND MATERIALS	420,924.00	22,645.81	390,167.28	15,599.65	8,110.91	92.69
	64--	OTHER OPERATING EXPENSES	164,670.00	587.50	164,019.37	300.00	63.13	99.60
	66--	CPTL OUTLY LAND BLDG & EQ	57,000.00	0.00	53,176.32	0.00	3,823.68	93.29
	----	PLANT MAINTENANCE & OPERA	3,905,563.56	67,584.54	3,571,071.16	353,731.48	266,907.86	91.44
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	15,518.90	0.00	0.00	0.00	15,518.90	0.00
	62--	PURCHASE & CONTRACTED SVS	54,072.00	0.00	53,251.64	151.25	820.36	98.48
	63--	SUPPLIES AND MATERIALS	7,528.00	0.00	7,451.78	2,399.00	76.22	98.99
	----	SECURITY & MONITORING SER	77,118.90	0.00	60,703.42	2,550.25	16,415.48	78.71

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	July 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	407,942.17	0.00	395,395.15	55,125.19	12,547.02	96.92
	62--	PURCHASE & CONTRACTED SVS	265,715.00	6,236.74	244,171.73	6,109.04	15,306.53	91.89
	63--	SUPPLIES AND MATERIALS	245,365.00	3,169.45	240,285.71	25,998.23	1,909.84	97.93
	64--	OTHER OPERATING EXPENSES	6,298.00	370.19	3,924.55	317.88	2,003.26	62.31
	66--	CPTL OUTLY LAND BLDG & EQ	35,000.00	0.00	35,000.00	0.00	0.00	100.00
	----	DATA PROCESSING SERVICES	960,320.17	9,776.38	918,777.14	87,550.34	31,766.65	95.67
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	48,984.71	0.00	49,308.70	283.48	-323.99	100.66
	62--	PURCHASE & CONTRACTED SVS	20,000.00	0.00	20,000.00	5,000.00	0.00	100.00
	64--	OTHER OPERATING EXPENSES	300.00	105.50	194.50	0.00	0.00	64.83
	----	COMMUNITY SERVICES	69,284.71	105.50	69,503.20	5,283.48	-323.99	100.32
81		FACILITIES ACQ. & CONSTRUCTION						
39								
	63--	SUPPLIES AND MATERIALS	10,000.00	0.00	0.00	0.00	10,000.00	0.00
	66--	CPTL OUTLY LAND BLDG & EQ	422,738.00	97,843.76	18,222.11	6,200.66	306,672.13	4.31
	----	FACILITIES ACQ. & CONSTRU	432,738.00	97,843.76	18,222.11	6,200.66	316,672.13	4.21
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	4,418,176.00	0.00	3,800,051.00	631,168.00	618,125.00	86.01
	----	INTERGOVERNMENTAL CHARGES	4,418,176.00	0.00	3,800,051.00	631,168.00	618,125.00	86.01
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	686,614.00	0.00	650,189.74	0.00	36,424.26	94.70
	----	OTHR INTERGOVERNMENTAL CH	686,614.00	0.00	650,189.74	0.00	36,424.26	94.70
	----	GENERAL FUND	37,120,520.21	547,835.48	33,035,026.63	3,183,967.53	3,537,658.10	88.99

		2012-13	ENCUMBRANCE	2012-13	July 2012-13		2012-13
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
240							
	FOOD SERVICE						
35							
	FOOD SERVICES						
	61-- PAYROLL COSTS	784,687.93	0.00	706,315.66	60,074.78	78,372.27	90.01
	62-- PURCHASE & CONTRACTED SVS	18,873.00	584.74	14,893.97	330.03	3,394.29	78.92
	63-- SUPPLIES AND MATERIALS	1,035,516.69	16,788.56	914,707.15	3,658.95	104,020.98	88.33
	64-- OTHER OPERATING EXPENSES	10,310.00	0.00	8,121.39	130.00	2,188.61	78.77
	66-- CPTL OUTLY LAND BLDG & EQ	100,996.00	0.00	90,815.32	83,331.95	10,180.68	89.92
	---- FOOD SERVICES	1,950,383.62	17,373.30	1,734,853.49	147,525.71	198,156.83	88.95
	---- FOOD SERVICE	1,950,383.62	17,373.30	1,734,853.49	147,525.71	198,156.83	88.95

Number of Accounts: 2250

***** End of report *****

		2012-13	ENCUMBRANCE	2012-13	July 2012-13	2012-13	
		BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
	6--- EXPENDITURES	37,120,520.21	547,835.48	33,035,026.63	3,183,967.53	3,537,658.10	88.99
	---- GENERAL FUND	37,120,520.21	547,835.48	33,035,026.63	3,183,967.53	3,537,658.10	88.99
240	FOOD SERVICE						
	6--- EXPENDITURES	1,950,383.62	17,373.30	1,734,853.49	147,525.71	198,156.83	88.95
	---- FOOD SERVICE	1,950,383.62	17,373.30	1,734,853.49	147,525.71	198,156.83	88.95

Number of Accounts: 2250

***** End of report *****

Marble Falls Independent School District

INTEROFFICE MEMORANDUM

Date: August 23, 2013

To: Board of Trustees and Dr. O'Connor

From: Lisa LeMon, Director of Business Operations

Subject: Consider Approval of Fund Balance Assignment

The Board previously approved some projects that we now know will not be completed by fiscal year end. Therefore, we are requesting that the Board assign fund balance in the amount of \$108,000 to allow for the completion of those projects in fiscal year 13-14 for the General Fund and \$23,875 in the Child Nutrition Fund. The projects that will be completed in 13-14 in the General Fund are the store front doors, remainder of fencing projects, and the High School auditorium foyer. The projects that will be completed in 13-14 in the Child Nutrition Fund are the Moto Bars at the High School cafeteria, hand washing sink at Spicewood and painting the cafeteria at Highland Lakes.



Marble Falls ISD
Update on Summer Projects
8/26/2013

	Amount Approved by Board	Amount Spent to Date	Amount to Carry Over	Amount Not Used
General Fund:				
Security	\$ 255,538	\$ 60,594	\$ 90,000	
Transportation	\$ 214,500	\$ 214,500	\$ -	
Campus Improvements	\$ 151,761	\$ 164,920	\$ 18,000	
Total General Fund	\$ 621,799	\$ 440,014	\$ 108,000	\$ 73,785
Child Nutrition Fund:				
Campus Improvements	\$ 100,928	\$ 77,054	\$ 23,875	
Total Child Nutrition	\$ 100,928	\$ 77,054	\$ 23,875	\$ (1)

Marble Falls ISD Lawn Service 2013-2014

Minutes of the Bid Opening for Lawn Maintenance Service

On Monday August 5, 2013 bids were opened at 2:45 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Mitchell Clark
2. Don Clark
3. Carmen Foster
4. Michael Phillips

	Received	HS	Colt	HLES	Spicewood	Admin / Transp	Weed Control
Lemaster Landscapes	8/5/2013 @ 12:20 pm	\$500.00	\$400.00	\$325.00	\$350.00	\$375 / \$100	
4 Matts Lawn Service	8/5/2013 @ 12:10 pm	\$775.00	\$320.00	\$320.00	\$380.00	\$600.00	
Lawn Patrol	8/5/2013 @ 8:30 am	\$840.00	\$540.00	\$480.00	\$480.00	\$720.00	
Austin Star Landscaping	8/5/2013 @ 11:21 am	\$540.00	\$360.00	\$420.00	\$340.00	\$480.00	\$185.00

Dr. O'Connor and Board Members,

After reviewing the Lawn Maintenance Bids and past service quality and abilities to deliver my recommendation is that we use Lemaster Landscapes for High School, Spicewood and Admin/Transportation and Matt's Lawn Service for HLES and Colt.

Thank you,

Michael Phillips
Maintenance Director

8/21/2013

Marble Falls ISD Pest Control Service 2013-2014

Minutes of the Bid Opening for Pest Control Service

On Monday August 5, 2013 bids were opened at 2:30 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Mitchell Clark
2. Don Clark
3. Carmen Foster
4. Michael Phillips

	Received	Proposal
Quality Pest Control	8/1/2013	\$550.00

Dr. O'Connor and Board Members,

After reviewing the ----Pest Control Bids, I recommend that we use Quality Pest Control.

Thank you,

Michael Phillips
Maintenance Director

Marble Falls Independent School District

2013-2014

Appraisal Calendar

July 13						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 13						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 13						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 13						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 13						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 14						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 14						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 14						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 14						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 14						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 14						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 14						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 14						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Appraisal Timeline

New Employee Inservice

Inservice - (First Day - August 20)

PDAS orientation completed by
August 23

August 26 - First day of school

No formal observations

Holiday

September 13 - Section I of Teacher
Self-Report due to appraiser.

September 16 - Formal
observations begin.

April 14 - Revisions of Section I
and completion of Section II and
III of Teacher Self-Report due
to appraiser.

April 25 - Summative Annual
Report provided five working days
before conferences.

May 2 - May 14 - Summative Conferences

Written summary of observation due to
teacher within five days of observation. May
rebut in writing or request second appraiser
within ten working days. (Appraiser may
extend to fifteen days.)

Marble Falls ISD
2013-2014 Certified Teacher Appraisers

In compliance with the district's board policies DNA (Legal) and DNA (Local), which are legally referenced to the Education Code, the following list of personnel are certified and approved to serve as teacher appraisers using the Professional Development and Appraisal System (PDAS) for the 2013-2014 school year.

Marble Falls High School: Manny Lunoff, Clark Fields, Toby Fletcher, Allie Hampton

Falls Career High School: Peggy Little

Marble Falls Middle School: John Schumacher, Karol French, Mickey Hughes

Colt Elementary: Keith Powell, Phyllis Smith

Highland Lakes Elementary: Michael Pittard, Stacy Lashbrook, Mark Richert

Marble Falls Elementary: Bruce Peckover, Dana Green

Spicewood Elementary: Leslie Baty

Other Appraisers: Lee Courville, Melissa Fields, Susan Maughan, Allen Roberts, Wade Stanford, Leslie Talamantes

Vantage Points

A Board Member's Guide to Update 97

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the TASB Localized Update. The topic-by-topic outline and the thumbnail descriptions focus attention on key issues to assist local officials in understanding changes found in the policies. **The description of policy changes in *Vantage Points* is highly summarized and should not substitute for careful attention to the more detailed, district-specific Explanatory Notes and the policies within the localized update packet.**

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

We welcome your comments or suggestions for improving *Vantage Points*. Please write to us at TASB Policy Service, P.O. Box 400, Austin, TX 78767-0400, e-mail us at policy.service@tasb.org, or call us at 800-580-7529 or 512-467-0222.

For further information about Policy Service, check out our Web site at <http://policy.tasb.org>.

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Update 97 addresses several recent amendments to the Texas Administrative Code regarding instructional materials, the Texas Virtual School Network (TxVSN), state assessments, and communicable diseases. While many of these rule changes may be affected by the 83rd Texas Legislative Session, the update reflects the Administrative Code text currently in effect in an effort to maintain the manual with current law. Any changes resulting from the 83rd Legislature will be addressed in future updates. Other changes at Update 97 incorporate federal laws, including a provision from the Fostering Connections to Success and Increasing Adoptions Act, provisions from the recently enacted Uninterrupted Scholars Act of 2013, and new Family and Medical Leave Act (FMLA) rules.

Instruction

Instructional Materials

Changes throughout CMD(LEGAL) at this update reflect amendments to the Administrative Code, effective July 2012, regarding instructional materials care and accounting. The text provides that a district must code its instructional materials allotment as revenue and determine a value for the instructional materials in the district's inventory, since these materials are considered assets. Changes to the text also clarify that instructional materials must be certified prior to the beginning of each school year in a format approved by the Commissioner, and the certifications must be ratified by the board in a public meeting. Details have also been added regarding the procedures for selling or disposing of instructional materials and technological equipment.

TxVSN

New Administrative Code rules regarding the Texas Virtual School Network (TxVSN), effective February 27, 2013, prompted extensive revisions to EHDE(LEGAL). Included in the revisions are new provisions addressing student enrollment in, advancement through, and withdrawal from TxVSN courses, as well as provisions clarifying the fees that may be charged to students.

State Assessments

Amendments to the Administrative Code, effective March 14, 2013, are also reflected at EKB(LEGAL) regarding state assessments, including clarification that a student in grades 3–8 may not be administered the state assessment for his or her enrolled grade level if the student is enrolled in an above-grade-level course. In that case, the student would only be administered the state assessment for the course in which he or she is enrolled. Provisions are also included concerning end-of-course (EOC) assessments for students earning credit by examination or participating in distance learning, including correspondence courses, or in dual credit courses.

At EKBA(LEGAL), provisions on state assessments for English language learners have been revised as a result of Administrative Code changes effective December 22, 2011, and March 27, 2013. The text has been adjusted

throughout to reflect the terminology in the state rules, which use both “English language learner” and “student of limited English proficiency” (LEP) interchangeably, and the subtitle for this code—now “English Language Learners/LEP Students”—has been similarly updated. Changes to the policy also clarify and expand on statutory provisions, including state testing requirements for English language learners and the limited circumstances under which English language learners or LEP students could be exempted from those requirements.

Student Issues

Students in Foster Care

From the federal Fostering Connections to Success and Increasing Adoptions Act of 2008—addressing educational stability for students in foster care, specifically when there are changes in foster placement—a provision has been added at FD(LEGAL) requiring the Department of Family and Protective Services to coordinate with the district to ensure that a child remains in the school in which he or she is enrolled at the time of each foster placement, if that is in the child’s best interest.

Student Records

At FL(LEGAL), two items have been added to the list of people to whom the district may release personally identifiable student information without parental consent: (1) the Secretary of Agriculture or representatives from the Food and Nutrition Service, for purposes related to programs authorized under the National School Lunch Act or the Child Nutrition Act, and (2) caseworkers or other state or local child welfare agency representatives, when the agency has responsibility for the care and protection of the student. The latter comes as a result of amendments to the Family Educational Rights and Privacy Act (FERPA) from the Uninterrupted Scholars Act of 2013, effective January 14, 2013.

Also from the Uninterrupted Scholars Act is a new provision at FL(LEGAL) that permits the district to release subpoenaed records without notifying a student’s parent if the court order is issued as a result of proceedings involving child abuse and neglect or dependency and the parent is a party to those proceedings.

Transportation

CNA(LOCAL) POLICY CONSIDERATIONS

At Update 97, we have made recommended revisions regarding whether the district provides transportation to students for whom the district does not receive state transportation funds, for districts that have this policy and currently address this topic. For districts that do permit those students to use district transportation, that use continues to be subject to time and space limitations and any applicable administrative regulations. Any fees must be

approved by the board. For districts that do not provide transportation to those students, recommended revisions clarify that there are exceptions required by law, such as for students with disabilities and homeless students.

For districts that request funding to transport students who live in hazardous areas within two miles of their school, text is recommended to meet requirements from the TEA Transportation Allotment Handbook that the district have board policy identifying the hazardous conditions, as well as the specific hazardous areas. The recommended policy language requires the board to annually adopt a resolution describing the hazardous conditions and areas so that these descriptions, which could change, do not need to be included in the board-adopted policy. Districts that apply for this funding through TEA but do not address the issue at CNA(LOCAL) are encouraged to contact their TASB policy consultant for assistance.

For districts that currently address bus stops in this policy, the information is better suited to the student handbook and administrative regulations and is recommended for deletion from this local policy.

**Communicable
Diseases**

To more accurately reflect Administrative Code rules, provisions on excluding students from attendance for communicable conditions and diseases have been revised at FFAD(LEGAL).

Employee Issues

**Criminal History
Checks**

DBAA(LOCAL) POLICY CONSIDERATIONS

This local policy is recommended for inclusion in the district's policy manual to address updated guidance issued by the Equal Employment Opportunity Commission (EEOC) in April 2012 regarding the role of arrest and conviction records in employment decisions. The guidance indicates that, even if state law or local policy requires automatic exclusion from employment for a particular offense, a district may not refuse to hire a person who has been convicted of an offense listed in state law or local policy unless the district has determined that its decision is job-related and consistent with business necessity.

The recommended policy text explains the offenses that would disqualify a person from employment and provides that the district will make an individualized assessment of criminal history record information when determining a person's eligibility for employment in a specific position.

Contract Termination At DFAB(EXHIBIT), there is a new recommended form for documenting the district's method of delivery—including a required attempt at hand delivery—of the board's notice of termination of an employee's probationary contract at the end of the contract period.

FMLA Based on revised Department of Labor rules published on February 5, 2013, changes at DECA(LEGAL), concerning family and medical leave, deal primarily with military members, including a new option allowing qualifying exigency leave for parental care when the care is necessitated by the military member's, i.e., employee's, covered active duty.

Other Employment Policies

DMC(LOCAL) POLICY CONSIDERATIONS

For districts that have professional development provisions at this code based on the concepts of the Texas Teacher Career Ladder, which the legislature abolished in 1993, we recommend deletion of this local policy from the district's policy manual.

DPB(LOCAL) POLICY CONSIDERATIONS

This local policy addressing substitute teachers is also recommended for deletion from the district's policy manual, as it no longer matches the practices of many districts and contains administrative details not necessary for inclusion in board policy.

Workers' Compensation Benefits At CRE(LEGAL), an existing statutory provision has been added that would let a board choose to cover board members and paid election workers as employees for purposes of workers' compensation.

Media Relations

GBBA(LOCAL) POLICY CONSIDERATIONS

For districts that have a local policy at this code regarding relations with the news media, we recommend revisions to the text for clarity, as well as addition of a new provision designating the superintendent as the district's official spokesperson during a crisis situation, and deletion of obsolete text regarding the broadcast of school events.

More Information For further information on these policy changes, refer to the policy-by-policy Explanatory Notes—customized for each district's policies—and the policies themselves, found in your localized update packet.

Update 97 contains (LOCAL) policies that require board action before we can incorporate Update 97 into your district's Policy On Line manual. Please notify Loretta Jeschke of your policy adoption by faxing this form to 512-467-3618, or by e-mailing your notification to pol-support@tasb.org, or by completing the form electronically through Policy On Line Administrator Tools (https://www.tasb.org/apps/PolicyAdmin) using your myTASB login and clicking the "Notify TASB of Policy Adoption" link. 027904 Marble Falls ISD Your Name: _____ Your E-mail: _____ We will send a confirmation e-mail when your update is placed online. Previous Updates ☐ I confirm that all updates prior to Update 97 have been adopted. (Visit http://www.tasb.org/apps/policyUpdates/index.aspx to see updates pending adoption. Your Local Manual Updates will remain available through myTASB until your district notifies us of adoption.) Update 97 Adoption Date: _____ Status (please check one): ☐ Adopted as presented by TASB—place online immediately ☐ Adopted with further changes, described below* _____ _____ _____ _____ _____ * If you have changes to the listed policies that you have not already sent to your policy consultant, please attach the policies to this form or e-mail them to your consultant to ensure they are processed as a Local District Update. Your policy consultant may contact you about these policies, if necessary. If you have any questions, please contact Loretta Jeschke by phone at 800-580-7529.	Update 97 Policy On Line[®] Adoption Notification Form
TASB Policy Service Fax: 512-467-3618	

Localized Policy Manual

Update 97

Please remember: Log in to **myTASB.tasb.org** and open *Policy Service Resource Library: Local Manual Updates* to download a PDF of this update packet, annotated copies of the (LOCAL) policies, editable (LOCAL) text, and more.

Marble Falls ISD

Update 97 addresses several recent amendments to the Texas Administrative Code. While many of these rule changes may be affected by the 83rd Texas Legislative Session, the update reflects the Administrative Code text currently in effect in an effort to maintain the manual with current law. Major topics affected by the rule changes include instructional materials, bilingual education, communicable diseases, state assessments, and the Texas Virtual School Network. Other changes at Update 97 incorporate federal laws, including new Family and Medical Leave Act rules, a provision from the Fostering Connections to Success and Increasing Adoptions Act, and provisions from the recently enacted Uninterrupted Scholars Act of 2013.

Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They should NOT be adopted but, rather, should inform local decision making. The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action is needed to adopt, revise, or repeal (LOCAL) policy.

In addition to the updated policies, your Localized Update 97 packet contains:

- **INSTRUCTIONS** . . . providing specific, policy-by-policy directions on how this update, if accepted as prepared, should be incorporated into your Localized Policy Manual.
- **EXPLANATORY NOTES** . . . summarizing changes to the policies in each code. Please note that, where appropriate, the Explanatory Notes ask you to **verify that a particular policy reflects your current practice and to advise us of changes needed** so that our records and your manual accurately track the district's practice.

Vantage Points—A Board Member's Guide to Update 97 may be found in the separately wrapped package accompanying this packet. *Vantage Points* offers a highly summarized overview of the update and is intended to provide local officials a first glance at the scope of the update—as a prelude to studying the detailed Explanatory Notes and policy text within the packet. **Please distribute the enclosed copies of *Vantage Points* to your board members** at the earliest possible opportunity, preferably with their review copies of this update.

Update 97 policies are so identified in the lower left-hand corner of each policy page. If you have any questions concerning this update, please call your policy consultant at 800-580-7529 or 512-467-0222.

Regarding board action on Update 97 . . .

- Board action on Localized Update 97 must occur within a properly posted, open meeting of the board and may be addressed on the agenda posting as “Policy Update 97, affecting (LOCAL) policies (see attached list of codes).” Policy On Line districts have access to a list of the (LOCAL) policies included in the update through the Local Manual Updates application in myTASB. Other districts may generate a list of the (LOCAL) policy codes added, revised, or deleted (and the titles/subtitles of those policies) using the Instruction Sheet as a guide and attach that list to the posting. BoardBook compilers should use “Policy Update 97, affecting (LOCAL) policies” as the agenda item and, as agenda sub-items, the code and name of each of the (LOCAL) policies affected by the update.
- A suggested motion for board action on Localized Update 97 is as follows:
“I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 97 [with the following changes:]”
- The board’s action on Localized Update 97 must be reflected in board minutes. The Instruction Sheet—annotated to reflect any changes made by the board—and the Explanatory Notes for the update should be filed with the minutes where they make up the authoritative record of your board’s actions. Include a copy of new, replaced, or rescinded **(LOCAL)** policies.
- In constructing the separate historical record of the manual, the emphasis is on tracking the history of individual policies. For guidance on maintaining this record, please refer to the *Administrator’s Guide to Policy Management* available in the myTASB Policy Service Resource Library at http://www.tasb.org/services/policy/mytasb/admin_guide/index.aspx.

Regarding manual maintenance and administrative regulations . . .

- **Notify your policy consultant of any changes made by the board so that Policy Service records—forming the basis for subsequent updating recommendations—exactly mirror your manual.**
- The update should be incorporated into each of the district’s Localized Policy Manuals as soon as practicable. If the district uses Policy On Line, you will need to notify us of the board’s action on Update 97 so that your district’s Localized Policy Manual as it appears on TASB’s Web server can be updated. Policy On Line staff may be reached by phone (800-580-7529 or 512-467-0222), by fax (512-467-3618, using the Update 97 Adoption Notification Form enclosed), by e-mail (pol-support@tasb.org), or through the Policy On Line Administrator Tools (<https://www.tasb.org/apps/PolicyAdmin>).
- Administrative procedures and documents—including formal (REGULATIONS), handbooks, and guides—that may be affected by Update 97 policy changes should be inspected and revised by the district as needed.

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

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Instruction Sheet

TASB Localized Policy Manual Update 97

District Marble Falls ISD

Code	Action To Be Taken	Note
A25 (INDEX)	Replace cross-index	Revised cross-index
CMD (LEGAL)	Replace policy	Revised policy
CNA (LOCAL)	Replace policy	Revised policy
CRE (LEGAL)	Replace policy	Revised policy
DBAA (LOCAL)	ADD policy	See explanatory note
DECA (LEGAL)	Replace policy	Revised policy
DFAB (EXHIBIT)	Replace exhibit	Revised exhibit
DPB (LOCAL)	DELETE policy	See explanatory note
E (LEGAL)	Replace table of contents	Revised table of contents
EHBE (LEGAL)	Replace policy	Revised policy
EHBI (LEGAL)	Replace policy	Revised policy
EHDE (LEGAL)	Replace policy	Revised policy
EIF (LEGAL)	Replace policy	Revised policy
EKB (LEGAL)	Replace policy	Revised policy
EKBA (LEGAL)	Replace policy	Revised policy
FD (LEGAL)	Replace policy	Revised policy
FFAB (LEGAL)	Replace policy	Revised policy
FFAD (LEGAL)	Replace policy	Revised policy
FL (LEGAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 97

District: Marble Falls ISD

A25 (INDEX) CROSS-INDEX

The cross-index—shared by all localized policy manuals in districts throughout Texas, the *TASB Policy Reference Manual*, and the *TASB Regulations Resource Manual*—has been updated to reflect new terminology and topic relationships established by changes in law or regulation that have arisen since this document was last updated in August 2012.

Please bear in mind that the cross-index is “generic” and presents a structure that serves all these manuals; your policy manual may not address some of the topics shown and may not include some of the policies indicated. This cross-index is also a key element used in searching Policy On Line.

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

Amendments to the Administrative Code, effective July 8 and July 23, 2012, resulted in changes throughout this legally referenced policy, including:

- New text at FUNDING on page 1 providing that the district must code the instructional materials allotment (IMA) as revenue in the manner required by TEA.
- A new provision at NO APPEAL stating that the amount of the IMA determined by the Commissioner is final and may not be appealed.
- New provisions on page 2 addressing how the Commissioner will calculate adjustments to a district's IMA for HIGH ENROLLMENT GROWTH and the procedures a district can follow to request an adjustment for enrollment growth not reflected in the state calculation.
- Clarification, beginning on page 2, that IMA PERMITTED EXPENDITURES include non-adopted instructional materials but not the purchase or installation of the physical conduit for data transmission, purchase of office and school supplies, or payment of travel expenses.
- On page 4, a requirement for the district to determine a VALUE for its instructional materials, as they are considered assets.
- Clarification that DISTRIBUTION of instructional materials may involve providing access to the materials rather than distributing printed materials.
- Beginning on page 5, new provisions addressing requisition of and access to BRAILLE AND LARGE-TYPE MATERIALS for teachers, students, and parents.
- Clarification on page 6 that the CERTIFICATION OF INSTRUCTIONAL MATERIALS must be made prior to the beginning of each school year in a format approved by the Commissioner; be ratified by the board in a public meeting; include supporting documentation, if requested by the Commissioner; and may include consideration of both adopted and non-adopted materials. A district may not submit a requisition request for the following school year until the Commissioner receives the certification for the current school year.
- Existing text on page 7 at RESPONSIBILITY FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT explaining that the board cannot require an employee to pay for materials and equipment that are stolen, misplaced, or not returned by a student.
- New provisions on page 9 making the district responsible for LOST, DAMAGED, OR WORN OUT INSTRUCTIONAL MATERIALS and outlining the procedures the district must follow to dispose of and replace the materials.

Explanatory Notes

TASB Localized Policy Manual Update 97

- Beginning on page 9, additional detail on the procedures for the SALE OR DISPOSAL of instructional materials and technological equipment, including a requirement to certify to TEA that new materials purchased from sale proceeds cover the TEKS and a requirement that prior to any disposal the district notify the Commissioner of the instructional materials to be disposed of and the method of disposal.
- Clarification on page 10 that the district's ANNUAL INVENTORY must include adopted and non-adopted instructional materials and technological equipment and must be recorded in the EMAT system.
- Deletion of provisions addressing out-of-adoption instructional materials.

Citations have been adjusted throughout the policy.

CNA (LOCAL) TRANSPORTATION MANAGEMENT STUDENT TRANSPORTATION

The recommended revision to this local policy at ELIGIBILITY states more clearly the board's decision to permit students for whom the district does not receive state transportation funding to use district transportation. This use continues to be subject to time and space limitations and any applicable administrative regulations. **If your district does not provide transportation for these students, please contact your policy consultant for alternate text.**

Because the board must approve any fee for the transportation of a student for whom it does not receive a transportation allotment, we recommend including a statement that any applicable fees shall be approved by the board and published in administrative regulations. If the board does not charge a fee, this should be stated in the regulations.

We also recommend deletion of the provision addressing bus stops, as this information is better addressed in the student handbook or other administrative regulations.

If your district requests funding to transport students who live in hazardous areas within two miles of the school, please contact your policy consultant about the local board policy requirements.

CRE (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT WORKERS' COMPENSATION

An existing statutory provision has been added to this legally referenced policy on workers' compensation, allowing the board to cover as an employee under workers' compensation a board member or paid election worker. See OPTIONAL COVERAGES on page 1.

Explanatory Notes

TASB Localized Policy Manual Update 97

DBAA (LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CRIMINAL HISTORY AND CREDIT REPORTS

In April 2012, the Equal Employment Opportunity Commission (EEOC) issued updated guidance regarding the role of arrest and conviction records in employment decisions, available at http://www1.eeoc.gov/laws/guidance/arrest_conviction.cfm?renderforprint=1. The guidance indicates that, even if state law or local policy requires automatic exclusion from employment for a particular offense, a district may not refuse to hire a person who has been convicted of an offense listed in state law or local policy unless the district has determined that its decision is job-related and consistent with business necessity. This local policy is recommended for inclusion in the district's policy manual to address the EEOC guidance.

The policy text included for your consideration reflects this process by explaining at DISQUALIFYING OFFENSES that all district positions have the potential for contact with students and that the district shall disqualify from employment a person whose criminal history indicates that the person poses a threat to students or employees. This language provides a basis for determining that the exclusion of a candidate for these offenses, which would include the state law offenses that make a person ineligible to work in a school district, are job-related and a business necessity. The policy language also provides that consistent with business necessity the district shall disqualify a person whose criminal history is otherwise inconsistent with the job duties of the position. This provision could apply, for example, if a candidate with a conviction for money laundering applies for a position as the district's chief financial officer.

Reaching the conclusion that a decision to disqualify a candidate is job-related and consistent with business necessity will generally require an INDIVIDUALIZED ASSESSMENT of each final candidate's criminal history, taking into account a variety of factors, as listed in the policy.

The EEOC guidance states that an employment decision based solely on an arrest, without further justification, is not job-related and consistent with business necessity; therefore, the enclosed policy language states that the district shall not disqualify a person based solely on an ARREST. However, as permitted by the guidance, the district may base the employment decision on the conduct underlying the arrest if the conduct makes the person unfit for the job position in question.

Also included in the policy text is a reminder of the legal requirement to provide SBEC NOTIFICATION if a candidate who is certified by SBEC has a reported criminal history.

For further information, TASB Legal Services has published an FAQ addressing Criminal History Reviews of District Employees and Volunteers, including the EEOC guidance, at http://www.tasb.org/services/legal/esource/personnel/pers_emp_requirement.aspx#Criminal_Background_Checks. Corresponding administrative regulations will be included in Update 44 to the *TASB Regulations Resource Manual*, scheduled for release in early July.

CREDIT HISTORY checks as part of the hiring process are also addressed in this policy. A recommended provision explains that the district shall only obtain credit history checks when the person's credit history is related to the position. The district must comply with the Fair Credit Reporting Act before obtaining credit history.

Please note: DH(LOCAL), not included in this update, addresses changes in criminal history for current employees.

Explanatory Notes

TASB Localized Policy Manual Update 97

DECA (LEGAL) LEAVES AND ABSENCES FAMILY AND MEDICAL LEAVE

Changes to this legally referenced policy addressing the Family and Medical Leave Act (FMLA) are based on revised Department of Labor (DOL) rules, published on February 5, 2013. Provisions were moved within the rules, resulting in several citation changes. In addition, at QUALIFYING EXIGENCY on page 3, the amended rules provide that an employee may take qualifying exigency leave for *parental care*. The DOL has published Frequently Asked Questions, available at http://www.dol.gov/whd/fmla/2013rule/militaryFR_FAQs.htm#3. The FAQs explain that an employee who is a military member can take exigency leave for certain activities related to the care of the employee's parent who is incapable of self-care, such as admitting or transferring a parent to a new care facility or attending meetings with staff at a care facility, if those activities arise from the employee's covered active duty.

Although not detailed in the policy, the rules also revised the definition of *covered servicemember* referred to at QUALIFYING REASONS FOR LEAVE at item 6 on page 3 to include servicemembers who are no longer on active military service, which would include certain veterans. The change applies to military caregiver leave.

In addition to the changes from the DOL rules, we have made a correction at INTERMITTENT OR REDUCED LEAVE SCHEDULE on page 6 and added a provision on page 19 at RECORDS explaining that records and documents created for FML purposes that contain family medical history or genetic information must be maintained in accordance with the confidentiality requirements of the Genetic Information Nondiscrimination Act (GINA).

DFAB (EXHIBIT) PROBATIONARY CONTRACTS TERMINATION AT END OF YEAR

This exhibit addresses notice of the board's decision to terminate an employee's probationary contract at the end of the contract period. The recommended revision to this exhibit adds a form for district staff to document how the notice of termination was delivered to the employee, in accordance with legal provisions requiring an attempt at hand delivery.

DPB (LOCAL) PERSONNEL POSITIONS SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

This local policy is recommended for deletion from the district's policy manual as it no longer matches the practices of many districts. The district HR staff is usually responsible for accepting applications from substitutes and handling the other administrative details of employment, such as ensuring that the district has the correct documents on file. In addition, many districts use an electronic system to track and call substitutes for assignments. Pay for substitutes should be addressed along with pay for other employees in the compensation plans adopted by the board, as described in DEA(LOCAL), which is not included in this update.

Explanatory Notes

TASB Localized Policy Manual Update 97

E (LEGAL) INSTRUCTION

We have changed the title of EKBA to English Language Learners/LEP Students to reflect new terminology from state rules.

See the explanatory note for EKBA below for further information.

EHBE (LEGAL) SPECIAL PROGRAMS BILINGUAL EDUCATION/ESL

Amendments effective March 14, 2013, moved Administrative Code rules addressing LEP STUDENTS AND STATE ASSESSMENTS, reflected on page 10, from Subchapter A to Subchapter AA in 19 TAC Chapter 101.

EHBI (LEGAL) SPECIAL PROGRAMS ADULT AND COMMUNITY EDUCATION

An amendment to the Administrative Code effective February 28, 2013, explains that a district shall not charge TUITION AND FEES for adult education unless statutorily authorized to do so. See page 2.

EHDE (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT DISTANCE LEARNING

Extensive revisions to this legally referenced policy on distance learning are from new Administrative Code rules on the Texas Virtual School Network (TxVSN), effective February 27, 2013.

The rules clarify that the TxVSN is comprised of two components—the online school (OLS) program and the statewide course catalog.

The rules provide detail for a school district to operate an ONLINE SCHOOL PROGRAM, which is a full-time, virtual instructional program for students in grades 3–12.

Provisions have been added at PROVIDER DISTRICTS beginning on page 2 to specify eligibility standards for a school district to serve as an OLS or as a statewide course catalog provider and to explain GENERAL REQUIREMENTS for both types of provider districts.

On page 4, new text reflects that an OLS may offer PROVISIONAL ENROLLMENT to a student for ten school days under certain circumstances.

Beginning on page 5, we have added provisions addressing student ENROLLMENT, ADVANCEMENT, AND WITHDRAWAL and explaining COMPULSORY ATTENDANCE for students taking an electronic course in an OLS program or the statewide course catalog.

A new provision at STUDENT ASSESSMENT on page 8 clarifies that districts participating in the OLS program are included in the state's academic accountability system.

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At COURSE COST, the rules clarify when a district may charge students the *course cost* rather than a *fee*, and specify that the nominal fee that may be charged in certain circumstances may not exceed \$50.00. The provider district will receive no more than 70 percent of the course cost prior to the student successfully completing the course and the remaining 30 percent after the student successfully completes the course.

The rules also add considerable detail on the requirements for EDUCATORS OF ELECTRONIC COURSES and the standards for REVOCATION of a district's right to participate in the TxVSN, beginning on page 9.

EIF (LEGAL) ACADEMIC ACHIEVEMENT GRADUATION

Amendments to the Administrative Code effective May 29, 2012, and March 14, 2013, resulted in a revision on page 1 to refer to successful completion of *state-required* rather than *exit-level* assessments.

On page 2, the rule amendments clarify that to receive a high school diploma, a student receiving SPECIAL EDUCATION services must successfully complete the requirements of his or her IEP, including performance on a state assessment required for graduation. However, a student's ARD committee shall determine if the student must meet satisfactory performance on an assessment for graduation.

Citations have been updated throughout.

EKB (LEGAL) TESTING PROGRAMS STATE ASSESSMENT

Amendments to the Administrative Code effective March 14, 2013, resulted in multiple changes to this legally referenced policy on state assessment. Significant substantive changes include:

- Modification of the superintendent's duties regarding test ADMINISTRATION on page 2.
- Clarification of the EXCEPTION from state testing requirements for a student in grades 3–8 who is enrolled in a course above the student's enrolled grade level. See page 4.
- Additional provisions beginning on page 5 addressing END-OF-COURSE ASSESSMENTS for students enrolled in the MINIMUM or RECOMMENDED OR ADVANCED/DISTINGUISHED ACHIEVEMENT HIGH SCHOOL PROGRAM, EXCEPTIONS to end-of-course (EOC) requirements for students who received credit for a course with an EOC assessment prior to enrollment in a Texas district or who completed a course with an EOC assessment prior to the 2011–12 spring administration, and testing requirements for STUDENTS ENROLLED BELOW HIGH SCHOOL LEVEL.
- At SATISFACTORY PERFORMANCE beginning on page 6, additional detail on calculating the CUMULATIVE SCORE and the effect of a student receiving the MINIMUM SCORE.
- Additional provisions on EOC assessment requirements when a student received course credit through credit by examination or is participating in a distance learning, correspondence, or dual-credit course. See ALTERNATIVE METHODS FOR EARNING CREDIT on page 7.
- Additional provisions explaining testing requirements for students receiving SPECIAL EDUCATION services and application of the 15 percent course grade requirement when a student is administered an alternate form of an EOC assessment.
- Clarification of the 15 percent course grade requirement at IMPACT ON GRADES on page 8.

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- Clarification that an EOC assessment RETAKE will count toward the cumulative score only if the re-take is higher than the student's previous assessment score and that a student is not required to re-take an assessment if the student failed the course but achieved at least a minimum score on the assessment.
- An additional provision on student REQUESTS TO TAKE AN EOC ASSESSMENT on page 9.
- Deletion of a provision exempting foreign exchange students from exit-level testing requirements if the student has no intention of receiving a Texas high school diploma.
- Reorganization and updating of the provisions on EXIT-LEVEL ASSESSMENTS.

A new Administrative Code rule effective March 26, 2012, adds detail on test SECURITY, clarifies that viewing a test before, during, or after an assessment when not authorized to do so is a violation of TEA's Test Security Supplement, and adds new provisions referring to the criminal PENALTIES that could result from release or disclosure of confidential test content and the SBEC's authority to take action against an educator who fails to cooperate with a TEA investigation. See pages 11–13.

Citations have been updated throughout.

EKBA (LEGAL) STATE ASSESSMENT ENGLISH LANGUAGE LEARNERS/LEP STUDENTS

This legally referenced policy addressing English language learners has been reworked as a result of rule changes effective December 22, 2011, and March 27, 2013. The changes include:

- Throughout the policy, the text has been adjusted to reflect the terminology in the rules, which use both English language learner and student of limited English proficiency (LEP).
- Updated DOCUMENTATION requirements for the Language Proficiency Assessment Committee (LPAC) now include the decisions and justifications related to assessments.
- DEFINITIONS have been grouped at the beginning of the policy, beginning on page 1, and the definition of "immigrant" has been deleted.
- New details on TESTING IN GRADES 3–8 include when a student may be administered the Spanish-version assessment or the linguistically accommodated English version of the math, science, or social studies assessments. Certain unschooled asylees or refugees shall be granted an assessment exemption from testing in grades 3–8 during the first school year the student is enrolled in a U.S. public school. See page 3.
- New detail has been added on exemptions for English language learners regarding END-OF-COURSE ASSESSMENTS.
- On page 4 is a new requirement for the LPAC to document in the student's permanent record the reason an English language learner was granted a POSTPONEMENT from exit-level testing.
- English language learners who had inadequate schooling outside the United States continue to be eligible for LIMITED LEP EXEMPTIONS. During a student's second and third years of enrollment, the student may be granted an exemption if the LPAC determines that the student lacks sufficient English proficiency for the assessment to measure academic progress.
- The LPAC may still administer a Spanish assessment to NON-LEP STUDENTS enrolled in a bilingual program if the LPAC determines that the assessment is the most appropriate measure of academic progress. However, the rules deleted the previous statement that the student could not be administered the Spanish assessment for longer than three years.

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- On page 6, text at SPECIAL EDUCATION clarifies that the ARD committee, in conjunction with the LPAC, shall determine and document allowable testing accommodations and whether the student qualifies to be administered an alternate assessment instrument.
- Certain English language learners receiving special education services who also meet the definition of an unschooled asylee or refugee shall be granted an assessment exemption from testing in grades 3–8 during the first school year the student is enrolled in a U.S. public school.

FD (LEGAL) ADMISSIONS

At STUDENTS IN FOSTER CARE on page 5, we have added a provision from the federal Fostering Connections to Success and Increasing Adoptions Act of 2008, which addresses educational stability for students in foster care, specifically when there are changes in placement. One of the requirements of the Act, as added to this legally referenced policy, is for the Department of Family and Protective Services to coordinate with the school district to ensure that the child remains in the school in which the child is enrolled at the time of placement, if remaining is in the child's best interest.

Under Texas law, students in grades 9–12 who are placed in foster care must be allowed to finish high school at the school where the child was enrolled at the time of the placement without payment of tuition. Students in other grades who move out of the district due to foster care placement will be required to submit a transfer request to remain in the original district. For districts that wish to give special consideration to these transfer requests in an effort to maintain educational stability of the student, TASB Policy Service has sample policy text available. If you would like to review the sample policy provisions, please contact your policy consultant.

FFAB (LEGAL) WELLNESS AND HEALTH SERVICES IMMUNIZATIONS

At the Note on page 1, we have replaced the link to the chart of *Texas Minimum State Vaccine Requirements for Students Grades K–12* with a link to the Texas Department of State Health Services web page on immunization requirements, which provides additional information for districts.

FFAD (LEGAL) WELLNESS AND HEALTH SERVICES COMMUNICABLE DISEASES

Provisions on student EXCLUSION from attendance for communicable conditions and diseases have been revised to better reflect Administrative Code rules, which require a principal to exclude a child having or suspected of having a COMMUNICABLE CONDITION, as listed in the Administrative Code, or a COMMUNICABLE DISEASE, as designated by the Commissioner of Health. A principal may not readmit a student who has been excluded because of a communicable disease until the listed readmission criteria are met.

Citations throughout this legally referenced policy and the link to the Department of State Health Services information on communicable diseases in the Note on page 2 have been updated based on amended Administrative Code rules, effective December 20, 2012.

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FL (LEGAL) STUDENT RECORDS

Two items have been added to the list of persons to whom a district may release student personally identifiable information without parental consent at ACCESS BY OTHER PERSONS, beginning on page 7:

- Item 9, on page 10, is an existing statutory provision that allows release to the Secretary of Agriculture or representatives from the Food and Nutrition Service for the purpose of conducting program monitoring, evaluations, and performance measurements of districts under the National School Lunch Act or the Child Nutrition Act.
- Item 10 comes from the Uninterrupted Scholars Act of 2013, effective January 14, 2013. The Act amends FERPA and, as reflected in the policy text, allows a district to release information to certain individuals when a state agency has responsibility for the care and protection of the student. In this situation, release can be made to a caseworker or other state or local child welfare agency representative who has the right of access to a student's case plan.

Also from the Uninterrupted Scholars Act is a new provision on page 12 allowing a district to release SUBPOENAED RECORDS without notifying the parent if the parent is party to a court proceeding involving child abuse and neglect or dependency, and the court order is issued as a result of those proceedings.

Please Note: This manual does not have policies in all codes. The coding structure is common to all TASB manuals and is designed to accommodate expansion of both (LEGAL) and (LOCAL) policy topics and administrative regulations.

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 honors program EHBN
 summer school EHDA
 travel study EHBM
 foundation EHAA
 guides and course outlines EG
 magnet schools and programs EGA
 pilot projects EGA
 planning EG
 required instructional program
 all levels EHAA
 elementary EHAB
 secondary EHAC
 research EG
 sex education EHAA
 special programs
 adult education EHBI
 at-risk students EHBC
 bilingual education EHBE
 career and technical education EHBFB
 character education EHBK
 community education EHBI
 compensatory education EHBC, EIE
 deaf or hearing-impaired EHBH
 dual language program EHBE
 English as a second language EHBE
 gifted and talented students EHBB
 high school equivalency EHBL
 homebound instruction EEH, EHBA
 life skills EHAA
 prekindergarten EHBG
 remedial instruction/tutorials EHBC
 special education EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAE
 Title I EHBD

custodial services CLB, GKD
custodian of records CPC, FL, GBA
cyberbullying CQ, FFI

- D -

dairy products, purchase of COA
damage reporting CLD
data management BBI, CPC, CQ, GBA
dating violence FFH
days of service DC
deaf or hearing-impaired BE, EHBA, EHBA, EHBAB,
EHBAC, EHBH
debt limitation CCA
debt service
 bonds CCA
 certificates CCC
 revenue bonds CCD
 tax rate CCG
 warrants CCB
deductions/reductions, salary CFEA
deferred compensation CFEA, CRG
defibrillators CKD, DMA
delinquent taxes CCG
demonstrations and strikes DGA, FNCI, GKA
depository
 of funds BDAE
 student activity funds CFD
 board member conflict BBFB
deputy voter registrar DP
design and construction of school facilities CS, CT, CVC
destruction of records CPC, FL, GBAA
detention FO
diabetes management treatment plan FFAF
dietary supplements DH, FFAC
diplomas EIF, FMH
directory information FL
disabilities
 ADAAA (See Americans with Disabilities Act Amend-
 ments Act of 2008)
 IDEA (Individuals with Disabilities Education Act) EHB,
 EHBA, EHBA, EHBAB, EHBAC, EHBAD,
 EHBABE
 Section 504 (for students) EHBH, FB
 temporary (of employees) DBB, DEC
disaster drills CKC
disciplinary action, employees
 continuing contract DFCA
 noncontract DCD
 probationary contract DFAA
 suspension with or without pay DCD, DFAA, DFBA,
 DFCA
 term contract DFBA
disciplinary alternative education program (DAEP) FO, FOA,
 FOB, FOC, FOCA, FOD, FODA, FOE, FOF
 shared services arrangement BQ, FOCA
discipline of students
 code of conduct FN, FNC, FO
 corporal punishment FO
 detention FO
 disciplinary alternative education program, placement in
 FOC
 discipline management program FNC, FO, FOC, FOD,
 FOE
 discipline management techniques FO

disruptions and interference with the education process
 FNCI, FOA, GKA
emergency placement FOE
excessive absence or tardiness FEC
expulsion FOD
extracurricular standards of behavior FO
fraternities, gangs, sororities, and other secret organiza-
 tions FNCC
juvenile justice system FODA
juvenile residential facilities EEM
notice to parents FO, FOA, FOD
parent prohibition regarding corporal punishment FO
placement review committee FOA
possession and use of narcotics, dangerous drugs, and
 alcohol FNCF, FOCA, FOD, FOF
records FL, FO
removal by teacher FOA
suspension FOB
unauthorized student assembly on school premises
 FNCI
unexcused absences FEA, FEC
videotaping FNG, FO
disclosure, conflict of interest BBFA, DBD
discretionary personal leave DEC
discrimination
 employment DAA, DAB, DAC, DIA
 programs and services CS, DAA, DIA, GA
 student EHBA, FB, FD, FDAA, FFH
dismissal, early (of school day) EC
dismissal, employees
 continuing contract DFCA, DFFC
 noncontract DCD
 probationary contract DFAA, DFFA
 term contract BJCE, DFBA, DFFA
disorderly student conduct FNCH, FNCI, FOA
disposal
 of instructional material CMD
 of real property CDB
 of unnecessary personal property/surplus CI
dispute resolution, homeless students FDC
disruptions
 of board meetings BED
 of classes by outsiders GKA
 of instruction EC
 student FNCI, FOA
distance learning EHDE
distinguished achievement program EIC, EIF
distribution of equipment CM, CMA, CMB, CMD
distribution of printed material CPAB, FMA, FNAA, GKDA
district award for teacher excellence (DATE) DEAA
district-level planning and decision-making process BQ,
 BQA
district teaching permit DBA
dogs, searches by trained DHE, FNF
donations
 by district CE
 to district CDC, GE
 of leave DEC
DOT (U.S. Department of Transportation) DHE
dress and personal grooming
 personnel DH
 student FNCA
 uniforms FNCA
drill squads FMF
driver education EHAD
dropout prevention/reduction BQA, BQB, EHBC, EHBD
dropout recovery program GNC
drug-free schools act DH, DI, FNCF

drug-free workplace act DH, DI
 drug screening/testing
 athletes/students FNF
 bus drivers DHE
 employees DHE
 drug searches by trained dogs DHE, FNF
 drug use DH, DHE, DI, FFAC, FNCF, FOC, FOD, FOF
 dual contracts DCB, DK
 dual language immersion program (DLIP) EHBE
 due process
 regarding complaints alleging violation of constitutional
 rights DGBA, FNG, GF
 under continuing contracts DFCA
 hearings by hearing examiner DFD
 under probationary contracts DFAA
 for students FOA, FOD, FOE, FOF
 under term contracts BJCE, BJCF, DFBA, DFBB
 dues, membership for professional organizations CFEA
 duplicating and printing CPAA, FL, GBA
 duty-free lunch DL
 duty schedule DK
 dyslexia BQ, EHB, EHBC, EKB, EKC, EL

- E -

early graduation EI, EIC, EIF, FMH
 early mental health intervention FFB
 ECPA (See Electronic Communication Privacy Act)
 education agency relations
 regional service center GNB
 state agency GND
 voluntary accreditation agency GNE
 education media and service centers GNB
 educational philosophy AE
 educational program access EHA
 educational specifications, facilities CS
 educational television EFF
 educator certification/credentials DBA, DCB, DFBB, DK,
 DPB
 educator excellence awards (See *also* campus incentive
 plan) DEAA
 election clerks BBB, FEB, FEC
 election of board members BBB
 elective instruction EHAD
 electronic bids and proposals CH, CV, CVA, CVB
 electronic communication BBI, CQ, FNCE
 security breach of CQ
 Electronic Communication Privacy Act (ECPA) CQ
 electronic communications system CQ
 electronic communications service CQ
 electronic courses, defined EHDE
 electronic devices, possession or use of CQ, FNCE
 electronic media CY, DH
 electronic storage CQ
 electronic textbook CMD, EFAA
 elementary instruction, required EHAB
 emergency
 board meetings BE
 first aid care CKD, FFAC
 placement FOE
 plans and procedures, drills CKC
 repairs CH, CLB, CV
 school closings CKC
 suicide attempts/threats FFB, FFE

emotionally disturbed students (See *also* students: with
 disabilities) FFB, FFE
 employees
 organizations CFEA, CPAB, DGA, DGB, GKD
 qualifications BJA, DBA, DP
 relations with students DH, DIA, FFH
 employment
 application DC
 annualized salary DEA
 architects and engineers CV, CVA, CVB, CVC, CVD,
 CVE, CVF
 board members, former BBC, DC
 conflict of interest DBD
 criminal history record DBAA
 early separation DEA
 furlough program DEAB
 medical examinations, screenings DBB, DEC
 nepotism restrictions DBE, DC, DCD, DK
 outside consultants BDE
 practices DAC, DC, DCA, DCB, DCC, DCD, DCE
 requirements
 bus driver annual physical DBA, DBB
 residency DB
 restrictions on moonlighting DBD, DEC, DECA
 after retirement DC, DPB
 status
 at-will DC, DCD
 continuing contract DC, DCC
 leave DEC, DECA, DECB
 non-Chapter 21 contract DC, DCE
 noncontract DC, DCD
 probationary DC, DCA
 reasonable assurance CRF, DCD, DCE
 return to probationary status DFAC
 temporary teacher contract DC, DCB, DPB
 term contract (educator) DC, DCB
 end-of-course (EOC) assessments EI, EIA, EIC, EKB, FMH
 energy conservation CH, CL
 engineers and architects selection CV, CVA, CVB, CVC,
 CVD, CVE, CVF
 English as a second language EHBE
 English language learners EHBC, EHBE, EIE, EKB, EKBA
 enrichment curriculum EHAA
 enrollment
 age requirements FD, FDA
 by attendance zone FC
 exemptions from health requirements FFAA, FFAB
 expelled transfer students FD, FOD
 health requirements FD, FFAA, FFAB
 immunizations FFAB
 projections CT
 residence requirements FD
 transfers from other districts FDA
 tuition FDA
 environmental authorities GRA
 equal access FNAB, GKD
 equal educational opportunities EHBA, FB
 equal employment opportunities DAA, DAB, DAC
 equalization allotment, state CBA
 equipment and supplies
 borrowing/loaning CMB, DG
 distribution CMB, CMD
 equipment maintenance CLB
 insurance program CRA, CRB
 inventory CFB, CMA
 receiving/warehousing CMA
 repair CLB
 E-rate CQ

ethics
 board members BBBB, BBF, BBFA, BBFB, CAA
 personnel CAA, DBD, DH
 evacuation diagrams CKC
 evaluation
 administrative goals and objectives BI
 board self-evaluation BG
 campus charter and program charter schools EL
 existing facilities CS
 fiscal management CA
 personnel DN, DNA, DNB
 programs BQ
 superintendent BJCD
 evening sessions EC, EHBI, FP
 examinations
 for acceleration EHDC
 credit by examination
 with prior instruction EHDB
 without prior instruction EHDC
 final EIAA
 state-mandated EKB
 exchange students FD
 executive session (See closed board meetings)
 exempt/nonexempt personnel DEA
 exit interviews DC, DCD, DF
 exit-level test EI, EIF, EKB, FMH
 expenditures of funds CE, CFD, CHD
 expense reimbursement
 board members BBG
 personnel DEE
 superintendent BJCA
 experimental courses EGA
 expulsion of students FOD, FODA, FOE
 extended instructional programs EHD
 extended instructional year (See year-round schools)
 extended year program EHBC, EIE
 extended year services EHBA, EHBAB
 extracurricular activities
 eligibility FM, FOA, FOC
 limits on absences FM
 related absences FEB, FM
 safety training of employees DMA
 standards of behavior FNC, FO
 students not enrolled FD
 suspension and reinstatement FM
 transportation to CNB, FMG
 eye-protective devices CKB

- F -

facilities
 climate control CL
 community use of GKD
 conduct on school premises GKA, GKC
 naming CW
 planning and construction CS, CT, CV, CVA, CVB, CVC,
 CVD, CVE, CVF
 portable buildings CS
 faculty advisory council BQA, BQB, DGB
 fair employment CV, DAA, DAB, DAC
 Fair Labor Standards Act (FLSA) DEA
 falsification of records DFBB, FD
 Family Educational Rights and Privacy Act (FERPA) FL
 Family and Medical Leave Act (FMLA) CRD, DEC, DECA,
 DECB

FAPE (See Free Appropriate Public Education)
 federal funds CBB, EHBD
 fees, fines, and dues
 copies of records FL, GBAA
 student FP
 transcript FL
 tuition FDA
 felony offenses BBC, DF, DH, FOC, FOD, GRA
 FERPA (See Family Educational Rights and Privacy Act)
 field trips EFD
 filling employment vacancies DC
 final examinations EIAA
 finality of grades DGBA, FNG
 financial ethics BBFA, BBFB, CAA, DBD
 financial exigency CEA, DFF, DFFA
 financial reports and statements BR, CFA
 firearms CNC, EHAD, FNCG, FOD, GKA
 fire authorities GRA
 fire drills and civil defense CKC, GKD
 fire escapes CKC
 fire insurance CRA
 fireworks GKA
 first aid CKD, FFAC
 First Amendment BED, CPAB, DG, EFA, EMB, EMI, FMA,
 FNA, FNA, GKDA
 fiscal management CA
 fiscal year CE
 fixed assets CFB
 flag regulations CLE
 FLSA (See Fair Labor Standards Act)
 FMLA (See Family and Medical Leave Act)
 food allergy management plan FFAF
 food service
 breakfast program COB
 free and reduced-price meals program COB
 "junk food," sale restricted CO, FFA
 purchasing COA
 Summer Food Service Program COB
 surplus commodities CO
 vending/food dispensing machines COC, FFA
 foreign exchange students FD
 foreign language EHAB, EHAC
 foster care FD, FFC
 foundation curriculum EHAA
 foundation school program CBA
 four-year-olds EHBG, FD
 fraud CAA, CHE, DBD, DH
 Free Appropriate Public Education (FAPE) EHBA, EHBAA,
 EHBAB, EHBAC, EHBAD, EHBAE
 free and reduced-price meals program (See food service)
 freedom of association DGA
 free speech (See First Amendment)
 fringe benefits DEB, DEC
 fund balance CE
 fund-raising activities DHA, FJ, GKB
 funds
 and accounts CFA
 activity, management of CFD
 depository BDAE
 investment, liquidity/diversification CDA
 furlough, gifted and talented EHBB
 furlough program, employees DEAB

- G -

gangs, gang-related activities FNCC
gate receipts CDG
GED (See general equivalency diploma)
gender-based harassment DAA, DIA, FB, FFH, FNC
general educational development EHBC, EHBL
general equivalency diploma (GED) EHBL, FD, FEA
Genetic Information Nondiscrimination Act (GINA) DAB, DECA
geographic boundaries AC
gifted and talented student programs EHBB
gifts
 bequests to the district BAA, CDC
 board members BAA, BBFA, BBFB, BBG
 employees CAA, DBD, DHA
 instructional materials CDC, CMD, EFAA
 public CDC
 student CFD, FJ
GINA (See Genetic Information Nondiscrimination Act)
goals and objectives
 administration BI
 board BG
 district AE
 facility standards CS, CT
 fiscal management CA
 employment DA, DAC
 programs BQ, BQA, BQB
government, student FMB
grade advancement testing EIE
GPA (See grades: grade point average)
grade placement committee (GPC) EIE
grades
 average required for credit EI
 computation of averages EIA, EIC
 dyslexic students EHB, EIE
 end-of-course (EOC) assessments EI, EIA, EIC, EKB, FMH
 finality of DGBA, FNG
 guidelines EIA
 grade point average (GPA) EIC
 penalties EIAB
 recording/reporting to parents EIA
graduation
 assessments EKB
 early EIF, FMH
 exercises FMH
 honor graduates EIC
 prayer FMH, FNA
 ranking of graduates EIC
 requirements EIF
 special education students EIF, FMH
grandparent (resident caretaker) CNA, FD
grants CDC, DEAA
 classroom supply reimbursement DEE
 master teacher DEAA
 public education (PEG) FDAA
grievance procedures (See complaints/grievances)
grooming standards DH, FNCA
grounds management CLB
group health and life insurance CRD
grouping for instruction EEA
guest speakers EFC, GKC
guidance program
 academic EJ
 student assistance/counseling FFE, FFEA

guns CKC, DH, EHAD, FNCG, FOD, GKA

- H -

handbooks
 administrative regulations BP
 student FN, FNC
harassment
 employees DAA, DH, DIA
 students DIA, FB, FFH, FFI, FNC
Hatch Amendment EF
hate literature FNAA, GKDA
Hazard Communication Act DI
hazardous routes CNA
hazing DH, FFI, FNCC
head lice FEC, FFAA
health
 care plans FFAF
 examinations/screenings
 diabetes FFAA
 drug/alcohol DHE, FNF
 dyslexia EHB
 hearing and vision, scoliosis FFAA
 personnel DBB, DHE
 students FFAA
 tuberculosis DBB, FFAA
 immunizations FFAB
 insurance CRD, FFD
 relations with health authorities GRA
 requirements for enrollment FFAB
 services DBB, FFA, FFAA, FFAC, FFAF
Health Information Portability Accountability Act (HIPAA)
 CRD
hearing examiners BJCE, BJCF, DFAA, DFBA, DFBB, DFCA, DFD, DFF, DFFA, DFFB, DFFC
hearing impaired BE, EHBH
hearings
 board BE, DFBB, DGBA, FNG, GF
 budget CE
 challenging content of student records FL
 due process
 employees DFAA, DFBB, DFCA, DFD, DGBA
 students FOD, FOF
 expulsion of students FOD
 financial management report CFA
 independent hearing examiner DFBB, DFD
 nonrenewal BJCF, DFBB
higher education visits FEA
highly qualified DBA, DK, EHBD
High School Equivalency Program EHBL
HIPAA (See Health Information Portability Accountability Act)
hiring
 at-will (noncontractual) DC, DCD
 authority BJA, DC
 contractual DC, DCA, DCB, DCC, DCE
 practices DAC, DC
 superintendent BJB
HIV (See AIDS/HIV)
holidays
 personnel DED
 school EB
 religious DEC, FEA, FEB
holdover doctrine BBC, DBE
homebound instruction EEH
homeland security BEC, CKC, GRC

homeless students EHBC, EHBD, EI, FB, FD, FDC, FFAB, FFC
 home-rule school district AG
 home-school instruction FDA, FEA
 homework EIA
 honor graduates EIC
 honors courses EHBN, EIC, EIF
 hospitalization insurance CRD
 hours of school day EC
 housing authorities relations GRA
 HSEP (High School Equivalency Program) EHBL
 human sexuality education EFAA, EHAA
 hunter safety education EHAD
 hurricane warnings CKC

- I -

IDEA (Individuals with Disabilities Education Act) EHBA, EHBA, EHBAB, EHBAC, EHBAD, EHBAE
 identification card CLA
 illness
 personnel DBB, DEC
 student FEC, FFAC, FFAD
 immunity (See liability)
 immunizations FD, FFAB
 incentives DEAA, DEC
 inclement weather procedures CKC
 income tax, salary deductions for CFEA
 increments, salary DEA
 independent auditors CFC
 independent hearing examiners BJCE, BJCF, DFAA, DFBA, DFBB, DFCA, DFD, DFF, DFFA, DFFB, DFFC
 individualized learning
 correspondence course EHDE
 credit by examination EHDB, EHDC
 distance learning EHDE
 exams for acceleration EHDC
 remedial instruction EHBC
 special education EHBA, EHBA, EHBAB, EHBAC, EHBAD, EHBAE
 tutorial program EHBC
 individualized education program EHBA, EHBA, EHBAB, EHBAC, EHBAD, EHBAE
 individualized health care plan FFAF
 individualized services plan EHBAC
 industrial development authorities GRA
 infrastructure partnerships CDH
 information
 access to district records BBE, GBAA
 access to employee records BBE, DBA, DN, GBAA
 access to student records FL
 demographic data CQ, GBA, GND
 innovative programs EGA
 inoculations FFAB
 inspections
 facility CS, CV
 purchasing CHD
 safety CKA
 instructional arrangements EE, EEA, EEB, EEC, EED, EEH, EEJ, EEL, EEM, EEP
 instructional contracts with outside agencies EEL, EHBAC
 instructional day EC, EED
 instructional facilities allotment CCA
 instructional goals and objectives BQ, BQA, BQB, EA

instructional materials
 adoption of EFAA
 advertising materials, use of FMA
 allotment CMD
 board action EFAA
 Braille CMD
 certification CMD, EFAA
 complaints concerning EFA
 conflict of interest BBFB, CMD, DBD
 custodian CMD
 condition of CMD
 control of CMD
 copyrighted material CY
 curriculum guides EG
 destroyed CMD
 distribution of CMD
 disposal CMD
 electronic BBFB, CMD, EFAA
 inventory CFB, CMD
 library, media center EFB
 open-source EFAA
 ownership CMD
 period of use EFAA
 purchase CMD
 rebates/commissions, accepting BBFB, DBD, EFAA
 reports, forms to be completed for inventory CMD
 responsibility for CMD, DG
 requisitioning and responsibility for CMD
 sale, disposal, or donation of CMD
 samples and publisher contracts EFAA
 selection of BBFB, DBD, EFA, EFAA, EHAA
 supplemental CMD, EFAA
 surplus CMD
 teaching plans EEP
 team EFAA
 instructional program (See also special programs)
 disciplinary alternative education program FOCA
 distance learning EHDE
 elective instruction EHAD
 evaluation of BQ, BQA, BQB, EHBD, GND
 extended instructional program EHDD, EHDE
 college course work EHDD
 honors courses EIC, EIF
 summer school EHDA
 travel study EHBM
 innovative and magnet programs EGA
 organization of instruction ED
 required instructional program
 all levels EHAA
 elementary EHAB
 secondary EHAC
 instructional resources
 community EFC, GKE, GKF
 field trips EFD, FMG
 interactive television EFF
 libraries/media centers EFB
 instructional support services
 guidance program EJ, FFE
 health services FFA
 library, audio-visual center EFB
 school-community guidance program FFC
 special education programs EHBA, EHBA, EHBAB, EHBAC, EHBAD, EHBAE
 instructional television EFF
 insurance
 adjustor and carrier CR
 change of coverage CR

Consolidated Omnibus Budget Reconciliation Act (COBRA) CRD
deductions/reductions from salary CFEA
enrollment information CRD
fire CRA
Health Insurance Portability and Accountability Act (HIPAA) CRD
health, life, disability CRD
liability CRB
school property CRA
student FFD
tax-sheltered annuities CFEA, CRG
TRS-Active Care CRD
unemployment CRF
workers' compensation CRE, CV
intellectual property rights CY
intensive math and science program EHBC
interdistrict relations EHBA, FDA
interlocal agreements CH, GR, GRB
interlocal cooperation contracts GR, GRB
internal auditor CFC
international baccalaureate program EIC, EIF
Internet
 broadcast board meetings BE
 posting BBFA, BE, CHE, CQA, DBD, DC
 use of, by board members BBI
 use of, by employees/students CQ, FNCE
intern program GNC
interrogations and searches DHE, FNF, GRA
interruption of classes EC, GKA
interscholastic activities/athletics FM, FMF
Interstate Compact on Educational Opportunity for Military Children EHBAB, EIF, EKB, FB, FDD, FEA, FFAB, FL, FM
intoxicants BBC, BJCF, DFBA, DFBB, DFCA, DH, DI, FNCF, FNF, FOC, FOD, FOF, GKA
intramural sports FMF
inventories CFB
investments, bond sales CDA
investments of school funds CDA
intrastate pipeline emergency response plan CS

- J -

job order contracts CVF
JROTC program CG, EHAD, EIF
junior colleges, high school credit program EHDD
jurisdiction
 district, over students FO, FNC
 peace officers CKE
jury duty DEC
juvenile justice system FODA
juvenile case manager, compulsory attendance FED
juvenile residential facilities EEM
juvenile service providers GRAC

- K -

key control CLA
kindergarten
 acceleration EHDC

eligibility FD
instructional requirements EHAB
progress reports EIA
retention EIE
school day EC
knives FNCG, FOD, GKA

- L -

labor organizations DGA, DGB
land, sale of BAA, CDB, CDBA
language other than English EHAB, EHAC
law enforcement
 agencies GRA
 district peace officers CKE
 officers on district property GKA
 reports from FL, GRA
 reports to/refer to DH, FFG, FNF, GRA
lawful assembly, disruption of GKA
lay-offs (RIF) DFCA, DFF
learning disabilities EHB, EHBA, EHBAA, EHBAB, EHBAC, EIE
lease of real property by the district CX
leasing and renting
 authority BAA, GKD
 buildings and grounds CDB, GKD
 buses CNA, CNB
 equipment and supplies CMB
 payments CDD, CX
leaves and absences, employees
 assault (recuperative leave) DEC
 concurrent use of DEC
 continuation of health benefits CRD
 discretionary use of DEC
 extended DEC
 family and medical leave CRD, DEC, DECA, DECB
 funeral (bereavement) leave DEC
 infant care/child adoption DEC, DECA
 intermittent leave DEC, DECA
 mandatory court appearances/jury duty DEC
 maternity leave DEC, DECA
 military leave/reserve duty DEC, DECB
 nondiscretionary use of DEC
 on-the-job injury CRE, DEC
 paid/unpaid leave DEC
 payment for unused leave DEC
 personal illness DEC, DECA
 personal leave DEC
 professional development leave DEC
 professional meetings and visitations DMD
 qualifying exigency DECA
 sabbatical study/leave DEC
 state personal leave DEC
 state sick leave DEC
 temporary disability DEC
leaving campus, students
 employment FEF
 illness FEC, FFAC
 lunch FEE
 medical appointment FEB
 parental permission FEB
 private lessons FEF
legal services BDD
LEP (See Limited English Proficiency)
lesson plans EEP

liability
 board members BBE, CRB
 for damage to school property FNCB
 insurance CRB
 school personnel CRB, DG, DH, FFAC, FFG, FOE
 volunteers GKG

liaison
 court-related FFC
 homeless FFC

libel FNAA, GKDA

library-media center
 materials, complaints EFA
 professional resources EFB
 records and reports EFB
 selection of materials EFA

lice FEC, FFAA

life insurance CRD

life skills programs EHAD

Limited English Proficiency (LEP) EHBC, EHBE, EIE, EKB, EKBA

limited open forum FNAB

line and staff relations BKB

line item transfers CE

litigation expenses CRB

lobbying (restrictions) CH, BBFB

Local Government Records Act CPC, GBA, GBAA

local government relations GRA

local tax revenues CCG

locker searches DHE, FNF

loitering GKA

loss control CK, CKA, CKB, CKC

loyalty oath BBB

LPAC (Language Proficiency Assessment Committee)
 EHBE, EIE, EKBA

lunchroom maintenance CLB

- M -

McKinney-Vento Homeless Education Assistance Improve-
 ments Act of 2001 CNA, EHBD, FD, FDC, FFC

mail service CPAB

maintenance
 bus maintenance CNBA
 changes and alterations CLB

makeup work for students EIAB

manifestation determination (IDEA) EHBAD

married students FND

master teacher grants DEAA

maternity leave DEC, DECA, FNE

meal service CO, COB

media and service centers (regional) GNB

mediation (See complaints/grievances)

Medicaid FLA

medical examinations DBB, FFAA

medical insurance CRD, FFD

medical treatment FFAC

Medicare CFEA

medication FFAC

meeting notice
 board of trustees BE
 budget CE
 closed (board) BEC
 tax rate hearing CCG

meetings
 board (See school board meetings)

budget CE

campus-level committee BQB

closed (board) BEC

community use of school facilities GKD

district-level committee BQA

emergency/regular/special (board) BE

faculty/staff DLA

juvenile justice board FODA

media coverage BE, BEE, GBBA

public complaints GF

special education (ARD/IEP) EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAB

memorials CDC, CW

mental health intervention FFB

mentoring EHBC, GKG

metal detectors FNF, GKA

microfilm CPC, GBAA

migrant student EHBD, EI

migratory child EEB, FD

mileage reimbursement BBG, BJCA, DEE

military
 dependents FD, FDD
 discharge records GBA
 instruction (JROTC) CG, EEL, EHAD, EIF
 leave CRD, DAA, DEC, DECA, DECB
 recruiters FL, GKC

minerals, sale of BAA, CDB

minimal nutritional value CO, FFA

Minimum Foundation Program (See Foundation School Program)

minimum high school program EIF

minimum salary schedule DEAB

minimum teaching duties DL

minute of silence EC

minutes of board meetings BDAA, BE, BEC

mission statement, district AE

mobile telephones FNCE

modified duty DK

mold damage remediation CL, CRB

moment of silence EC

moonlighting DBD, DEC, DECA

moral turpitude BJCF, DFBB, DH

moving costs reimbursement DEB

multihazard emergency operations plan CKC

municipal government GRA

music program EHAD

- N -

name, changing district AB

National Honor Society FG

National School Boards Association BC

National School Lunch Program COB

NCLBA (See No Child Left Behind)

neighborhood associations GKE

neighborhood schools FC

nepotism BBFB, CCH, DBE

new facilities, naming/dedication CW

new hire reporting DC

news conferences and interviews GBBA

news coverage
 board meetings BE, BEE, GBBA
 broadcasting and taping board meetings BE, BEC
 news media relations/news releases GBBA
 sports and special events GBBA

newspaper, school distribution of FMA
 night school EHBI, FP
 No Child Left Behind (NCLBA)
 adequate yearly progress (AYP) AID, EHBD
 highly qualified DBA, DK, EHBD
 migratory child EEB
 parent involvement BQ
 recruiters FL, GKC
 school restructuring AIC, EHBD
 student/parent rights EF
 technology CQ
 noncertified personnel DBA, DC, DCD, DCE
 noncontract employment DC, DCD
 nondiscretionary personal leave DEC
 nondiscrimination CS, DAA, DAB, DAC, DIA, FB, FFH, GA
 noninstructional school activities FNAB
 nonprinted materials and services EFB
 nonprofit organizations FJ, GE, GKD
 nonpublic information GBA
 nonrenewal, term contract BJCF, DFBB, DFFB, DFD
 nonresident students FD, FDA
 nonservice animals EMG
 nonschool employment DBD
 nonschool literature FNAA, GKDA
 No Pass, No Play FM
 note and bond payments CCA, CCF
 notice of position openings DC
 notice to newspaper GC
 notice to parents re uncertified substitutes DK, DPB, EHBD
 notice to SBEC BJCE, DF, DFAA, DFBA, DH

- O -

oath of office BBB
 objective criteria for personnel decisions DAC
 obscenity DH, FMA, FNCA
 observation days EHBK
 office management
 communications CPA
 computer technology BBI, CQ, CY
 mail delivery CPAB
 printing CPA
 records and reports CPC
 telephone CPAC
 officer
 attendance FED
 board of trustees BDAA
 budget BJA, CE
 peace officer CKE
 death while on duty DEB
 public information (records) CPC, GBA
 public information coordinator GBAA
 records management CPC
 offsetting paid leave benefits CRE, DEC
 open campus FEE
 open enrollment FDB
 open-enrollment charter school AH
 open meetings BDB, BE, BED
 open records (See Public Information Chapter of Government Code)
 operations, maintenance CLB
 organization
 administrative BJA
 board of trustees BDAA
 line and staff relations BKB

organization charts BKA
 organization of grade levels ED
 organizations
 booster clubs GE
 parent organizations GE
 personnel DGA, DGB
 relations with community GKE, GKF
 relations with educational entities GNA, GNB, GNC, GND
 relations with governmental entities GR, GRA, GRAA, GRAC
 student FM, FNAB, FNCC
 orientation/training
 board members BBD
 employees DMA
 substitutes DPB
 other schools and/or districts, relations with FD, FDA, GNA
 outside agencies, instructional contracts with EEL
 outside employment DBD, DEC, DECA
 overtime DEA, DEAB

- P -

paging devices FNCE
 paperwork reduction BAA, DLB, GND
 paraprofessional personnel
 certification, highly qualified DBA, EHBD
 dismissal DCD
 hiring DC, DCD
 reasonable assurance of re-employment CRF
 parent advisory committee BDF, BQA, BQB, EHAA, GE
 parent involvement
 campus-level planning committee BQB
 conferences EIA
 discipline management FNC, FO, FOC, FOCA, FOD, FODA, FOE
 district-level planning committee BQA
 No Child Left Behind EHBD
 school-parent compact EHBD
 special education EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAAE
 wellness EHAA, FFA
 parent notification DBA, DK, DPB, EHBD
 parental rights (See also students: rights and responsibilities)
 access to board meetings BE, FNG
 access to instructional materials EF, EHAA, FNG
 access to student records FL
 consent to counseling of student FFE
 exempt student from instruction EHA, EHAA, FNG
 student placement FDB, FNG
 parenting and paternity awareness program EHAC
 parking controls CLC, FFFD
 parochial schools FD
 partnership, school/community GKE
 part-time employees CRD, DC, DCD, DEC, DPB
 pass/fail courses EHAD
 patents CY
 patriotic societies GKD
 payment procedures CHF
 payroll procedures
 salary deductions/reductions CFEA
 schedule CFE
 peace officers CKE, DEB
 pediculosis FEC, FFAA

PEG (See public education grants)
 PEIMS (See Public Education Information Management System)
 performance bonds CV
 performance report AIB, BR, CQA, GND
 performances, student FME
 permits
 lunch FEE
 student work FEF
 teaching, issued by school district DBA
 visitors GKC
 persistently dangerous FDE
 personal graduation plan EIF
 personal leave DEC
 personal property
 disposal CI
 purchases CH
 personnel
 complaints DGBA
 conduct DH, DHE, DIA
 gifts and solicitations DBD, DHA
 involvement in decision making BQ, BQA, BQB
 objective criteria DAC
 records
 confidential, access to BBE, DBA, FL, GBAA
 credentials DBA
 custodian of DBA, FL, GBA, GBAA
 requests for copies GBAA
 welfare DI
 personnel-student relations DH, DIA, FFH
 pest control program CLB, DI, FD, GB
 petition for student transfer (See *also* No Child Left Behind)
 FDA, FDA, FDB, FDE
 petitions DG, FNA, GKDA
 petty cash accounts CHB
 phones, cellular CPAC, FNCE
 physical education
 exemptions EHAC, EIF
 requirements EHAB, EHAC, EHAD, EIF
 student-to-teacher ratios EEB
 substitute courses EIF, EHAC
 physical examination DBB, FFAA
 physical fitness assessment FFAA
 physical restraint, student FO, FOF
 pilot projects EGA
 placement
 in alternative setting FOC
 of home-school students FD
 of transferred expelled students FDA
 of transfer students FDA
 placement review committee FOA, FOD
 plagiarism EIA
 planning and preparation time DL
 planning process BQ, BQA, BQB
 playgrounds CS
 pledge of allegiance EC
 police on school premises CKE, GKA, GRA
 policy system
 attorney involvement BDD
 community involvement BF
 development, adoption, amendment, distribution, review BF
 implementation through regulation BP, FN
 staff involvement BQA, BQB
 student involvement FNB
 political activities BBB, BBBB, DGA, GKD
 political advertising BBBB, CCA, CPAB, GKB
 political organizations GR

politics, participation in DGA, DH
 pool drains CL
 portable buildings CS
 possession/use, alcohol and drugs DH, DHE, DI, FNCF,
 FOA, FOCA, FOD, FOE, FOF, GKA
 postings, required web site CQA
 postsecondary instructional program FP
 power of attorney FD
 practice teaching GNC
 prayer DMA, EC, EMI, FMH, FN, FNA, FNAB
 pregnant employees DEC
 pregnant students EHBC, FB, FNE
 prekindergarten EC, EHBC, EHBC
 preparation, teachers DMA
 press services
 board meetings BEE, GBBA
 sports and special events GBBA
 prevailing wage law CV
 prevention, dropout EHBC
 principal's performance incentive BQB
 principal's qualifications DP
 printed materials and services
 charges for copies FL, GBAA
 copyrighted materials CY
 printing and duplicating CPAA
 prior review FNA, GKDA
 private lessons FEF
 private schools, relations with FD, FEA
 private tutoring DBD
 private vehicles, use of CNA, EFD, FFFD, FMG
 probationary contracts
 employment practices DC, DCA
 resignation DFE
 suspension DFAA
 termination at end of year DFAB
 termination during contract DFAA
 probationary status, return to DFAC
 professional conduct/ethics DH
 professional growth/development
 board member BBD
 personnel DM, DMA, DMC, DMD
 superintendent BJA, BJCB
 professional leaves and absences DEC
 professional meetings DLA, DMD
 professional organizations
 dues CFEA
 participation in DGA, DGB
 professional personnel
 academic freedom EMA
 accountability (See appraisal)
 appointment DC, DCA, DCB, DCC, DCD, DCE
 assignment DK
 compensation DEA, DEAA, DEAB
 conferences and visitations DMD
 consulting BJCC
 continuing contracts DCC, DFCA, DFFC
 contract nonrenewal BJCF, DFBB
 contracts BJC, DCA, DCB, DCC, DCE
 dismissal BJCE, DCD, DCE, DF, DFAA, DFBA, DFCA,
 DFFA, DFFC
 employment practices DC, DCA, DCB, DCC, DCD, DCE
 ethics DBD, DH
 evaluation/appraisal BJCD, DN, DNA, DNB
 expense reimbursement BJCA, DEE
 filling vacancies DC
 financial ethics CAA, DBD
 growth and development DM, DMA, DMC, DMD

hearings before hearing examiner BJCE, DFBB, DFD,
 DFFA, DFFB, DFFC
 hiring BJB, DC, DCA, DCB, DCC, DCD, DCE
 leaves and absences DEC, DECA, DECB, DED
 medical examinations DAA, DBA, DBB
 noncertified personnel DCD, DCE
 non-Chapter 21 contract DCE
 nonrenewal BJCF, DFBB, DFFB
 nonschool employment DBD
 orientation DC, DMA, DPB
 part-time DPB
 principals, qualifications and duties DP
 probationary contract DC, DCA, DFAA, DFAB, DFAC
 probationary status, return to DFAC
 professional organizations DGA, DGB
 publishing DME
 qualifications/credentials DBA, DPB, EHBD
 reassignment DK
 recruitment DC
 reduction in force DFF
 continuing contracts DFFC
 financial exigency DFFA, DFFC
 program change DFFB
 resignation BJCG, DCD, DFE
 retirement BJCG, DEG
 rights and privileges DG, DGA, DGB, DGBA
 sabbaticals DEC
 searches DHE
 staff development DMA, DMC, DMD
 staff meetings DLA
 standards of conduct DH
 superintendent BJA
 supplemental duty DEAA, DK
 suspension DFAA, DFBA, DFCA
 term contract DC, DCB, DFBA, DFBB
 termination DF, DFA, DFAA, DFAB, DFAC, DFB, DFBA,
 DFBB, DFC, DFCA, DFD, DFE, DFF, DFFA,
 DFFB, DFFC
 transfer DK
 vacation DED
 welfare DI
 work load/schedules DEA, DK, DL
 professional services/outside sources CH, CV
 professional visitors and observers GKC
 program change DFFB
 programs, special EHB, EHBA, EHBAA, EHBAB, EHBAC,
 EHBAD, EHBAE, EHBB, EHBC, EHBD, EHBE, EHBF,
 EHBG, EHBH, EHB, EHBK, EHBL, EHB, EHB
 prohibited weapons FNCG
 projections
 enrollment CT
 facilities cost CV
 facilities design CT
 promotion and retention, students EIE
 property
 acquisition of sites CHG, CV
 board authority BAA
 care of school CLA, CLB, FNCB
 equipment CMA, CMB, CMD
 insurance CRA
 personal, sale of CI
 real, sale of CDB
 revenue bonds from proceeds CDBA
 sales CDB
 surplus, disposal of CI
 title policy-land purchases CHG
 protected health information (PHI) CRD, FL
 psychological services/testing EHBA, FFB, FFE, FFG
 psychotropics FFAC, FFG
 public access to defibrillators CKC
 public access to school records BE, DBA, FL, GBAA
 publications
 distribution CPAB, FMA, FNAA, GKDA
 news releases GBBA
 prior review/nonschool-sponsored FNAA, GKDA
 publishing and research DME
 school bulletins and newsletters GBB
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 public education grant (PEG) program FDAA
 Public Education Information Management System (PEIMS)
 CQ
 public facilities corporations CDH
 Public Funds Investment Act CDA
 public gifts CDC, GE
 public hearings BE, BQA, BQB, CCG, CE, FFC
 public information GB, GBA, GBAA, GBB, GBBA
 Public Information Chapter of Government Code GBA,
 GBAA
 public notices GC
 public official defined BBFB, DBE
 public participation at board meetings BE, BED, CE
 Public Property Finance Act (PPFA) CCA, CHG
 public records GBA, GBAA
 public relations GB
 public school child care FFC
 public servant BBFB, DBE
 publishing DME
 purchase orders CHD
 purchasing
 authority CH, CV
 best value method CH, CV
 bids and proposals CH, CVA, CVB
 bill payment authorization CHF
 board approval CH, CV
 competitive bidding CH, CVA
 computers CH
 construction CV, CVA, CVB, CVC, CVD, CVE, CVF
 cooperative purchasing agreements CH
 cost control CHD
 food CH, COA
 fuel CH
 inspections, quality control CHD
 payment procedures CHF
 purchase orders and contracts CH, CHD
 requests for proposals CH, CV, CVB
 requisitions CHD
 sales calls and demonstrations CHE, GKC
 specifications CHD, CVA, CVB
 surplus commodities CO
 vendor relations CHE
 warranties CHD

 qualifications
 board members BBA
 principal DP
 superintendent BJA
 teachers, highly qualified DBA, EHBD
 qualifying exigency for FMLA DEC, DECA, DECB
 quantity purchasing
 consumable supplies CH, CHD
 food COA

- Q -

quorum, board meetings BBB, BE

- R -

racial discrimination, prohibition on DAA, DIA, FB, FFH
raffles FJ, GKB
reading academies DMA
reading credits EIF
real property
 appraiser CH
 authority of board BAA
 broker BAA, CDB
 disposal of CI
 lease of CDB, CX
 sale or exchange CDB
 site acquisition CV
reasonable absence control CRE, DEC
reasonable assurance of employment CRF, DCD, DCE
receiving equipment and supplies CMA
recognition and awards
 board members BBG
 employees DJ
 students FG
recommended high school program EIF
records, access to
 confidential information BBE, DBB, DHE, FFAD, FL,
 GBAA
 cost of copies FL, GBAA
 custodian of records CPC, FL, GBA
 personnel files DBA
 public information
 personnel records CPC, DBA, GBAA
 students FL
 request for AG opinion GBAA
 request for copies FL, GBAA
 special education EHBA, EHBAA, EHBAB, EHBAC,
 EHBAD, EHBAE, FL
records administrator defined BBFA
records and reports
 attendance, student FE, FEA, FEB, FEC, FED, FEE,
 FEF
 budget CE, CFA
 burglary and damage report CLD
 certificate of coursework completion EI, EIF
 discipline FO, FOA, FOB, FOC, FOCA, FOD, FODA,
 FOE, FOF
 financial BBFA, CAA, DBD
 health appraisal FFAA
 immunizations FD, FFAB
 inventories CFB
 law enforcement BJA, DH, FL, GRA, GRAA
 leaves and absences DEC
 library, media center EFB
 microfilming CPC
 permanent record card FL
 progress reports to parents EIA
 quarterly investment CDA
 releasing student information BBE, FL, GBAA, GRAC
 retention and destruction CPC, FL, GBAA
 special education students EHBA, EHBAA, EHBAB,
 EHBAC, EHBAD, EHBAE, FL, FOE
 transcripts and permanent record EI, EIA, EIF, FL
 transfer of cumulative records FL
records management functions
 officer for public information GBAA

public information coordinator GBAA
records administrator BBFA, CHE
records management officer CPC
records management plan CPC
recreational facilities bonds CCD
recreation department relations GRA
recruitment of personnel BJB, DC
recycling CH, CL
redistricting BBB
reduction in force
 financial exigency, due to DFF, DFFA, DFFC
 under continuing contract DFFC
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 under probationary contract DFAB
 under term contract DFF, DFFA, DFFB
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regional service centers
 board member training BBD
 media contracts EFB
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regulations, administrative BP, BQ, BQA, BQB
reimbursement for expenses BBG, BJCA, DEE
reinvestment zones CCG
release time, personnel DMD
releasing students from school FEB, FEE, FEF, FFFA
religion, study of EMI
Religious Freedom Restoration Act (RFRA) DAA, EMI, FB,
 GA
religious holy days, absence for DEC, FEA, FEB
religious matters, neutrality in EMI, FNA
Religious Viewpoint Antidiscrimination Act FNA
remedial instruction EHBC, EIE
removal
 board members, from office BBC
 individuals, from school premises BED, GKA
 students
 to disciplinary alternative education programs FOC
 emergency FOE
 by parents from class EF, EHA, EHAA
 special education students EHBA, FOF
 by teacher FOA
 out-of-school suspension FOB
renewal of contracts BJCF
rental
 charges by district CDD, GKD
 leasing by district CX
 use of facilities by community GKD
repairs
 buildings, grounds, and equipment CH, CLB, CV
 bus CNB
 renovations (See facilities)
report cards
 campus BQB, BR
 district BQA, GND
 student EIA
reports
 accidents/hazards CKB
 annual financial management BR
 annual performance BAA, BJCD, BQA, BQB, BR
 audit CFC
 buildings, grounds, and equipment CLD
 compensatory education EHBC
 disciplinary alternative education program FO
 financial CAA, CDA, CFA
 inventories CFB
 law enforcement BJA, DH, GRAA
 leave DEC

- lesson plans EEP
- office management CPC
- on-the-job injuries CRE
- parent conference EIA
- PEIMS CQ
- press and news GBB, GBBA
- SBEC, to DBAA, DF, DFE, DH
- special education students (See ARD committee)
- student discipline FO, FOA, FOB, FOC, FOCA, FOD, FODA, FOE, FOF
- student progress EIA, EIE
- required instruction
 - all levels EHAA
 - elementary EHAB
 - secondary EHAC
- requisitions CHD
- research
 - curriculum EG
 - staff publishing DME
- reserve funds
 - depository BDAE
 - investments CDA
- residence requirements
 - board members BBA
 - personnel DB
 - student enrollment FD, FDA
 - superintendent BJC
- resignations
 - board members BBC, DBE
 - contract personnel DFE
 - personnel not under contract DCD, DFE
 - superintendent BJCG
- restraint of students FO, FOF
- retaliation CRE, DG, DIA, DGBA, FFH, FFI
- retention of records CPC, FL, GBA
- retention of students EIE
- retirement
 - payment for unused leave DEC
 - personnel DEG, DPB
 - reemployment DC, DCA
 - superintendent BJCG
 - TRS withholding CFEA
- return to work CRE, DEC, DECA, DECB, DK
- revenue sources
 - ad valorem taxes CCG
 - athletic stadium authorities CCE
 - bonds and bond taxes CCA, CCD
 - bonds from proceeds of sale CDBA
 - certificates of indebtedness CCC
 - federal CBB
 - gate receipts CDG
 - grants from private sources CDC
 - investments CDA
 - rentals and service charges CDD
 - royalties CDF
 - school-owned property CDB
 - shop sales CDE
 - short-term notes CCF
 - state CBA
 - time warrants CCB
- risk management CK, CKA, CKB, CKC, CKD, CKE
- rodeo safety training FM
- routine repairs CLB
- rules
 - administrative BP
 - discipline management FNC, FO
 - employee conduct/code of ethics DH
 - Robert's Rules of Order* BE

- student code of conduct FNC, FO
- suspension of rules BE

- S -

- sabbaticals DEC
- safe harbor (See FLSA)
- safe schools FDE
- safety program
 - accident prevention CKB
 - buildings and grounds CLB, CLC
 - crowd control GKA
 - emergency plans CKC
 - employee participation DH
 - inspections CKA
 - student FFF
 - student patrols FFFB
 - student transportation CNA
 - training CK, CKA, CKC
- salary deductions/reductions CFEA
- salary incentives DEAA
- salary reduction DEAB, DFFA
- salary schedules
 - personnel DEA
 - superintendent BJCA
- sales
 - buses CNB
 - equipment and supplies CI
 - instructional materials EFAA
 - personal property CI
 - real property CDB
- sales calls and demonstrations CHE, GKC
- Sarbanes-Oxley (See financial ethics)
- SBEC (See State Board for Educator Certification)
- schedules
 - annual calendar EB
 - before/after-school activities FM, FNAB
 - block EEC, EED, EIA, FM
 - budget planning CE
 - daily school program EC
 - employee duty DEA, DK, DL
 - faculty meetings DLA
 - field trips EFD
 - salary DEA
 - student EED
 - transportation, student CNA
 - year-round schools EB
- scholarships CDC, EIC, FG
- school assemblies EC
- school attendance areas FC
- school attorney BDD
- school-based health centers FFAE
- school board (See board of trustees)
- school-community alternative education EHBC, EHBL
- school-community guidance program FFC
- school-community relations GK, GKA, GKB, GKC, GKD, GKDA, GKE, GKF, GKG
- school day DL, EC
- school directories FL, GBAA
- school facility planning and construction
 - planning and construction CS, CT, CV, CVA, CVB, CVC, CVD, CVE, CVF
 - selection of architects and engineers CV, CVB
- school fairs FJ

school health advisory council BDF, BQ, EFAA, EHAA, EHAC, FFA
 school holidays DED, EB
 school newspapers FMA, GBB
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 school safety center BR, CK, CKC, CS
 school safety transfers FDE
 school-sponsored media GBB
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 communications disorders FFAA
 drug and alcohol DHE, FNF
 dyslexia EHB
 hearing, vision, scoliosis FFAA
 tuberculosis DBB, FFAA, GKG
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 employees DHE
 metal detectors FNF, GKA
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 telecommunications devices FNCE
 trained dogs FNF
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 secondary instruction, electives EHAD
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 Section 504 DAA, DIA, EHB, FB, FFH, FOF
 security and safety
 audit, safety and security BEC, BR, CK, CKC
 bomb threat procedures CKC
 breach in electronic communication system CQ
 campus security CKE, CLA
 civil defense CKC, GKD, GRA
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 criteria for building CS
 disturbances, disorders, or demonstrations CKC, FNCI, GKA
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 eye-protective devices CKB
 fire drills and safety precautions CKC
 motor vehicle rules CLC, FFFD
 multihazard operations plan CKC
 narcotics, dangerous drugs, or alcohol DH, DHE, DI, FNCF, GKA
 peace officers CG, CKE, DEB
 playgrounds CS
 safety inspection for hazards CKA, CKB, CLB
 safety program CK, CKA, CKC, CKE
 safety-sensitive positions DHE
 school grounds supervision CLA, FFFA
 trespassers GKA, GKC
 vandalism and burglary CLA, FNCB
 semester system/schedules EB, EEC, EED
 senior class activities FMD, FMG, FMH, FNCC
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 service awards DJ
 service center, regional education GNB
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 complaint procedures DGBA, DH, DIA, FFH, FNG, GF
 personnel DAA, DGBA, DH, DIA
 students FB, FFH, FNC, FNG
 Title IX DAA, DIA, FB, FFH
 sex education EFAA, EHAA

sex offender registration CJA, DBAA, DF, GKC, GRAA
 sexting FFF
 sexual abuse BQ, DIA, FFG, FFH, FOC
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 short-term notes CCF
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 social events, students FMD
 social media CQ, DH
 social networking CQ, DH
 social security deductions CFEA
 social services, student FFC, FFE
 software CQ, CY
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 Southern Association of Colleges and Schools GNE
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 ARD committee EHBAB
 assistive technology EHBA
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 contracting for EEL
 diplomas EIF, FMH
 discipline FOF
 program requirements EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAAE
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 staff development related to DMA
 transition plan EHBA, EHBAD, EIF
 transportation for CNA, CNB
 special populations, student EHB, EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAAE, EHBB, EHBC, EHBD, EHBE, EHB, EHBG, EHBH, EHB, EHBK, EHL, EHB, EHB
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 bilingual education/English as a second language EHBE
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 dropout EHBC
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 firearm safety EHAD
 gifted and talented students EHBB
 homebound instruction EEH, EHBA
 hunter education EHAD
 mental health intervention BQ, FFB
 prekindergarten EHBG
 remedial/compensatory instruction EHBC, EIE
 special education EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAAE
 suicide prevention BQ, FFB
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 CVC, CVD, CVE, CVF
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 sports (See *also* athletics) FFAA, FM, FMF
 sports and special events news coverage GBBA
 SRC (School Report Card) (See report cards)
 SSI (See Student Success Initiative)
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 development DM, DMA, DMC, DMD
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 budget planning BQ, BQA, BQB, CE
 campus-level planning and decision process BQB
 discipline management program BQ, FO
 district-level planning and decision process BQA
 participation at board meetings BED
 policy development BF
 wellness program FFA
 orientation DMA, DPB
 participation in community activities DGA, GE
 political activities DGA
 STAAR (See State of Texas Assessments of Academic
 Readiness)
 state aid
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 revenues CB, CBA
 special programs GND
 state education agency relations GND
 State Board for Educator Certification (SBEC) CJA, DBA,
 DBAA, DC, DF, DFE, DH, DK
 State of Texas Assessments of Academic Readiness
 (STAAR) EI, EIA, EIC, EKB, EKBA, FMH
 State School Boards Association BC
 state virtual school network EHDE
 "stay put" IDEA students EHBAE
 steroids EHAA, FFAC, FNCF, FNF
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 Stored Wire and Electronic Communications and Transac-
 tional Records Access Act CQ
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 structural pest control CLB, DI, FD, GB
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 absences and excuses FEA, FEB, FEC
 academic freedom EMA, EMB, FNA
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 activities FM, FMA, FMD, FME, FMG, FMH
 community-sponsored activities/contests FJ, FMF
 eligibility for honors and awards EIC, FG
 equal access FM, FNAB
 extracurricular activities FM
 funds management CFD
 interscholastic activities/contests FMF
 organizations FNAB
 participation eligibility FM
 performances FME
 social FMD
 student government FMB
 admission requirements FD
 alcohol/drug use or possession FNCF, FNF, FOC, FOD,
 FOF
 allergies FFAF
 arrests FL, GRA, GRAA
 assaults on others FNCH, FOD
 assemblies EC, FM
 assessment EIE, EK, EKB, EKBA, EKC, EKD, FD
 assignment to classes EHBA, EIE, FD, FDB
 assignment to schools FDA, FDB
 assistance and counseling programs FFB, FFE, FFEA
 attendance FEA, FEB, FEC, FEE, FEF

automobile use CLC, FFFD
 awards and scholarships FG
 bicycle use FFFD
 bullying FFI
 care of school property FNCB
 child abuse/neglect FFG, FFH, GRA
 clubs, gangs FNCC
 competency testing EIE, EKB, EKBA, EKC, EKD
 complaints FNG
 concussions FM
 conduct FO
 code of conduct FNC, FO
 extracurricular standards of behavior FM, FO
 on school buses FFFF
 violation FO, FOA, FOB, FOC, FOCA, FOD, FODA,
 FOE, FOF
 conferences, student/parent EIA
 consent to treatment FFAC
 contests and competitions FMF
 corporal punishment FO
 cyberbullying CQ, FFI
 demonstrations or strikes FNCI
 detention FO
 discipline FO, FOA, FOB, FOC, FOCA, FOD, FODA,
 FOE, FOF
 dress code FNCA
 drug testing, extracurricular activities FNF
 due process FNG
 dyslexic EHB, EHBC, EKC, EL
 early graduation EI, EIC, EIF, FMH
 elections FMB
 emergency placement FOE
 employment EED, FEF
 equal educational opportunity FB
 exchange students FD
 expelled from another district FDA
 expulsion FO, FOD, FODA, FOF
 fees, fines, and charges FP
 foster care FD, FFC
 gifts to schools FJ
 gifts to staff members DBD, DHA, FJ
 government FMB
 graduation EIF, FMH
 handbook FN
 hazing FNCC
 health requirements/services FFA, FFAA, FFAB, FFAC,
 FFAD, FFAE, FFAF
 homeless EHBC, FD, FDC, FFC
 immunizations FD, FDD, FFAB
 injury or sudden illness FFAC
 in residential facilities EHBA, EHBAC
 insurance programs FFD
 interrogations FNF, GRA
 involvement in decision making FNB
 juvenile justice system EEM, FODA
 leaving campus during day FEA, FEB, FEE, FEF
 married students FND
 Medicaid FLA
 mental health intervention FFB
 nonresident FD, FDA
 organizations FM, FNAB, FNCC
 performances FME
 physical examinations FFAA
 placement in alternative settings FOA, FOC, FOE
 placement/withdrawal EIE, FD, FDD, FEA
 prayer EC, EMI, FMH, FN, FNA, FNAB
 pregnancy EHBC, FNE
 progress reports EIA

promotion and retention EIE
 psychological services FFB, FFC, FFE, FFG
 publications FMA, FNAA
 records
 access to FL
 challenging content of (hearing and appeal) FL
 custodian of FL
 directory information FL
 immunization FFAB
 notice to parents of records maintained FL
 release for health or safety emergencies FFAC, FL
 release of information on more than one student FL
 release to juvenile service providers GRAC
 review and destruction of CPC, FL, GBAA
 right to information and privacy BBE, EF, FL, GBAA
 transcripts EIA, EIF, FD, FDA, FL
 transfer of EIF, FD, FFAB, FL
 relations with staff DH, DIA, FFH
 released time FEF
 removal from class FOA, FOB, FOC, FOD, FOE, FOF
 removal to disciplinary alternative programs FOC, FODA
 rights and responsibilities FN
 alcohol/drug use, possession FNCF, FNF, FOC,
 FOD, FOF
 code of conduct FO
 complaints FFH, FFI, FNAA, FNG
 demonstrations, disruptions, and strikes FNCI
 dress and grooming FNCA
 due process FNG, FOC, FOD, FOE, FOF
 freedom of speech/written expression FNA, FNAA
 hazing FNCC
 interrogations and searches FNF
 involvement in decision making FNB
 married students FND
 minute of silence EC
 possession of telecommunications/electronic devices
 FNCE
 pregnant students EHBC, FNE
 publications, school- and nonschool-sponsored FMA,
 FNAA
 responsibility for school property FNCB
 right to information and privacy of records BBE, EF,
 FL, GBAA
 right to pray EC, FNA
 special education EHBA, EHBAA, EHBAB, EHBAC,
 EHBAD, EHBAE
 student government FMB
 tobacco use/smoking FNCD
 weapons FNCG, FOD
 safety FDE, FFF, FFFD
 safety patrols FFFB
 searches FNF
 by trained dogs FNF
 schedules EED
 school-age parents EHBC
 sexting FFF
 sexual abuse BQ, DIA, FFG, FFH
 sexual harassment DIA, FB, FFH, FNC
 smoking/tobacco use or possession FNCD
 social events FMD
 social media CQ
 social services FFB, FFC, FFE
 suicide prevention FFB
 surveys EF, FFAA
 suspension FM, FO, FOB
 transfer petition procedures FDA, FDB
 transfers and withdrawals FD, FDA, FDB, FEA

transportation services
 authorized/nonschool use CNB
 buses, advertising CNB
 contracted services CNA
 eligibility CNA
 hazardous routes CNA
 insurance program CRB
 maintenance and safety inspections CNC
 scheduling and routing CNA
 students with disabilities CNA
 walkers, riders, and standees CNA
 tuition EHBG, FDA
 uniforms FNCA
 visual depiction of minors FFF
 volunteers FH
 weapons FNCG, FNCH, FOD, FOF
 welfare FF, FFA, FFAA, FFAB, FFAC, FFAD, FFAE,
 FFAF, FFB, FFC, FFD, FFE, FFEA, FFEB, FFF,
 FFFA, FFFB, FFFD, FFFF, FFG, FFH, FFI
 with disabilities (See *also* special education)
 confidentiality of records FL
 contracts for instruction EEL
 discipline FOF
 educational program EHBA, EHBAA, EHBAB,
 EHBAC
 extended year services EHBA, EHBAB
 facilities CS, GA
 graduation EIF, FMH
 homebound EEH, EHBAB
 withdrawals FD, FEA
 Student Success Initiative (SSI) EIE
 student-teacher ratios EEB
 student teachers GNC
 subpoenas, personnel DEC
 substance abuse DH, DHE, DI, FNCF
 substitute teaching DPB
 substitutes, parent notification DBA, DK, DPB
 suicide prevention BQ, FFB, FFE
 summer lunch program COB
 summer school program EHBA, EHBE, EHDA
 superintendent (See *also* professional personnel)
 appointment BJB
 compensation and benefits BJ, BJCA
 consulting BJCC
 contract BJC
 development opportunities BJCB
 evaluation BJCD
 expense reimbursement BJCA
 nonrenewal BJCF
 qualifications and duties BJA
 recruitment BJB
 resignation/retirement BJCG
 severance BJCE
 termination BJCE, BJCF
 supervision
 facility expansion project CV, CVA, CVB, CVC, CVD,
 CVE, CVF
 of students FFFA
 supplemental duties DEAA, DK
 supplementary materials selection and adoption EFA, EFAA
 supplies CM, CMB, CMD
 support staff
 assignment DK
 compensation DEA, DEAB
 complaints DGBA
 development opportunities DMA
 dismissal DCD, DCE
 employee organizations DGA, DGB

- evaluation DN
- exempt/nonexempt DEA, DEAB
- expense reimbursement DEE
- filling vacancies DC
- fringe benefits DEB
- health examinations DBB
- hiring DC, DCD, DCE
- in-service training DMA
- insurance CRD
- jury duty DEC
- leaves and absences DEC
- meetings DLA
- noncontractual DC, DCD
- nonschool employment DBD
- orientation DC, DMA, DPB
- overtime pay (nonexempt) DEA, DEAB
- paid holidays DED
- part-time and temporary employment DPB
- recruitment DC
- resignation DCD, DFE
- retirement DEG
- rights and privileges DG, DGA, DGB, DGBA
- salary deductions/reductions CFEA
- standards of conduct DH
- staff development/orientation DMA
- suspension DCD
- termination of employment DCD, DCE
- transfer DK
- vacations DED
- work schedules DEA, DK
- surety bonds CG
- surplus property
 - personal CI
 - real CDB
- surrogate parents EHBAD
- surveys of students EF, FFAA
- suspension
 - of employees
 - back pay DFBA
 - under continuing contract DFCA
 - not under contract DCD
 - under probationary contract DFAA
 - under term contract DFBA
 - with or without pay DFAA, DFBA, DFCA
 - of policies BF
 - of students
 - from bus riding FFFF
 - from extracurricular activities FM, FO
 - from school FOB

- T -

- taping of board meetings BE, BEC
- tardiness FEC
- TAKS (See Texas Assessment of Knowledge and Skills)
- task forces, community GK
- tax
 - abatement CCG
 - ad valorem CCG
 - anticipation notes CCF
 - assessor/collector
 - bonding of CG
 - duties and requirements BDAF
 - collection BDAF, CCG
 - county tax officials BDAF

- deposit BDAF
- disabled veterans CCG
- exemption CCG
- funds revenue source CCG
- hearings CCG
- increment CCG
- rolls BDAF, CCG
- taxation authorities relations GRA
- tax-sheltered annuities CRG
- TB screening (See tuberculosis screening)
- TEA (See Texas Education Agency), relations with
- Teach for Texas Grant EJ
- teacher aides (paraprofessionals) DBA, EHBD
- teacher appraisal DNA
- teacher associations DGA, DGB
- teacher contracts DC, DCA, DCB, DCC, DCE
- teacher education program GNC
- Teacher Protection Act of 2001 BBE, DH
- Teacher Retirement System (TRS) CFEA, CRD, CRG, DC, DEA, DEAB
- teacher-student ratios EEB
- teaching
 - academic freedom EMA
 - controversial issues EMB
 - student teaching and internship GNC
- teaching day, length of DL, EC
- teaching permit, district-issued DBA
- team building BBD, BJCB
- technology BBI, CQ, CY, DH, EFB, EHBF
- TEKS (Texas Essential Knowledge and Skills) EHAA, EIE
- telecommunications devices CPAC, DH, FNCE
- telephone use CPAC, DH
- television, instructional EFF
- temporary disability leave DEC
- temporary personnel DC, DPB
- term contracts
 - employment practices DC, DCB
 - nonrenewal DFBB
 - reduction in force DFF, DFFA
 - resignation DFE
 - suspension DFBA
 - termination during year DFBA
- termination, personnel DCD, DCE, DF, DFA, DFAA, DFAB, DFAC, DFB, DFBA, DFBB, DFC, DFCA, DFD, DFE, DFF, DFFA, DFFB, DFFC
- tests
 - administration of EIE, EK, EKB, EKBA, EKC
 - competency, student EIE, EIF, EKB
 - credit by examination EHDB, EHDC
 - dyslexia EHB
 - exams for acceleration EHDC
 - parental review EF, FNG
 - selection and adoption EK
 - testing program EK, EKB, EKBA, EKC, EKD
 - use and dissemination of test results AI, AIA, AIB, AIC, AID, BR, EKB, GBA
- Texas Assessment of Knowledge and Skills (TAKS) EIE, EIF, EKB, FMH
- Texas Economic Development Act CCG
- Texas Education Agency (TEA), relations with GNE
- Texas Juvenile Justice Department (TJJD) EEM, FD
- Texas Open Meetings Act (TOMA) (See open meetings)
- Texas School Safety Center BR, CK, CS
- Texas Virtual School Network (TxVSN) EHDE
- textbooks (See instructional materials)
- ticket sales CDG, CFD
- time warrants CCB
- Title I EHBD

Title V FOC
 Title VII DAA, DIA
 Title IX
 employees
 coordinator DIA
 grievance procedures DGBA, DIA
 rights and responsibilities DAA, DH, DIA
 students
 coordinator FB, FFH
 grievance procedures FB, FFH, FNG
 rights and responsibilities FB, FFH
 TJJD (See Texas Juvenile Justice Department)
 tobacco use/prohibition DH, FNCD, GKA
 TOMA (Texas Open Meetings Act) (See open meetings)
 top ten percent EIC
 tornado warnings CKC
 tournaments FMF
 trademarks CY
 traffic and parking controls CLC
 training
 administrator appraisal BJCD, DNB
 board member BBD
 investment officer CDA
 safety CK, DH
 staff development DMA
 transcripts and permanent records, fees for copies FL
 transfer
 at-risk students FDA, FDAA
 criteria FDA, FDAA, FDB
 due to bullying FDB
 expelled students FD, FOD
 factors FDA
 interdistrict FDA
 intradistrict FDB
 of leave DEC
 from low-performing schools FDAA
 personnel DK
 petition, students FDAA, FDB
 revocation of transfer FDA
 school safety FDE
 students EHBB, FD, FDA
 tuition EHBG, FDA
 transportation
 bus driver credentials DBA
 bus maintenance CNB, CNC
 contract with public companies CNA
 cost of special/field trips CNB, EFD
 designation of hazardous routes CNA
 eligible students CNA
 hazardous routes CNA
 monitoring behavior on buses FO
 safety of students CNC
 special use of school buses CNB
 state reimbursement CNA
 student conduct on buses FO
 students with disabilities CNA
 travel
 expense reimbursement BBG, BJCA, DEE
 in-district expenses DEE
 mileage reimbursement BBG, DEE
 for professional development DMC
 student FMG
 UIL travel FMF
 travel study program EHBM
 trespassing
 assistance of local law enforcement agencies GKA
 prohibited GKA, GKC

trips
 extracurricular FMG
 field EFD
 professional DMC, DMD
 reimbursement for BBG, BJCA, DEE
 student FMG
 use of district vehicles CNB
 UIL FMF, FMG
 truancy FEA, FED
 truancy prevention measures FED
 tuberculosis screening DBB, FFAA, GKG
 tuition
 attendance reporting FDA, FDAA
 exemption for employees' children FDA
 exemption for foreign students FD
 nonresident students FDA
 prekindergarten students EHBG
 summer school FDA
 waiver FDA, FP
 tutorial program EHBC
 tutoring for pay DBD
 TxVSN (See Texas Virtual School Network)

- U -

UDCA (Unlicensed Diabetes Care Assistant) FFAF
 UIL (University Interscholastic League) FFAA, FM, FMF
 unauthorized person on school property CLA, GKA, GKC
 uncertified teachers DBA, DK, DPB
 underage students FD
 underground newspapers FNAA
 unemployment insurance CRF
 unexpired term, board members BBC
 uniforms FNCA
 unions, staff membership in DGA, DGB
 universities GNC
 unsafe schools FDE

- V -

vacancies
 board member BBC
 school personnel DC
 vacations
 personnel DED
 school vacations EB
 vaccinations FFAB
 valedictorian/salutatorian awards EIC, FG
 vandalism
 emergency measures CLA
 prohibited FNCB
 reporting incidents CLA
 vehicle identification insignia CLC, CNB
 vehicle parking control CLC, FFFD
 vehicles owned by district CNB
 vending machines CFD, COC, FFA
 vendor relations CHE, GKC
 veterans CCG, DAA, DEC
 videoconference call (board meetings) BE
 videotaping/monitoring
 board meetings BE, GBBA

conduct on school buses, in buildings FO
 students, with parental consent FNG
 students, without parental consent EHA, FM, FO
 Virginia Graeme Baker Pool and Spa Safety Act CL
 virtual school network (See Texas Virtual School Network)
 vision statement, district AE
 visitations DMD
 visitors
 campus security CLA
 law enforcement and other agencies GRA
 permits GKC
 professional GKC, GNC
 students leaving with FFFA
 visual materials, depiction of minors FFF
 vocational education contracts EEL
 vocational program EEL, EHAC, EIF
 volunteers
 criminal history record check DC, GKG
 immunity from liability GKG
 school volunteer program GKG
 student volunteers FH
 TB screening GKG
 voting
 at board meetings BE
 election of board officers BDAA

- X - Y - Z -

yearbooks FMA
 year-round schools EB
 zoning authorities relations GRA

- W -

wages CV, DEA, DEAB
 waivers
 fees FP
 insurance FFD
 planning BQA, BQB
 policy BF
 walkers and riders, bus CNA
 warehousing CMA
 warning systems CKC
 warrants, money CCB
 warrants for student arrest GRA
 weapons DH, EHAD, FNCG, FOD, FOF, GKA
 web site postings CQA
 weighted grades EIC
 welfare authorities relations GRA
 welfare, employee DI
 welfare, student FFA, FFB, FFC, FFD, FFE, FFF, FFG
 wellness BDF, EHAA, FFA
 whistleblower complaints DG, DGBA
 withdrawal, student FD, FEA
 witnesses in expulsion hearings FOD
 work calendars DEA, DK
 workers' compensation
 coordination with paid leave benefits CRE, DEC
 indefinite absence CRE
 required for construction contractor CV
 work load DL
 work schedules DK
 workshops, board members BBH
 work strikes/stoppages DGA
 work-study employment EHAD
 written expression, student FMA, FNA, FNAA

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Note: For provisions regarding selection and adoption of instructional materials, see EFAA.

INSTRUCTIONAL MATERIALS	Instructional materials selected for use in the public schools shall be furnished without cost to the students attending those schools. Except as provided by Education Code 31.104(d), the District may not charge a student for instructional material or technological equipment purchased by the District with the District's instructional materials allotment (IMA). All instructional materials, including electronic or online instructional material to the extent of any applicable licensing agreement, purchased in accordance with Education Code Chapter 31 for the District are the property of the District. <i>Education Code 31.001, .102(a)–(b); 19 TAC 66.1315(a), (c)</i>
DELEGATION OF POWER	The Board may delegate to an employee the power to requisition, distribute, and manage the inventory of instructional materials, consistent with Education Code Chapter 31. <i>Education Code 31.104(a)</i>
FUNDING	The District is entitled to an annual allotment from the state instructional materials fund for each student enrolled in the District on a date during the preceding school year specified by the Commissioner. The Commissioner shall determine the amount of the allotment per student each year on the basis of the amount of money available in the state instructional materials fund to fund the allotment. The allotment shall be transferred from the state instructional materials fund to the credit of the District's instructional materials account as provided by Education Code 31.0212. The allotment allocated to the District is considered revenue and must be coded by the District in a manner required by TEA. <i>Education Code 31.0211(a); 19 TAC 66.1315(d)</i>
NO APPEAL	The amount of the IMA determined by the Commissioner is final and may not be appealed. <i>19 TAC 66.1307</i>
ALLOTMENT ADJUSTMENT CHANGE IN ENROLLMENT	Not later than May 31 of each school year, the District may request that the Commissioner adjust the number of students for which the District is entitled to receive an allotment on the grounds that the number of students attending school in the District will increase or decrease during the school year for which the allotment is provided. The Commissioner may also adjust the number of students for which the District is entitled to receive an allotment, without a request by the District, if the Commissioner determines a different number of students is a more accurate reflection of students who will be attending school in the District. The Commissioner's determination is final. <i>Education Code 31.0211(e)</i>

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HIGH
ENROLLMENT
GROWTH

Each year the Commissioner shall adjust the IMA of districts experiencing high enrollment growth. *Education Code 31.0214*

The Commissioner's calculation for high-enrollment growth will be adjusted automatically for the biennium based on current Public Education Information Management System (PEIMS) enrollment data before the Educational Materials (EMAT) system opens in the spring.

A district that experiences a minimum enrollment growth of ten percent over the previous five-year period for which the IMA amount is being determined is eligible to receive an adjustment to accommodate high-enrollment growth.

A district that is experiencing a student population growth that is not reflected in the state calculation may submit an application to be considered for additional funding if the district experienced:

1. A net increase of 3,500 students over the last five years; or
2. An unexpected enrollment growth due to unforeseen circumstances.

The District may request additional funding for its IMA for high enrollment once during each school year.

19 TAC 66.1309

PERMITTED
EXPENDITURES

Funds allotted under this section may be used to purchase:

1. Instructional materials on the list adopted by the Commissioner under Education Code 31.0231;
2. Instructional materials on the list adopted by the State Board of Education (SBOE) under Education Code 31.024;
3. Non-adopted instructional materials;
4. Consumable instructional materials, including workbooks;
5. Instructional materials for use in bilingual education classes, as provided by Education Code 31.029;
6. Supplemental instructional materials, as provided by Education Code 31.035;
7. State-developed open-source instructional materials, as provided by Education Code Chapter 31, Subchapter B-1;
8. Instructional materials and technological equipment under any continuing contracts of the District in effect on September 1, 2011; and

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9. Technological equipment necessary to support the use of materials included on the list adopted by the Commissioner or any instructional materials purchased with an allotment.

The funds can also be used to pay for training educational personnel directly involved in student learning in the appropriate use of instructional materials, providing access to technological equipment for instructional use, and the salary and other expenses of an employee who provides technical support for the use of technological equipment directly involved in student learning.

The funds may not be used to purchase services for installation, the physical conduit that transmits data such as cabling and wiring or electricity, or office and school supplies; or to pay for travel expenses.

Education Code 31.0211(c); 19 TAC 66.1307

ORDER OF
PURCHASE

Each year the District shall use the District's allotment to purchase, in the following order:

1. Instructional materials necessary to permit the District to certify that the District has instructional materials that cover all elements of the essential knowledge and skills of the required curriculum, other than physical education, for each grade level.
2. Any other instructional materials or technological equipment as determined by the District.

Notwithstanding the order of purchase requirement, for the state fiscal biennium beginning September 1, 2011, the District shall use an IMA to purchase instructional materials that will assist the District in satisfying performance standards under Education Code 39.0241, as added by Chapter 895 (House Bill 3), Acts of the 81st Legislature, Regular Session, 2009, on assessment instruments adopted under Education Code 39.023(a) and (c) [grade advancement testing and end-of-course exams, see EKB]. This exception to the order of purchase requirement expires August 31, 2013.

Education Code 31.0211(d)–(d-2)

CERTIFICATION OF
ALLOTMENT USE

The District shall annually certify to the Commissioner that the District's IMA has been used only for permitted expenses. *Education Code 31.0213*

INSTRUCTIONAL
MATERIALS ACCOUNT

The Commissioner shall maintain an instructional materials account for the District, in which the Commissioner shall annually deposit the District's IMA. The Commissioner shall pay the cost of

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instructional materials requisitioned by the District under Education Code 31.103 using funds from the District's instructional materials account.

The District may also use funds in the District's account to purchase electronic instructional materials or technological equipment. The District shall submit to the Commissioner a request for funds for this purpose from the District's account in accordance with the Commissioner's rules.

Money deposited in the District's instructional materials account during each state fiscal biennium remains in the account and available for use by the District for the entire biennium. At the end of each biennium, if there is unused money in the District's account, the District may carry forward any remaining balance to the next biennium.

Education Code 31.0212

ONLINE REQUISITION
SYSTEM (EMAT)

The Commissioner shall maintain an online requisition system (EMAT) for the District to requisition instructional materials to be purchased with the District's IMA. *Education Code 31.101(f)*

LOCAL FUNDS

The District may use local funds to purchase any instructional materials in addition to those selected under Education Code Chapter 31. *Education Code 31.106*

REQUISITIONS, USE,
AND DISTRIBUTION

The District shall make a requisition for instructional material using the online requisition program (EMAT) maintained by the Commissioner not later than June 1 of each year. The District may requisition instructional materials on the SBOE instructional materials list for grades above the grade level in which a student is enrolled. *Education Code 31.103(b)–(c)*

DURATION OF
SELECTION

Once instructional materials have been selected, the District must use the material for the length of time described by Education Code 31.101. *Education Code 31.101* [See EFAA]

VALUE

Current instructional materials in the District's inventory are considered assets and a value must be determined by the District. 19 TAC 66.1315(e)

DISTRIBUTION

The Board shall distribute or provide access to instructional materials to students as it may deem most effective and economical. *Education Code 31.102(c); 19 TAC 66.1315(f)*

SUPPLEMENTAL
INSTRUCTIONAL
MATERIALS

The District may requisition supplemental instructional material adopted by the SBOE but not on the instructional material list under Education Code 31.023 only if the District requisitions the supplemental instructional material along with other supplemental in-

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structional materials or instructional materials on the SBOE instructional materials list that in combination cover each element of the essential knowledge and skills for the course for which the District is requisitioning the supplemental instructional materials. *Education Code 31.035(d)*

AVAILABILITY OF
OPEN-SOURCE
INSTRUCTIONAL
MATERIALS

If the District selects open-source instructional material, the District shall requisition a sufficient number of printed copies for use by students unable to access the instructional material electronically unless the District or school provides to each student:

1. Electronic access to the instructional material at no cost to the student; or
2. Printed copies of the portion of the instructional material that will be used in the course.

Education Code 31.103(d)

BRAILLE AND LARGE-
TYPE MATERIALS

All laws and rules applying to instructional materials provided to students with no visual impairments that do not conflict with Education Code 31.028 apply to the distribution and control of Braille and large-type instructional materials, including but not limited to the following:

1. A requisition for special instructional materials shall be based on actual student enrollment to meet individual student needs.
2. The District shall conduct an annual physical inventory of all currently adopted accessible instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files and made available to TEA upon request.

Reimbursement and/or replacement shall be made for all volumes of Braille and large-type instructional materials determined to be lost.

FOR TEACHERS

Copies of adopted instructional materials in Braille and large type needed by a teacher who is blind or visually impaired shall be furnished by the state without cost. The materials are to be loaned to the District as long as needed and are to be returned to the state when they are no longer needed. Materials in the medium needed by the teacher may be requisitioned by an instructional materials coordinator after the Superintendent has certified the following to the Commissioner:

1. The name of the teacher;
2. The grade or subject taught; and

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3. The fact of the teacher's visual impairment.

FOR STUDENTS

Non-adopted instructional materials purchased by the District shall be made available and provided in the specified format needed to students who are blind and visually impaired at the District's expense.

FOR PARENTS

Copies of adopted instructional materials in Braille, large type, or an electronic file that are requested by a parent who is blind or visually impaired shall be furnished without cost by the state. Materials in the medium needed by the parent may be requisitioned by an instructional materials coordinator. Requests for electronic files will be filled by TEA after the parent signs and TEA receives a statement, through the District, promising that the parent will safeguard the security of the files and observe all current copyright laws. All Braille and large-type instructional materials and electronic files with educational content that have been provided to parents who are blind or visually impaired must be returned to the District at the end of the school year for reuse.

19 TAC 66.1311, .1319(e)

BILINGUAL
INSTRUCTIONAL
MATERIALS

The District shall purchase with the District's IMA or otherwise acquire instructional materials for use in bilingual education classes, in accordance with the Commissioner's rules. *Education Code 31.029*

CERTIFICATION OF
INSTRUCTIONAL
MATERIALS

Prior to the beginning of each school year, the District shall certify to the Commissioner in a format approved by the Commissioner that, for each subject in the foundation and enrichment curriculum other than physical education, and each grade level, the District provides each student instructional materials that cover all elements of the essential knowledge and skills adopted by the SBOE for that subject and grade level.

To determine whether each student has instructional materials that cover all elements of the essential knowledge and skills, the District may consider both state- and Commissioner-adopted instructional materials and non-adopted instructional materials, including:

1. Instructional materials adopted by the SBOE;
2. Materials adopted or purchased by the Commissioner under Education Code 31.0231 or Education Code Chapter 31, Subchapter B-1;
3. Open-source instructional materials submitted by eligible institutions and adopted by the SBOE;

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4. Open-source instructional materials made available by other public schools; and
5. Instructional materials developed or purchased by the District.

Upon request by the Commissioner, the certification shall include supporting documentation describing the instructional materials on which the certification is based.

The certifications shall be ratified by the Board in a public meeting.

The District may not submit a requisition or request for disbursement through the EMAT system for the next school year until the required annual certification has been received by the Commissioner for the current school year.

Education Code 31.004; 19 TAC 66.1305

OWNERSHIP

A student must return all instructional materials to the teacher at the end of the school year or when the student withdraws from school, unless the instructional material is open-source instructional material that the District does not intend to use for another student. The printed copy of the open-source instructional material becomes the property of the student to whom it is distributed.

This provision does not apply to an electronic copy of open-source instructional material.

Education Code 31.104(c), (g)–(h); 19 TAC 66.107(b)

RESPONSIBILITY FOR
INSTRUCTIONAL
MATERIALS AND
EQUIPMENT

Each student or his or her parent or guardian shall be responsible for all instructional material and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment shall forfeit the right to free instructional materials and technological equipment until the instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian.

The Board may not require an employee of the District to pay for instructional materials or technological equipment that is stolen, misplaced, or not returned by a student. [See DG(LEGAL)]

Under circumstances determined by the Board, the District may waive or reduce the payment required if the student is from a low-income family. The District shall allow students to use instructional materials and technological equipment at school during each school day.

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CMD
(LEGAL)

If instructional materials or technological equipment is not returned in an acceptable condition and payment is not made, the District may withhold the student's records, but shall not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. However, in accordance with policies FL and GBA, students have a right to copies of any and all District records that pertain to them.

These provisions do not apply to an electronic copy of open-source instructional material.

Education Code 31.104(d), (e), (h); 20 U.S.C. 1232g; Gov't Code 552.114(b)(2); 19 TAC 66.107(c), .1319(d) [See also EF]

ACCEPTABLE
CONDITION

Printed instructional materials are considered to be in acceptable condition if:

1. The cover, binding, pages, spine, and all integral components of the instructional materials are wholly intact and the instructional materials are fully usable by other students; and
2. All components of the instructional materials are not soiled, torn, or damaged—whether intentionally or by lack of appropriate care—such that any portion of the content is too disfigured or obscured to be fully accessible to other students.

19 TAC 66.1201

Electronic instructional materials are considered to be in acceptable condition if:

1. All components or applications that are a part of the electronic instructional materials are returned;
2. The electronic instructional materials do not contain computer code (bug, virus, worm, or similar malicious software) that has been designed to self-replicate, damage, change, or otherwise hinder the performance of any computer's memory, file system, or software; and
3. The electronic instructional materials have not been installed with plug-ins, snap-ins, or add-ins without the prior approval of the District.

19 TAC 66.1203

Technological equipment is considered to be in acceptable condition if:

1. The equipment is returned with the software and hardware in their original condition unless the District authorized changes; and

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INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

CMD
(LEGAL)

2. The physical condition of the equipment has been cared for appropriately such that the equipment is not broken or damaged beyond cost-effective replacement or repair.

19 TAC 66.1205

LOST, DAMAGED,
OR WORN OUT
INSTRUCTIONAL
MATERIALS

The District is fiscally responsible for lost, damaged, or worn out instructional materials.

The District may use the IMA or other available funds to replace lost, damaged, or worn out instructional materials.

Worn out or damaged instructional materials must be declared by the District as unsuitable for student use and the District must document the method of disposal.

A district declaring worn out instructional materials must follow the Commissioner-approved standards for worn out instructional materials.

Recycling funds received from the disposal of worn out instructional materials must be:

1. Reported to TEA through procedures established by the Commissioner; and
2. Used to purchase instructional materials and technological equipment allowed under Education Code 31.0211.

The District must adjust its inventory for lost, damaged, or worn out instructional materials and replacements through the EMAT system and document all transactions in the District annual inventory.

19 TAC 66.1321

SALE OR DISPOSAL

The Board must notify TEA of its intent to sell or dispose of instructional materials or technological equipment by a process established by the Commissioner.

SALE AFTER
DISCONTINUED
FOR USE

The Board may sell any printed or electronic instructional materials purchased with the District's IMA on the date the instructional material is discontinued for use in the public schools. The Board may only sell or dispose of online or electronic instructional materials in compliance with the terms of any applicable licensing agreement.

TECHNOLOGICAL
EQUIPMENT

The Board may sell technological equipment owned by the District that was purchased with the District's IMA.

REPORT TO
COMMISSIONER

The Board must report to the Commissioner the amount of funds to be received from the sale of the instructional materials and technological equipment, identify the purchaser, and identify the instructional materials and/or technological equipment to be sold.

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USE OF PROCEEDS OF SALE	Funds received by the District from a sale of instructional materials or technological equipment purchased with the IMA must be used to purchase instructional materials and technological equipment allowed under Education Code 31.0211. The Board must certify to the Commissioner that the new instructional materials acquired from the sale of discontinued instructional materials will cover the Texas essential knowledge and skills and be made available to students and/or teachers.
DISPOSAL	The Board may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the SBOE if the Board determines that the instructional material is not needed by the District and the Board does not reasonably expect that the instructional material will be needed. The Board shall determine how the District will dispose of discontinued printed instructional materials and technological equipment and must notify the Commissioner prior to the disposal of any instructional materials, identifying the instructional materials to be disposed and the method of disposal. <i>Education Code 31.105; 19 TAC 66.1317</i>
ANNUAL INVENTORY	The District shall conduct an annual physical inventory of: 1. All currently adopted instructional materials that have been requisitioned by and delivered to the District; 2. All non-adopted instructional materials purchased with funds from the IMA; and 3. All technological equipment purchased with funds from the IMA. The results of the inventory shall be recorded in the District's files and in the EMAT system. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. <i>19 TAC 66.107(a)</i>
LOCAL HANDLING EXPENSES	The District shall not be reimbursed from state funds for expenses incurred in local handling of instructional materials. <i>19 TAC 66.104(f)</i>

TRANSPORTATION MANAGEMENT
STUDENT TRANSPORTATION

CNA
(LOCAL)

ELIGIBILITY

The District shall permit students for whom the District does not receive state transportation funds to use District transportation, in accordance with time and space limitations and administrative regulations.

Applicable fees, if any, shall be approved by the Board and published in administrative regulations.

INSURANCE AND ANNUITIES MANAGEMENT
WORKERS' COMPENSATION

CRE
(LEGAL)

OPTIONS	The District shall extend workers' compensation benefits to its employees by choosing one of the following options: 1. Becoming a self-insurer. 2. Providing insurance under workers' compensation insurance contracts or policies. 3. Entering into interlocal agreements with other political subdivisions providing for self-insurance. <i>Labor Code 504.011</i>
DEFINITION	For the purposes of this policy, "employee" means every person in the service of the District who has been employed as provided by law or for whom the District provides optional coverage. No person paid on a basis other than by the hour, day, week, month, or year shall be considered an "employee." <i>Labor Code 504.001, .014</i>
OPTIONAL COVERAGES	By majority vote of the Board, the District may cover as employees an elected official or persons paid for service in the conduct of an election. <i>Labor Code 504.012(b)</i>
NOTICE	The District shall notify the Texas Department of Insurance (TDI) of the method by which District employees shall receive benefits, the approximate number of employees covered, and the estimated amount of payroll. Notice of the provision for workers' compensation benefits and the effective date of the coverage shall be given to the District's employees. <i>Labor Code 504.018</i>
REPORT TO CARRIER FIRST REPORT OF INJURY	The District shall provide to the District's insurance carrier a report on each: 1. Death; 2. On-the-job injury that results in an employee's absence from work for more than one day; and 3. Occupational disease of which the District has received notice of injury or has knowledge. "Knowledge" means receipt of written or verbal information regarding diagnosis or diagnosis through examination or testing by a doctor employed by the District. The report shall contain the information and be in the form, format, and manner prescribed by the TDI, and be filed no later than the eighth day after the employee's absence from work for more than one day or upon first knowledge of absence for more than one day. The District shall maintain a record of the date the report of injury is filed with the insurance carrier.

INSURANCE AND ANNUITIES MANAGEMENT
WORKERS' COMPENSATION

CRE
(LEGAL)

COPY TO
EMPLOYEE

A copy of the report of injury, including a summary of the employee's rights and responsibilities under the Texas Labor Code, shall be sent to the injured employee at the time the report is filed with the insurance carrier. The summary shall be written in plain language in English and Spanish, or in English and any other language common to the employee, and shall contain the words prescribed by the TDI.

NOTICE OF
MODIFIED DUTY
PROGRAM

The District shall, on the written request of the employee, a doctor, the insurance carrier, or the TDI, notify the employee, the employee's treating doctor if known to the District, and the insurance carrier of the existence or absence of opportunities for modified duty or a modified duty return-to-work program available through the District. If those opportunities or that program exists, the District shall identify the District's contact person and provide other information to assist the doctor, the employee, and the insurance carrier to assess modified duty or return-to-work options.

SUPPLEMENTAL
REPORT OF INJURY

A supplemental report shall be filed with the District's insurance carrier and provided to the employee within ten days after:

1. The end of each pay period in which the employee has a change in earnings, including all post-injury earnings as defined in 28 Administrative Code Chapter 129 [see OFFSETTING PAID LEAVE AGAINST WORKERS' COMPENSATION INCOME BENEFITS, below], as a result of the injury; or
2. The employee resigns or is terminated.

The District's duty to file supplemental reports continues until the employee reaches "maximum medical improvement" or is no longer employed by the District and the District has made the required report.

For injuries that require the filing of a first report of injury, the District shall file the supplemental report with the District's insurance carrier and provide a copy to the employee within three days after:

1. The employee begins losing time from work as a result of the injury;
2. The employee returns to work; or
3. The employee, after returning to work, experiences an additional day of disability as a result of the injury.

The District shall maintain a record of the date the supplemental report is filed with the carrier and provided to the employee.

Labor Code 409.005; 28 TAC 120.2, .3

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INJURY AND
OCCUPATIONAL
DISEASE REPORT

The District's report of injury filed in accordance with Texas Labor Code 409.005 [see FIRST REPORT OF INJURY, above] shall satisfy the District's requirement to file an injury and occupational disease report under Texas Labor Code 411.032. *28 TAC 160.3*

WAGE REPORTS

The District is required to timely file a complete wage statement on a form prescribed by the TDI.

The wage statement shall be filed with the carrier, the claimant, and any claimant representative. The wage statement should be filed and received within 30 days of the earliest of:

1. The date the District is notified that the employee is entitled to income benefits; or
2. The date of the employee's death as a result of a compensable injury.

A subsequent wage statement shall be filed with the carrier, the claimant, and any claimant representative within seven days of a change in any wage information provided on the previous wage statement. A wage statement shall also be filed with TDI within seven days of receiving a request from TDI.

28 TAC 120.4(a)

OMBUDSMAN
PROGRAM

The District shall notify its employees, in the manner prescribed by the TDI, of the ombudsman program to assist injured workers and persons claiming death benefits in obtaining benefits under the Texas Workers' Compensation Act. *Labor Code 404.153*

REPORTS OF SAFETY
VIOLATIONS

The District shall notify its employees, in the manner prescribed by the TDI, of the 24-hour-a-day toll-free telephone system for reporting violations of an occupational health or safety law. The District shall not suspend, terminate, or otherwise discriminate against an employee for making a good faith report of a violation of an occupational health or safety law. *Labor Code 411.081, .082*

RELATION TO PAID
LEAVE

Once temporary income benefits (TIBs) accrue, an injured employee is entitled to TIBs to compensate the employee for lost wages due to the compensable injury during a period in which the employee has a disability and has not reached maximum medical improvement.

"Lost wages" are the difference between the employee's gross average weekly wage (AWW) and the employee's gross post-injury earnings (PIE). If the employee's PIE equals or exceeds the employee's AWW, the employee has no lost wages.

"Post-injury earnings" include, among several other components:

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1. The value of any full days of accrued sick or annual leave that the employee voluntarily elects to use after the date of injury; and
2. The value of any partial days of accrued or annual leave that the employee has voluntarily elected to use after the date of injury that, when combined with the employee's TIBs, exceeds the AWW.

28 TAC 129.2

OFFSETTING PAID
LEAVE AGAINST
WORKERS'
COMPENSATION
INCOME BENEFITS

The Board may provide that while an employee is receiving workers' compensation benefits, the employee may elect to receive previously accrued sick leave benefits in an amount equal to the difference in the workers' compensation benefits and the weekly compensation the employee was receiving before the injury that resulted in the claim, with a proportionate deduction in the employee's sick leave balance. *Labor Code 504.052* [See DEC(LOCAL)]

Unless the Board adopts the option provided by Labor Code 504.052, sick leave benefits and annual leave benefits shall not be offset against benefits paid under the Workers' Compensation Law. *Atty. Gen. Op. JC-0040 (1999)*

PROHIBITED
DISCRIMINATION

A person may not discharge or in any other manner discriminate against an employee because the employee has:

1. Filed a workers' compensation claim in good faith.
2. Hired a lawyer to represent the employee in a claim.
3. Instituted or caused to be instituted in good faith a proceeding under the Texas Workers' Compensation Act.
4. Testified or is about to testify in a proceeding under the Texas Workers' Compensation Act.

Labor Code 451.001

A person who violates the above provision is liable for reasonable damages incurred by the employee as a result of the violation, and an employee discharged in violation of the above provision is entitled to reinstatement in the former position of employment. The burden of proof in a proceeding alleging violation of the above provision is on the employee. *Labor Code 451.002*

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WORKERS' COMPENSATION

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Note: A retaliatory discharge claim may not be brought against the District without its consent. Labor Code Chapter 451 notwithstanding, current state law does not waive the District's immunity and provide consent. *Labor Code 504.053(e); Travis Cent. Appraisal Dist. v. Norman, 342 S.W.3d 54 (Tex. 2011)*

LEAVES OF
ABSENCE

The District shall not terminate an employee who is on an unpaid leave of absence and receiving workers' compensation benefits, except when the termination is for a legitimate reason independent from the employee's workers' compensation claim. *Atty. Gen. Op. JM-227 (1984)*

A district that terminates an employee for violating a reasonable absence-control policy cannot be liable for prohibited discrimination as long as the rule is uniformly enforced. *Continental Coffee Products Co. v. Cazarez, 937 S.W.2d 444 (Tex. 1996)* [See DEC]

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

DBAA
(LOCAL)

DISQUALIFYING
OFFENSES

The District shall obtain criminal history record information on final candidates for employment. All District positions have the potential for contact with students. The District shall disqualify from employment a person whose criminal history indicates that the person poses a threat to students or employees. Consistent with business necessity, the District shall also disqualify from employment a person whose criminal history is otherwise inconsistent with the job duties of the position for which the person is being considered.

INDIVIDUALIZED
ASSESSMENT

The District shall perform an individualized assessment of criminal history record information when determining a person's eligibility for employment in a specific position. The District shall take into account a variety of factors, including the following:

1. The nature of the offense;
2. The age of the person when the crime was committed;
3. The date of the offense and how much time has elapsed;
4. The adjudication of the offense (e.g., whether the person was found guilty by a trier of fact, pled guilty, entered a no contest plea, or received deferred adjudication);
5. The nature and responsibilities of the job sought;
6. The accuracy of the person's disclosure of his or her criminal history during the selection process;
7. The effect of the conduct on the overall educational environment; and
8. Any further information provided by the person concerning his or her criminal history record.

ARRESTS

The fact of an arrest alone does not establish that criminal conduct has occurred, and the District shall not disqualify a person based solely on an arrest. The District may make an employment decision based on the conduct underlying the arrest if the conduct makes the person unfit for the position in question.

SBEC NOTIFICATION

If a candidate for a position has a reported criminal history, and the candidate is certified by the State Board for Educator Certification (SBEC), the District shall report the criminal history to SBEC.

CREDIT HISTORY

The District shall obtain credit history information on a candidate for employment only when the credit history is related to the position for which the person is being considered. The District shall comply with the Fair Credit Reporting Act before obtaining a job-related credit history. [See DBAA(LEGAL)]

Note: This policy summarizes the Family and Medical Leave Act (FMLA) and implementing regulations, including FML for an employee seeking leave because of a relative's military service. For provisions on leaves in general, see DEC. For provisions addressing leave for an employee's military service, see DECB.

This introductory page outlines the contents of this policy on the Family and Medical Leave Act. See the following sections for statutory provisions on:

SECTION I	General Provisions	pages 2–5
	1. Applicability to districts	
	2. Employee eligibility	
	3. Qualifying reasons for leave	
	4. Definitions	
SECTION II	Leave Entitlement and Use	pages 5–12
	1. Amount of leave	
	2. Intermittent use of leave	
	3. Special rules for instructional employees	
	4. Use of paid leave	
	5. Continuation of health insurance	
	6. Reinstatement of employee	
SECTION III	Notices and Medical Certification	pages 12–18
	1. Notices to employee	
	2. Notice to employer regarding use of FML	
	3. Certification of leave	
SECTION IV	Miscellaneous Provisions	page 18–19
	1. Preservation of records	
	2. Prohibition against discrimination	

SECTION I: GENERAL PROVISIONS

COVERED EMPLOYER	All public elementary and secondary schools are “covered employers” under the FMLA, without regard to the number of employees employed. The term “employer” includes any person who acts directly or indirectly in the interest of the District to any of the District’s employees. <i>29 U.S.C. 2611(4), 2618(a); 29 C.F.R. 825.104(a)</i>
ELIGIBLE EMPLOYEE	“Eligible employee” means an employee who: 1. Has been employed by the District for at least 12 months. The 12 months need not be consecutive; 2. Has been employed by the District for at least 1,250 hours of service during the 12-months immediately preceding the commencement of leave; and 3. Is employed at a worksite where 50 or more employees are employed by the District within 75 miles of that worksite. <i>29 U.S.C. 2611(2); 29 C.F.R. 825.110</i> [A district that has no eligible employees must comply with the requirements at GENERAL NOTICE, below.]
QUALIFYING REASONS FOR LEAVE	The District shall grant leave to eligible employees: 1. For the birth of a son or daughter, and to care for the newborn child; 2. For placement with the employee of a son or daughter for adoption or foster care [For the definitions of “adoption” and “foster care,” see 29 C.F.R. 825.122]; 3. To care for the employee’s spouse, son or daughter, or parent with a serious health condition; 4. Because of a serious health condition that makes the employee unable to perform the functions of the employee’s job [For the definition of “serious health condition,” see 29 C.F.R. 825.113]; 5. Because of any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is a military member on active duty or call to covered active duty status (or has been notified of an impending call or order to covered active duty) [For the definition of “military member,” see 29 C.F.R. 825.126(b). For the definition of “covered active duty” and “call to covered active duty status,” see 29 C.F.R. 825.102]; and

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6. To care for a covered servicemember with a serious injury or illness incurred in the line of duty if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember. [For the definitions of "covered servicemember" and "serious injury or illness," see 29 C.F.R. 825.102, .122]

29 U.S.C. 2612(a); 29 C.F.R. 825.112

For provisions regarding treatment for substance abuse, see 29 C.F.R. 825.119.

QUALIFYING
EXIGENCY

An eligible employee may take FMLA leave for one or more of the following qualifying exigencies:

1. Short-notice deployment.
2. Military events and related activities.
3. Childcare and school activities.
4. Financial and legal arrangements.
5. Counseling.
6. Rest and recuperation.
7. Post-deployment activities.
8. Parental care.
9. Additional activities provided that the District and employee agree that the leave shall qualify as an exigency and agree to both the timing and duration.

29 C.F.R. 826.126

PREGNANCY OR
BIRTH

Both the mother and father are entitled to FMLA leave to be with a healthy newborn child (i.e., bonding time) during the 12-month period beginning on the date of birth. In addition, the mother is entitled to FMLA leave for incapacity due to pregnancy, for prenatal care, or for her own serious health condition following the birth of the child. The mother is entitled to leave for incapacity due to pregnancy even though she does not receive treatment from a health-care provider during the absence and even if the absence does not last for more than three consecutive calendar days. The husband is entitled to FMLA leave if needed to care for his pregnant spouse who is incapacitated, during her prenatal care, or following the birth of a child if the spouse has a serious health condition. [For the definition of "needed to care for," see 29 C.F.R. 825.124] *29 C.F.R. 825.120*

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DEFINITIONS

'NEXT OF KIN'

"Next of kin of a covered servicemember" (for purposes of military caregiver leave) means:

1. The blood relative specifically designated in writing by the covered servicemember as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. The designated individual shall be deemed to be the covered servicemember's only next of kin; or
2. When no such designation has been made, the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority:
 - a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions,
 - b. Brothers and sisters,
 - c. Grandparents,
 - d. Aunts and uncles, and
 - e. First cousins.

If there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously.

29 C.F.R. 825.127(d)(3)

'PARENT'

"Parent" (for purposes of family, medical, and qualifying exigency leave) means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter. This term does not include parents "in law." *29 C.F.R. 825.122*

For the definition of "parent of a covered servicemember" for purposes of military caregiver leave, see *29 C.F.R. 825.127(d)(2)*.

'SON OR
DAUGHTER'

"Son or daughter" (for purposes of family and medical leave) means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and "incapable of self-care because of a mental or physical disability" at the time that FMLA leave is to commence. *29 C.F.R. 825.122*

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For the definition of “son or daughter on active duty or call to active duty status” for purposes of qualifying exigency leave, see 29 C.F.R. 825.122.

For the definition of “son or daughter of a covered servicemember” for purposes of military caregiver leave, see 29 C.F.R. 825.127(d)(1).

‘SPOUSE’

“Spouse” means a husband or wife as defined or recognized under state law for purposes of marriage in the state where the employee resides, including common law marriage in states where it is recognized. 29 C.F.R. 825.122

SECTION II: LEAVE ENTITLEMENT AND USE

AMOUNT OF LEAVE

Except in the case of military caregiver leave, an eligible employee's FMLA leave entitlement is limited to a total of 12 workweeks of leave during a 12-month period for any one or more of the qualifying reasons.

A husband and wife who are employed by the same district may be limited to a combined total of 12 weeks of FMLA leave during any 12-month period if leave is taken for the birth of a son or daughter, the placement of a child for adoption or foster care, or to care for a parent with a serious health condition.

29 U.S.C. 2612(a), (f); 29 C.F.R. 825.120(a)(3), .200, .201

DETERMINING THE
12-MONTH PERIOD

Except with respect to military caregiver leave, the District may choose any one of the following methods for determining the “12-month period” in which the 12 weeks of leave entitlement occurs:

1. The calendar year;
2. Any fixed 12-month “leave year,” such as a fiscal year or a year starting on an employee's “anniversary” date;
3. The 12-month period measured forward from the date any employee's first FMLA leave begins; or
4. A “rolling” 12-month period measured backward from the date an employee uses any FMLA leave.

29 C.F.R. 825.200(b)

MILITARY
CAREGIVER LEAVE

In the case of military caregiver leave, an eligible employee's FMLA leave entitlement is limited to a total of 26 workweeks of leave during a “single 12-month period.” The “single 12-month period” is measured forward from the date an employee's first FMLA leave to care for the covered servicemember begins, regardless of the method used by the District to determine the 12-month period for other FMLA leaves. During the “single 12-month period,” an eligi-

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ble employee's FMLA leave entitlement is limited to a combined total of 26 workweeks of FMLA leave for any qualifying reason. *29 C.F.R. 825.200(f), (g)*

A husband and wife who are employed by the same district may be limited to a combined total of 26 weeks of FMLA leave during the "single 12-month period" if leave is taken as military caregiver leave, for the birth of a son or daughter, for the placement of a child for adoption or foster care, or to care for a parent with a serious health condition. *29 C.F.R. 825.127(e)(3)*

SUMMER VACATION
AND OTHER
EXTENDED BREAKS

If the District's activity temporarily ceases and employees generally are not expected to report for work for one or more weeks (e.g., a school closing for two weeks for the Christmas/New Year holiday), those days do not count against the employee's FMLA leave entitlement. Similarly, the period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. *29 C.F.R. 825.200(h), .601(a)*

INTERMITTENT OR
REDUCED LEAVE
SCHEDULE

FMLA leave may be taken intermittently or on a reduced leave schedule under certain circumstances. "Intermittent leave" is FMLA leave taken in separate blocks of time due to a single qualifying reason. A "reduced leave schedule" is a leave schedule that reduces an employee's usual number of working hours per workweek, or hours per workday.

For leave taken because of the employee's own serious health condition, to care for a spouse, parent, son, or daughter with a serious health condition, or military caregiver leave, there must be a medical need for leave and it must be that such medical need can be best accommodated through an intermittent or reduced leave schedule. Leave due to a qualifying exigency may also be taken on an intermittent or reduced schedule basis.

When leave is taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only if the District agrees.

29 U.S.C. 2612(b); 29 C.F.R. 825.102, .202

TRANSFER TO
ALTERNATIVE
POSITION

If an employee requests intermittent or reduced schedule leave that is foreseeable based on planned medical treatment, the District may require the employee to transfer temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position. *29 U.S.C. 2612(b)(2); 29 C.F.R. 825.204*

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CALCULATING
LEAVE USE

When an employee takes leave on an intermittent or reduced schedule, only the amount of leave actually taken may be counted toward the employee's leave entitlement. The District must account for intermittent or reduced schedule leave using an increment no greater than the shortest period of time that the District uses to account for use of other forms of leave, provided the increment is not greater than one hour. *29 C.F.R. 825.205*

SPECIAL RULES FOR
INSTRUCTIONAL
EMPLOYEES

Special rules apply to certain employees of the District. These special rules affect leave taken intermittently or on a reduced schedule, or taken near the end of an academic term (semester) by instructional employees.

"Instructional employees" are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

29 C.F.R. 825.600

FAILURE TO
PROVIDE NOTICE
OF FORESEEABLE
LEAVE

If an instructional employee does not give required notice of foreseeable leave to be taken intermittently or on a reduced schedule, the District may require the employee to take leave of a particular duration or to transfer temporarily to an alternative position. Alternatively, the District may require the employee to delay the taking of leave until the notice provision is met. *29 C.F.R. 601(b)*

20 PERCENT RULE

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition; the leave is foreseeable based on planned medical treatment; and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the District may require the employee to choose:

1. To take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
2. To transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

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DECA
(LEGAL)

“Periods of a particular duration” means a block or blocks of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed, and may include one uninterrupted period of leave. If an employee chooses to take leave for “periods of a particular duration” in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

29 U.S.C. 2618(c); 29 C.F.R. 825.601, .603

LEAVE AT THE END OF
A SEMESTER

As a rule, the District may not require an employee to take more FMLA leave than the employee needs. The FMLA recognizes exceptions where instructional employees begin leave near the end of a semester. As set forth below, the District may in certain cases require the employee to take leave until the end of the semester.

The school semester, or “academic term,” typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of the FMLA.

If the District requires the employee to take leave until the end of the semester, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the District to the end of the semester is not counted as FMLA leave; however, the District shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the end of the leave.

29 U.S.C. 2618(d); 29 C.F.R. 825.603

MORE THAN FIVE
WEEKS BEFORE
END OF SEMESTER

The District may require an instructional employee to continue taking leave until the end of the semester if:

1. The employee begins leave more than five weeks before the end of the semester;
2. The leave will last at least three weeks; and
3. The employee would return to work during the three-week period before the end of the semester.

DURING LAST FIVE
WEEKS OF
SEMESTER

The District may require an instructional employee to continue taking leave until the end of the semester if:

1. The employee begins leave during the last five weeks of the semester for any reason other than the employee's own serious health condition or a qualifying exigency;
2. The leave will last more than two weeks; and

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3. The employee would return to work during the two-week period before the end of the semester.

DURING LAST
THREE WEEKS OF
SEMESTER

The District may require an instructional employee to continue taking leave until the end of the semester if the employee begins leave during the three-week period before the end of the semester for any reason other than the employee's own serious health condition or a qualifying exigency.

29 C.F.R. 825.602

SUBSTITUTION OF
PAID LEAVE

Generally, FMLA leave is unpaid leave. However, an employee may choose to substitute accrued paid leave for unpaid FMLA leave. If an employee does not choose to substitute accrued paid leave, the District may require the employee to do so. The term "substitute" means that the paid leave provided by the District, and accrued pursuant to established policies of the District, will run concurrently with the unpaid FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the District's normal leave policy. *29 U.S.C. 2612(d); 29 C.F.R. 825.207(a)*

COMPENSATORY
TIME

If an employee requests and is permitted to use accrued compensatory time to receive pay during FMLA leave, or if the District requires such use, the compensatory time taken may be counted against the employee's FMLA leave entitlement. *29 C.F.R. 825.207(f)*

FMLA AND
WORKERS'
COMPENSATION

A serious health condition may result from injury to the employee "on or off" the job. If the District designates the leave as FMLA leave, the leave counts against the employee's FMLA leave entitlement. Because the workers' compensation absence is not unpaid, neither the employee nor the District may require the substitution of paid leave. However, the District and an employee may agree, where state law permits, to have paid leave supplement workers' compensation benefits.

If the health-care provider treating the employee for the workers' compensation injury certifies that the employee is able to return to a "light duty job" but is unable to return to the same or equivalent job, the employee may decline the District's offer of a "light duty job." As a result, the employee may lose workers' compensation payments, but is entitled to remain on unpaid FMLA leave until the employee's FMLA leave entitlement is exhausted. As of the date workers' compensation benefits cease, the substitution provision becomes applicable and either the employee may elect or the District may require the use of accrued paid leave.

29 C.F.R. 825.207(d)

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(LEGAL)

MAINTENANCE OF
HEALTH BENEFITS

During any FMLA leave, the District must maintain the employee's coverage under any group health plan on the same conditions as coverage would have been provided if the employee had been continuously employed during the entire leave period.

An employee may choose not to retain group health plan coverage during FMLA leave. However, when the employee returns from leave, the employee is entitled to be reinstated on the same terms as before taking leave without any qualifying period, physical examination, exclusion of pre-existing conditions, and the like.

29 U.S.C. 2614(c); 29 C.F.R. 825.209

PAYMENT OF
PREMIUMS

During FMLA leave, the employee must continue to pay the employee's share of group health plan premiums. If premiums are raised or lowered, the employee would be required to pay the new premium rates. *29 C.F.R. 825.210*

FAILURE TO PAY
PREMIUMS

Unless the District has an established policy providing a longer grace period, the District's obligations to maintain health insurance coverage cease if an employee's premium payment is more than 30 days late. In order to terminate the employee's coverage, the District must provide written notice to the employee that the payment has not been received. Such notice must be mailed to the employee at least 15 days before coverage is to cease, advising that coverage will be dropped on a specified date at least 15 days after the date of the letter unless the payment has been received by that date. Coverage for the employee may be terminated at the end of the 30-day grace period, if the required 15-day notice has been provided.

Upon the employee's return from FMLA leave, the District must still restore the employee to coverage/benefits equivalent to those the employee would have had if leave had not been taken and the premium payment(s) had not been missed. The employee may not be required to meet any qualification requirements imposed by the plan, including any new preexisting condition waiting period, to wait for an open season, or to pass a medical examination to obtain reinstatement of coverage.

29 C.F.R. 825.212

RECOVERY OF
BENEFIT COST

If an employee fails to return to work after FMLA leave has been exhausted or expires, a District may recover from the employee its share of health plan premiums during the employee's unpaid FMLA leave, unless the employee's failure to return is due to one of the reasons set forth in the regulations. The District may not recover its share of health insurance premiums for any period of FMLA leave covered by paid leave. *29 C.F.R. 825.213*

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(LEGAL)

RIGHT TO
REINSTATEMENT

On return from FMLA leave, an employee is entitled to be returned to the same position the employee held when leave began, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment. An employee is entitled to reinstatement even if the employee has been replaced or his or her position has been restructured to accommodate the employee's absence. However, an employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period. *29 C.F.R. 825.214(a), .216(a)*

MOONLIGHTING
DURING LEAVE

If the District has a uniformly applied policy governing outside or supplemental employment, the policy may continue to apply to an employee while on FMLA leave. A district that does not have such a policy may not deny FMLA benefits on the basis of outside or supplemental employment unless the FMLA leave was fraudulently obtained. *29 U.S.C. 2618(e); 29 C.F.R. 825.216(e)*

REINSTATEMENT
OF SCHOOL
EMPLOYEES

The District shall make the determination of how an employee is to be restored to "an equivalent position" upon return from FMLA leave on the basis of established Board policies and practices. The "established policies" must be in writing, must be made known to the employee before the taking of FMLA leave, and must clearly explain the employee's restoration rights upon return from leave. Any established policy which is used as the basis for restoration of an employee to "an equivalent position" must provide substantially the same protections as provided in the FMLA. For example, an employee may not be restored to a position requiring additional licensure or certification. *29 C.F.R. 825.604*

PAY INCREASES
AND BONUSES

An employee is entitled to any unconditional pay increases that may have occurred during the FMLA leave period, such as cost of living increases. Pay increases conditioned upon seniority, length of service, or work performed must be granted in accordance with the District's policy or practice with respect to other employees on an equivalent leave status for a reason that does not qualify as FMLA leave.

Equivalent pay includes any bonus or payment, whether it is discretionary or non-discretionary. However, if a bonus or other payment is based on the achievement of a specified goal such as hours worked, products sold, or perfect attendance, and the employee has not met the goal due to FMLA leave, then the payment may be denied, unless otherwise paid to employees on an equivalent leave status for a reason that does not qualify as FMLA leave. For example, if an employee who used paid vacation leave for a non-FMLA purpose would receive the payment, then an employee

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who used paid vacation leave for an FMLA-protected purpose also must receive the payment.

29 C.F.R. 825.215(c)

KEY EMPLOYEES

The District may deny job restoration to a key employee if such denial is necessary to prevent substantial and grievous economic injury to the operations of the District. *29 U.S.C. 2614(b); 29 C.F.R. 825.217-.219*

SECTION III: NOTICES AND MEDICAL CERTIFICATION

EMPLOYER NOTICES
GENERAL NOTICE

Every covered employer must post on its premises a notice explaining the FMLA's provisions and providing information concerning the procedures for filing complaints with the Department of Labor's Wage and Hour Division. The notice must be posted prominently where it can be readily seen by employees and applicants for employment. Covered employers must post this general notice even if no employees are eligible for FMLA leave.

If the District has any eligible employees, it shall also:

1. Include the notice in employee handbooks or other written guidance to employees concerning employee benefits or leave rights, if such written materials exist; or
2. Distribute a copy of the general notice to each new employee upon hiring.

Electronic posting is sufficient if it meets the other requirements of this section.

If the District's workforce is comprised of a significant portion of workers who are not literate in English, the District shall provide the general notice in a language in which the employees are literate.

The District may use Department of Labor (DOL) form WHD 1420 or may use another format so long as the information provided includes, at a minimum, all of the information contained in that notice.

29 C.F.R. 825.300(a)

ELIGIBILITY NOTICE

When an employee requests FMLA leave, or when the District acquires knowledge that an employee's leave may be for an FMLA-qualifying reason, the District must notify the employee of the employee's eligibility to take FMLA leave. If the employee is not eligible for FMLA leave, the notice must state at least one reason why the employee is not eligible.

The District must provide the eligibility notice within five business days, absent extenuating circumstances. Notification of eligibility

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may be oral or in writing. The District may use DOL form WH-381 to provide such notification to employees. The District shall translate the notice in any situation in which it is required to translate the general notice.

29 C.F.R. 825.300(b)

RIGHTS AND
RESPONSIBILITIES
NOTICE

Each time the District provides an eligibility notice to an employee, the District shall also provide a written rights and responsibilities notice. The rights and responsibilities notice must include the information required by the FMLA regulations at 29 C.F.R. 825.300(c)(1).

The District may use DOL form WH-381 to provide such notification to employees. The District may adapt the prototype notice as appropriate to meet these notice requirements. The notice may be distributed electronically if it meets the other requirements of this section. The District shall translate the notice in any situation in which it is required to translate the general notice.

29 C.F.R. 825.300(c)

DESIGNATION
NOTICE

When the District has enough information to determine whether leave is being taken for an FMLA-qualifying reason, the District must notify the employee whether the leave will be designated as FMLA leave. If the District determines that the leave will not be designated as FMLA-qualifying, the District must notify the employee of that determination. Absent extenuating circumstances, the District must provide the designation notice within five business days.

The District may use DOL form WH-382 to provide such notification to employees. If the leave is not designated as FMLA leave because it does not meet the requirements of the Act, the notice to the employee that the leave is not designated as FMLA leave may be in the form of a simple written statement.

The designation notice must include the information required by the FMLA regulations at 29 C.F.R. 825.300(d)(1) (substitution of paid leave), (d)(3) (fitness for duty certification), and (d)(6) (amount of leave charged against FMLA entitlement). For further provisions on designation of leave, see 29 C.F.R. 825.301.

29 C.F.R. 825.300(d)

RETROACTIVE
DESIGNATION

The District may retroactively designate leave as FMLA leave, with appropriate notice to the employee, if the District's failure to timely designate leave does not cause harm or injury to the employee. In addition, the District and an employee may agree that leave will be retroactively designated as FMLA leave. *29 C.F.R. 825.301(d)*

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EMPLOYEE NOTICE	An employee giving notice of the need for FMLA leave must state a qualifying reason for the leave and otherwise satisfy the requirements for notice of foreseeable and unforeseeable leave, below. The employee does not need to expressly assert rights under the Act or even mention the FMLA. <i>29 C.F.R. 825.301</i>
FORESEEABLE LEAVE	An employee must provide at least 30 days' advance notice before FMLA leave is to begin if the need for leave is foreseeable based upon an expected birth, placement for adoption or foster care, or planned medical treatment of the employee, a family member, or a covered servicemember. If 30 days' notice is not practicable, the employee must give notice as soon as practicable. For leave due to a qualifying exigency, the employee must provide notice as soon as practicable regardless of how far in advance the leave is foreseeable. When planning medical treatment, the employee must consult with the District and make a reasonable effort to schedule the treatment so as not to disrupt unduly the District's operations, subject to the approval of the health-care provider. <i>29 C.F.R. 825.302</i>
UNFORESEEABLE LEAVE	When the approximate timing of leave is not foreseeable, an employee must provide notice to the District as soon as practicable under the facts and circumstances of the particular case. It generally should be practicable for the employee to provide notice of leave that is unforeseeable within the time prescribed by the District's usual and customary notice requirements applicable to such leave. <i>29 C.F.R. 825.303</i>
COMPLIANCE WITH DISTRICT REQUIREMENTS	The District may require an employee to comply with its usual and customary notice and procedural requirements for requesting leave, absent unusual circumstances. If an employee does not comply with usual notice and procedural requirements, and no unusual circumstances justify the failure to comply, FMLA leave may be delayed or denied. <i>29 C.F.R. 825.302(d)–.303(c)</i>
CERTIFICATION OF LEAVE	The District may require that an employee's FMLA leave be supported by certification, as described below. The District must give notice of a requirement for certification each time certification is required. At the time the District requests certification, the District must advise the employee of the consequences of failure to provide adequate certification. <i>29 C.F.R. 825.305(a)</i>
TIMING	In most cases, the District should request certification at the time the employee gives notice of the need for leave or within five business days thereafter or, in the case of unforeseen leave, within five business days after the leave commences. The District may re-

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quest certification at a later date if the District later has reason to question the appropriateness of the leave or its duration. The employee must provide the requested certification to the District within 15 calendar days after the District's request, unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good faith efforts. 29 C.F.R. 825.305(b)

INCOMPLETE OR
INSUFFICIENT
CERTIFICATION

The District shall advise an employee if it finds a certification incomplete or insufficient and shall state in writing what additional information is necessary to make the certification complete and sufficient. The District must provide the employee with seven calendar days (unless not practicable under the particular circumstances despite the employee's diligent, good faith efforts) to cure any such deficiency.

A certification is "incomplete" if one or more of the applicable entries have not been completed. A certification is "insufficient" if it is complete, but the information provided is vague, ambiguous, or non-responsive. A certification that is not returned to the District is not considered incomplete or insufficient, but constitutes a failure to provide certification.

29 C.F.R. 825.305(c)

MEDICAL
CERTIFICATION OF
SERIOUS HEALTH
CONDITION

When leave is taken because of an employee's own serious health condition, or the serious health condition of a family member, the District may require the employee to obtain medical certification from a health-care provider. The District may use DOL optional form WH-380-E when the employee needs leave due to the employee's own serious health condition and optional form WH-380-F when the employee needs leave to care for a family member with a serious health condition. The District may not require information beyond that specified in the FMLA regulations.

An employee may choose to comply with the certification requirement by providing the District with an authorization, release, or waiver allowing the District to communicate directly with the health-care provider.

For the definition of "health-care provider," see 29 C.F.R. 825.125.

29 C.F.R. 825.306

GENETIC
INFORMATION

A district subject to the Genetic Information Nondiscrimination Act (GINA) shall comply with the GINA rules with respect to a request for medical information. 29 C.F.R. 1635.8(b)(1)(i)(A) [See DAB]

AUTHENTICATION
AND CLARIFICATION

If an employee submits a complete and sufficient certification signed by the health-care provider, the District may not request additional information from the health-care provider. However, the

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District may contact the health-care provider for purposes of clarification and authentication of the certification after the District has given the employee an opportunity to cure any deficiencies, as set forth above. To make such contact, the District must use a health-care provider, a human resources professional, a leave administrator, or a management official. Under no circumstances may the employee's direct supervisor contact the employee's health-care provider.

"Authentication" means providing the health-care provider with a copy of the certification and requesting verification that the information on the form was completed and/or authorized by the health-care provider who signed the document; no additional medical information may be requested.

"Clarification" means contacting the health-care provider to understand the handwriting on the certification or to understand the meaning of a response. The District may not ask the health-care provider for additional information beyond that required by the certification form. The requirements of the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule must be satisfied when individually identifiable health information of an employee is shared with the District by a HIPAA-covered health-care provider.

29 C.F.R. 825.307(a)

SECOND AND THIRD
OPINIONS

If the District has reason to doubt the validity of a medical certification, the District may require the employee to obtain a second opinion at the District's expense. If the opinions of the employee's and the District's designated health-care providers differ, the District may require the employee to obtain certification from a third health-care provider, again at the District's expense. *29 C.F.R. 825.307(b), (c)*

FOREIGN MEDICAL
CERTIFICATION

If the employee or a family member is visiting another country, or a family member resides in another country, and a serious health condition develops, the District shall accept medical certification as well as second and third opinions from a health-care provider who practices in that country. If the certification is in a language other than English, the employee must provide the District with a written translation of the certification upon request. *29 C.F.R. 825.307(f)*

RECERTIFICATION

The District may request recertification no more often than every 30 days and only in connection with an absence by the employee, except as set forth in the FMLA regulations. The District must allow at least 15 calendar days for the employee to provide recertification.

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As part of the recertification for leave taken because of a serious health condition, the District may provide the health-care provider with a record of the employee's absence pattern and ask the health-care provider if the serious health condition and need for leave is consistent with such a pattern.

29 C.F.R. 825.308

CERTIFICATION—
QUALIFYING
EXIGENCY LEAVE

The first time an employee requests leave because of a qualifying exigency, the District may require the employee to provide a copy of the military member's active duty orders or other documentation issued by the military which indicates that the military member is on covered active duty or call to covered active duty status, and the dates of the covered military member's covered active duty service.

The District may also require that the leave be supported by a certification that addresses the information at 29 C.F.R. 825.309(b). The District may use DOL optional form WH-384, or another form containing the same basic information, for this certification. The District may not require information beyond that specified in the regulations.

29 C.F.R. 825.309

CERTIFICATION—
MILITARY
CAREGIVER LEAVE

When an employee takes military caregiver leave, the District may require the employee to obtain a certification completed by an authorized health-care provider of the covered servicemember. In addition, the District may request that the employee and/or covered servicemember address in the certification the information at 29 C.F.R. 825.310(c). The District may also require the employee to provide confirmation of a covered family relationship to the seriously injured or ill servicemember.

The District may use DOL optional form WH-385, or another form containing the same basic information, for this certification. The District may not require information beyond that specified in the regulations. The District must accept as sufficient certification "invitational travel orders" ("ITOs") or "invitational travel authorizations" ("ITAs") issued to any family member to join an injured or ill servicemember at his or her bedside.

The District may seek authentication and/or clarification of the certification under the procedures described above. Second and third opinions, and recertifications, are not permitted for leave to care for a covered servicemember.

29 C.F.R. 825.310

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INTENT TO RETURN
TO WORK

The District may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work. The District's policy regarding such reports may not be discriminatory and must take into account all of the relevant facts and circumstances related to the individual employee's leave situation. *29 C.F.R. 825.311*

FITNESS FOR DUTY
CERTIFICATION

As a condition of restoring an employee who took FMLA leave due to the employee's own serious health condition, the District may have a uniformly applied policy or practice that requires all similarly situated employees (i.e., same occupation, same serious health condition) who take leave for such conditions to obtain and present certification from the employee's health-care provider that the employee is able to resume work. The District may require that the certification specifically address the employee's ability to perform the essential functions of the employee's job. *29 C.F.R. 825.312*

FAILURE TO
PROVIDE
CERTIFICATION

If the employee fails to provide the District with a complete and sufficient certification, despite the opportunity to cure, or fails to provide any certification, the District may deny the taking of FMLA leave. This provision applies in any case where the District requests a certification, including any clarifications necessary to determine if certifications are authentic and sufficient. *29 C.F.R. 825.305*

For failure to provide timely certification of foreseeable leave, see *29 C.F.R. 825.313(a)*. For failure to provide timely certification of unforeseeable leave, see *29 C.F.R. 825.313(b)*. For failure to provide timely recertification, see *29 C.F.R. 825.313(c)*. For failure to provide timely fitness-for-duty certification, see *29 C.F.R. 825.313(d)*.

SECTION IV: MISCELLANEOUS PROVISIONS

RECORDS

The District shall make, keep, and preserve records pertaining to its obligations under the FMLA in accordance with the recordkeeping requirements of the Fair Labor Standards Act (FLSA) and the FMLA regulations. The District shall keep these records for no less than three years and make them available for inspection, copying, and transcription by representatives of the DOL upon request.

If the District is preserving records electronically, the District must comply with *29 C.F.R. 825.500(b)*. A district that has eligible employees must maintain records with the data set forth at *29 C.F.R. 825.500(c)*. A district that has no eligible employees must maintain just the data at *29 C.F.R. 825.500(c)(1)*. For districts in a joint employment situation, see *29 C.F.R. 825.500(e)*.

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Records and documents relating to certifications, recertifications, or medical histories of employees or employees' family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate files/records from the usual personnel files.

If the Genetic Information Nondiscrimination Act (GINA) is applicable, records and documents created for purposes of FMLA leave that contain family medical history or genetic information shall be maintained in accordance with the confidentiality requirements of GINA (see 29 C.F.R. 1635.9), which permit such information to be disclosed consistent with the requirements of the FMLA. [For information regarding GINA, see DAB(LEGAL)]

If the Americans with Disabilities Act (ADA) is also applicable, such records shall be maintained in conformance with ADA confidentiality requirements [see 29 C.F.R. 1630.14(c)(1)], except as set forth in this section of the regulations.

29 C.F.R. 825.500

PROHIBITION AGAINST
DISCRIMINATION AND
RETALIATION

The FMLA prohibits interference with an employee's rights under the law, and with legal proceedings or inquiries relating to an employee's rights. *29 U.S.C. 2615; 29 C.F.R. 825.220*

Note: The forms on the following pages are for termination of a probationary contract at the end of the contract term. For termination of a probationary contract during the contract term for reasons other than financial exigency, see DF. For termination of a probationary contract during the contract term due to financial exigency, see DFFA.

Exhibit A: Notice of End-of-Year Termination of Probationary Contract — 1 page

Exhibit B: Documentation of Delivery: Notice of Termination of Probationary Contract — 1 page

EXHIBIT A

NOTICE OF END-OF-YEAR TERMINATION
OF PROBATIONARY CONTRACT

Date of notice: _____

Employee name: _____

On _____ (*date of meeting*), the Board took action to terminate your employment contract.

Your employment with the District will end effective the last duty day of the school year.

Please direct questions regarding the termination of your contract to the Superintendent.

Signature

Printed name

Title

PROBATIONARY CONTRACTS
TERMINATION AT END OF YEAR

DFAB
(EXHIBIT)

EXHIBIT B

DOCUMENTATION OF DELIVERY:
NOTICE OF TERMINATION OF PROBATIONARY CONTRACT

(For office use only. This document to be retained in the employee's personnel file.)

Employee name: _____

(Notice must be delivered personally by hand delivery to the employee on the campus at which the employee is employed.)

Hand delivery:

Completed: _____ Attempted: _____ (*check only one*)

Date: _____ By: _____ (*name*)

(If the employee is not present on the campus on the date that hand delivery is attempted, the notice must be mailed by prepaid certified mail or delivered by express delivery service to the employee's address of record with the District.)

Mail or delivery service:

Sent by: Certified mail _____ Express delivery service _____ (*check only one*)

Employee's address of record:

Date: _____ By: _____
(*District representative*)

Please Note: This manual does not have policies in all codes. The coding structure is common to all TASB manuals and is designed to accommodate expansion of both (LEGAL) and (LOCAL) policy topics and administrative regulations.

SECTION E: INSTRUCTION

EA	INSTRUCTIONAL GOALS AND OBJECTIVES
EB	SCHOOL YEAR
EC	SCHOOL DAY
ED	ORGANIZATION OF INSTRUCTION
EE	INSTRUCTIONAL ARRANGEMENTS
EEA	Grouping for Instruction
EEB	Class Size
EEC	Scheduling for Instruction
EED	Student Schedules
EEH	Homebound Instruction
EEJ	Individualized Learning
EEL	Contracts with Outside Agencies
EEM	Juvenile Residential Facilities
EEP	Lesson Plans
EF	INSTRUCTIONAL RESOURCES
EFA	Instructional Materials
EFAA	Selection and Adoption
EFB	Library Media Programs
EFC	Community Instructional Resources
EFD	Field Trips
EFF	Instructional Television
EG	CURRICULUM DEVELOPMENT
EGA	Innovative and Magnet Programs
EH	CURRICULUM DESIGN
EHA	Basic Instructional Program
EHAA	Required Instruction (All Levels)
EHAB	Required Instruction (Elementary)
EHAC	Required Instruction (Secondary)
EHAD	Elective Instruction
EHB	Special Programs
EHBA	Special Education
EHBAA	Identification, Evaluation, and Eligibility
EHBAB	ARD Committee and Individualized Education Program
EBAC	Students in Non-District Placement
EBAD	Transition Services
EBAE	Procedural Requirements
EBBB	Gifted and Talented Students

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SECTION E: INSTRUCTION

EHBC	Compensatory/Accelerated Services
EHBD	Federal Title I
EHBE	Bilingual Education/ESL
EHBF	Career and Technical Education
EHBG	Prekindergarten
EBBH	Other Special Populations
EHBI	Adult and Community Education
EBBK	Other Instructional Initiatives
EHBL	High School Equivalency
EHBM	Travel Study
EHBN	Honors
EHD	Alternative Methods for Earning Credit
EHDA	Summer School
EHDB	Credit by Examination With Prior Instruction
EHDC	Credit by Examination Without Prior Instruction
EHDD	College Course Work/Dual Credit
EHDE	Distance Learning
EI	ACADEMIC ACHIEVEMENT
EIA	Grading/Progress Reports to Parents
EIAA	Examinations
EIAB	Makeup Work
EIB	Homework
EIC	Class Ranking
EID	Honor Rolls
EIE	Retention and Promotion
EIF	Graduation
EJ	ACADEMIC GUIDANCE PROGRAM
EK	TESTING PROGRAMS
EKB	State Assessment
EKBA	English Language Learners/LEP Students
EKC	Reading Assessment
EKD	Mathematics Assessment
EL	CHARTER CAMPUS OR PROGRAM
EM	MISCELLANEOUS INSTRUCTIONAL POLICIES
EMA	Academic Freedom
EMB	Teaching About Controversial Issues
EMD	Ceremonies and Observances
EMG	Non-Service Animals
EMI	Study of Religion

SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

EHBE
(LEGAL)

TITLE III REQUIREMENTS	A district that receives funds under Title III of the No Child Left Behind Act shall comply with the statutory requirements regarding limited English proficient and immigrant students. <i>20 U.S.C. 6801–7014</i>
STATE POLICY	It is the policy of the state that every student who has a home language other than English and who is identified as an English language learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program.
DEFINITIONS	“Student of limited English proficiency (LEP)” means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. “English language learner” is a person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and LEP student are used interchangeably. “Parent” includes a legal guardian of a student.
DISTRICT RESPONSIBILITY	The District shall: 1. Identify English language learners based on criteria established by the state; 2. Provide bilingual education and ESL programs as integral parts of the regular program; 3. Seek certified teaching personnel to ensure that English language learners are afforded full opportunity to master the essential knowledge and skills; and 4. Assess achievement for essential knowledge and skills in accordance with Education Code Chapter 39 to ensure accountability for English language learners and the schools that serve them. <i>Education Code 29.052; 19 TAC 89.1201(a), .1203</i>
IDENTIFICATION OF LEP STUDENTS	Within the first four weeks of the first day of school, the language proficiency assessment committee (LPAC) shall determine and report to the Board the number of LEP students on each campus and shall classify each student according to the language in which the student possesses primary proficiency. The Board shall report that information to TEA before November 1 each year. <i>Education Code 29.053(b)</i>

SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

EHBE
(LEGAL)

LANGUAGE
PROFICIENCY
ASSESSMENT
COMMITTEES
(LPAC)

Each district that is required to offer bilingual and special language programs shall, by local Board policy, establish an LPAC. The District shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within 20 school days of the enrollment of LEP students. The District shall have on file policy and procedures for the selection, appointment, and training of members of the LPAC.

MEMBERSHIP OF
LPAC

The LPAC shall include:

1. A professional bilingual educator;
2. A professional transitional language educator;
3. A parent of a LEP student; and
4. A campus administrator.

The District may add other members to the committee in any of the required categories. If the District does not have an individual in one or more of the job classifications required, it shall designate another professional staff member to serve on the LPAC.

In districts and grade levels at which the District is not required to provide a bilingual education program, the LPAC shall be composed of one or more professional personnel, a campus administrator, and a District-designated parent of a LEP student.

No parent serving on the LPAC shall be an employee of the District.

All members of the LPAC, including parents, shall be acting for the District and shall observe all laws and rules governing confidentiality of information concerning individual students. The District shall be responsible for the orientation and training of all members, including the parents, of the LPAC.

Education Code 29.063(a), (b); 19 TAC 89.1220(a)–(f)

DUTIES

The LPAC shall have the duties set forth at Education Code 29.063(c) and 19 Administrative Code 89.1220(g)–(i), (k).

HOME LANGUAGE
SURVEY

Within four weeks of each student's enrollment, the District shall conduct a home language survey to determine the language normally used in the home and the language normally used by the student. The home language survey shall be conducted in English and in the home language, and signed by the student's parents if the student is in prekindergarten through grade 8, or by the student if the student is in grades 9 through 12. The original copy of the survey shall be retained in the student's permanent record.

The District shall conduct only one home language survey of each student. The home language survey shall be administered to each student new to the District and to students previously enrolled who were not surveyed in the past.

The home language survey shall contain the following questions:

1. "What language is spoken in your home most of the time?"
2. "What language does your child speak most of the time?"

Additional information may be collected by the District and recorded on the home language survey.

The home language survey shall be used to establish the student's language classification for determining whether the District is required to provide a bilingual education or ESL program. If a student is identified through the home language survey as normally speaking a language other than English, the student shall be tested in accordance with 19 Administrative Code 89.1225 and additionally for students with disabilities, 19 Administrative Code 89.1230.

Education Code 29.056(a)(1); 19 TAC 89.1215

LEP
CLASSIFICATION

The LPAC may classify a student as LEP if:

1. The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;
2. The student's score or relative degree of achievement on the TEA-approved English proficiency test is below the levels established by TEA as indicative of reasonable proficiency;
3. The student's primary language proficiency score as measured by a TEA-approved test is greater than the student's proficiency in English; or
4. The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

Education Code 29.056(c)

PARENTAL NOTICE
AND CONSENT

Within ten days of the LPAC's classification of a student as LEP, the LPAC shall give written notice to the student's parent. The notice must be in English and in the parent's primary language. The notice shall inform the parents of the benefits of the program for

which the student is recommended and that it is an integral part of the school program.

The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent.

Pending parent approval, the District shall place the student in the recommended program, but may count only those students with parent approval for bilingual education allotment.

The District may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:

1. The student is 18 years of age or has had the disabilities of minority removed;
2. Reasonable attempts to inform and obtain permission from a parent or guardian have been made and documented;
3. Approval is obtained from:
 - a. An adult whom the District recognizes as standing in parental relation to the student, including a foster parent or employee of a state or local governmental agency with temporary possession or control of the student; or
 - b. The student, if no parent, guardian, or other responsible adult is available; or
4. A parent or guardian has not objected in writing to the proposed entry, exit, or placement.

Education Code 29.056(a), (d); 19 TAC 89.1220(j), (m), .1240(a)

PARTICIPATION OF
NON-LEP
STUDENTS

With the approval of the District and a student's parents, a student who is not LEP may also participate in a bilingual education program. The number of participating students who are not LEP may not exceed 40 percent of the number of students enrolled in the program. *Education Code 29.058; 19 TAC 89.1233*

BILINGUAL AND ESL
PROGRAMS

Each district with an enrollment of 20 or more LEP students in any language classification in the same grade level district-wide shall offer a bilingual education or special language program, as follows:

1. Kindergarten through elementary grades: the District shall provide a bilingual education program by offering dual language instruction using one of the four bilingual program models described in 19 Administrative Code 89.1210(d). [See BILINGUAL EDUCATION PROGRAM MODELS, below]

2. Post-elementary through grade 8: the District shall offer bilingual education, ESL, or other transitional language instruction approved by TEA.
3. Grades 9 through 12: the District shall provide ESL instruction by offering an ESL program using one of the two models described at 19 Administrative Code 89.1210(g). [See ESL PROGRAM MODELS, below]

If a program other than bilingual education must be used in kindergarten through the elementary grades, documentation for the exception must be filed with and approved by TEA.

Education Code 29.053(c), (d), .054; 19 TAC 89.1205

PROGRAM
CONTENT

The District's bilingual education program shall be a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills. The amount of instruction in each language within the bilingual education program shall be commensurate with the students' level of proficiency in each language and their level of academic achievement.

The bilingual education program shall address the affective, linguistic, and cognitive needs of English language learners as described at 19 Administrative Code 89.1210(c).

An ESL program shall be an intensive program of instruction in English from teachers trained in recognizing and dealing with language differences. Instruction in ESL shall be commensurate with the student's level of English proficiency and his or her level of academic achievement.

The District shall provide for ongoing coordination between the ESL program and the regular educational program. The ESL program shall address the affective, linguistic, and cognitive needs of English language learners as described at 19 Administrative Code 89.1210(f).

The bilingual education and ESL programs shall be an integral part of the regular educational program required under 19 Administrative Code Chapter 74 (Curriculum Requirements).

The bilingual or ESL program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

The District shall modify the instruction, pacing, and materials of bilingual and ESL programs to ensure that English language learn-

ers have a full opportunity to master the essential knowledge and skills of the required curriculum. Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their home language or in English for each content area.

Students enrolled in the bilingual or ESL programs shall be placed in classes with other students of approximately the same age and level of educational attainment. The District shall ensure that each student's instruction is appropriate to the student's level of educational attainment, and the District shall keep adequate records of the educational level and progress of each student enrolled in the program.

LEP students shall participate fully with English-speaking students in regular classes provided in subjects such as art, music, and physical education. The District shall provide students enrolled in the bilingual or ESL program a meaningful opportunity to participate fully with other students in all extracurricular activities. Elective courses may be taught in a language other than English.

Education Code 29.055, .057(b); 19 TAC 89.1210(a)

BILINGUAL
EDUCATION
PROGRAM
MODELS

The bilingual education program shall be implemented with consideration for each English language learner's unique readiness level through one of the following program models:

1. Transitional bilingual/early exit;
2. Transitional bilingual/late exit;
3. Dual language immersion/two-way; or
4. Dual language immersion/one-way.

19 TAC 89.1210(d)

ESL PROGRAM
MODELS

The ESL program shall be implemented with consideration for each English language learner's unique readiness level through one of the following program models:

1. ESL/content-based program model; or
2. ESL/pull-out program model.

19 TAC 89.1210(g)

DUAL LANGUAGE
IMMERSION
PROGRAM (DLIP)

"Dual language immersion" is an educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based upon

instruction that adds to the student's first language. The implementation of a dual language immersion program (DLIP) model is optional. *19 TAC 89.1203*

The District may adopt a DLIP for students enrolled in elementary school grades. *Education Code 28.005(c), .0051(c)*

IMPLEMENTATION

Program implementation should:

1. Begin at prekindergarten, kindergarten, or grade 1, as applicable;
2. Continue without interruption incrementally through the elementary grades whenever possible; and
3. Consider expansion to middle school and high school whenever possible.

19 TAC 89.1227

MINIMUM
REQUIREMENTS

A DLIP must:

1. Address all curriculum requirements specified at 19 Administrative Code Chapter 74, Subchapter A (Required Curriculum) to include foundation and enrichment areas, English language proficiency standards, and college and career readiness standards.
2. Be a full-time program of academic instruction in English and another language.
3. Provide a minimum of 50 percent of instructional time in the language other than English.
4. Be developmentally appropriate and based on current best practices research.

19 TAC 89.1227

ENROLLMENT

Student enrollment in a DLIP is optional. The program must fully disclose candidate selection criteria and ensure that access to the program is not based on race, creed, color, religious affiliation, age, or handicapping condition. The District must obtain written parental approval for student participation in the program sequence and model established by the District.

A district implementing a DLIP must develop a policy on enrollment and continuation for students in the program. The policy must address:

1. Eligibility criteria;
2. Program purpose;

3. Grade levels in which the program will be implemented;
4. Support of program goals as stated in 19 Administrative Code 89.1210 (Program Content and Design); and
5. Expectations for students and parents.

19 TAC 89.1228

EVALUATION

A district implementing a DLIP must conduct annual formative and summative evaluations collecting a full range of data to determine program impact on student academic success.

The success of a DLIP is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages.

19 TAC 89.1267

SCHOOL
DISTRICT
RECOGNITION

An exceptional DLIP may be recognized by the Board using the following criteria:

1. The District must exceed the minimum requirements stated in 19 Administrative Code 89.1227.
2. The District must not receive the lowest performance rating in the state accountability system.
3. The District must not be identified for any stage of intervention for the District's bilingual and/or ESL program under the performance-based monitoring system.
4. The District must meet the adequate yearly progress participation and performance criteria in reading and mathematics for the English language learner student group under Elementary and Secondary Education Act (ESEA) regulations.

STUDENT
RECOGNITION

A student participating in a DLIP may be recognized by the program and the Board using the following criteria:

1. The student must meet or exceed statewide student assessment passing standards in all subject areas at the appropriate grade level.

SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

EHBE
(LEGAL)

2. The student must meet or exceed expected levels of language proficiency on a recognized language proficiency test from the list of tests approved by the Commissioner.

19 TAC 89.1269

FACILITIES

Bilingual education and special language programs shall be located in the District's regular schools rather than in separate facilities. The District may concentrate the programs at a limited number of schools, provided that the enrollment in those schools shall not exceed 60 percent LEP students. Recent immigrant English language learners enrolled in newcomer centers shall return to home campuses no later than two years after initial enrollment in a newcomer program. *Education Code 29.057; 19 TAC 89.1235*

COOPERATION
AMONG DISTRICTS

The District may join with one or more other districts to provide the required bilingual and special education programs. The availability of the programs shall be publicized throughout the districts involved.

The District may allow a nonresident LEP student to enroll in or attend its bilingual education or special language program if the student's district of residence does not provide an appropriate program. The tuition for the student shall be paid by the district of residence.

Documentation in a student's permanent record shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

Education Code 29.059; 19 TAC 89.1220(l)

SUMMER PROGRAM

If the District is required to offer a bilingual education or special language program, it shall offer a voluntary summer school program for LEP children who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

A school that operates on a semester system shall offer the program during the period school is recessed for the summer and for one-half day for eight weeks or on a similar schedule approved by the Board. A school that operates on any other system shall offer 120 hours of instruction on a schedule established by the Board.

The program must be an intensive bilingual education or special language program that meets the standards set by TEA, and the student/teacher ratio may not exceed 18:1. The District shall comply with the requirements of 19 Administrative Code 89.1250 in providing such a program.

SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

EHBE
(LEGAL)

OTHER PROGRAM	The District may establish on a full- or part-time basis other summer school, extended day, or extended week bilingual or special language programs for LEP students and may join with other districts in establishing such programs. Neither the summer program nor the other programs may substitute for the program to be provided during the regular school year. <i>Education Code 29.060</i>
PERSONNEL	Teachers assigned to bilingual education and ESL programs must be appropriately certified in bilingual education or ESL, respectively. <i>Education Code 29.061(b), (c)</i> If the District is unable to hire a sufficient number of teachers with bilingual teaching or ESL certificates, the District may file an application for exception with TEA, in accordance with 19 Administrative Code 89.1207. <i>Education Code 29.054; 19 TAC 89.1207</i>
LEP STUDENTS AND STATE ASSESSMENTS	In kindergarten–grade 12, a LEP student shall participate in the state assessment in accordance with Commissioner’s rules at 19 Administrative Code Chapter 101, Subchapter AA. [See EKBA]
PROGRAM EXIT	The District may transfer a LEP student out of a bilingual education or special language program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instructional program as determined by: 1. TEA-approved tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English; 2. Satisfactory performance on the reading assessment instrument under Education Code 39.023(a) or an English language arts assessment instrument under Education Code 39.023(c), as applicable, with the assessment instrument administered in English, or, if the student is enrolled in the first or second grade, an achievement score at or above the 40th percentile in the reading and language arts sections of an English standardized test approved by TEA; and 3. TEA-approved criterion-referenced tests and the results of a subjective teacher evaluation. <i>Education Code 29.056(g)</i>
NOTICE TO PARENTS	The District shall notify parents of a student’s reclassification as English proficient and his or her exit from the bilingual or ESL program. <i>19 TAC 89.1240(b)</i>

SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

EHBE
(LEGAL)

POST-EXIT
MONITORING

The LPAC shall reevaluate a student who is transferred out of a bilingual education or special language program if the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is transferred to determine whether the student should be reenrolled in a bilingual education or special language program.

During the first two school years after a student is transferred out of a bilingual education or special language program, the LPAC shall review the student's performance and consider:

1. The total amount of time the student was enrolled in bilingual education or special language programs;
2. The student's grades each grading period in each subject in the foundation curriculum;
3. The student's performance on state assessment instruments;
4. The number of credits the student has earned toward high school graduation, if applicable; and
5. Any disciplinary actions taken against the student under Education Code Chapter 37, Subchapter A.

After the evaluation, the LPAC may require intensive instruction for the student or reenroll the student in a bilingual education or special language program.

Education Code 29.0561

PEIMS REPORTING
REQUIREMENTS

A district that is required to offer bilingual education or special language programs shall include the following information in the District's Public Education Information Management System (PEIMS) report:

1. Demographic information on students enrolled in District bilingual education or special language programs;
2. The number and percentage of students enrolled in each instructional model of a bilingual education or special language program offered by the District; and
3. The number and percentage of students identified as LEP students who do not receive specialized instruction.

Education Code 29.066(a)

SPECIAL PROGRAMS
ADULT AND COMMUNITY EDUCATION

EHBI
(LEGAL)

ADULT EDUCATION The District shall provide, to the extent possible within available public and private resources, adult education programs designed to meet the education and training needs of adults. Bilingual education may be the method of instruction for students who do not function satisfactorily in English whenever it is appropriate for their optimum development. *Education Code 29.253*

ESSENTIAL PROGRAM COMPONENTS The following essential program components shall be provided:

1. Adult basic education;
2. Programs for adults of limited English proficiency;
3. Adult secondary education, including programs leading to the achievement of a high school equivalency certificate and/or high school diploma;
4. Instructional services to improve student proficiencies necessary to function effectively in adult life, including accessing further education, employment-related training, or employment;
5. Assessment and guidance services related to items 1–4, above; and
6. Collaboration with multiple partners in the community to expand the services available to adult learners and to prevent duplication of services.

19 TAC 89.23

DIPLOMA REQUIREMENTS The standards for awarding diplomas to adults shall be those established in 19 Administrative Code Chapter 74, except:

1. There shall be no limit to the number of secondary credits adults may earn by demonstrating competence.
2. Adults may earn the required physical education credits by one or more of the following:
 - a. Satisfactory completion of approved secondary physical education courses; or
 - b. Substitution of state-approved secondary elective courses.
3. Adults must meet the requirements for successful performance on a secondary level test designated by the Commissioner.

19 TAC 89.24

SPECIAL PROGRAMS
ADULT AND COMMUNITY EDUCATION

EHBI
(LEGAL)

STAFF DEVELOPMENT	All adult education staff hired after September 1, 1996, shall receive at least 12 clock hours of professional development annually. All staff new to adult education shall receive six clock hours of preservice professional development before they begin work in an adult education program. Aides shall have at least a high school diploma or a high school equivalency certificate. Directors, teachers, counselors, and supervisors must have a bachelor's degree. Directors, teachers, counselors, and supervisors who do not have valid Texas teacher certification must attend 12 clock hours of inservice professional development annually in addition to the 12 hours required above until they have completed either six clock hours of adult education college credit or attained two years of adult education experience. The requirements for inservice professional development may be reduced by local programs in individual cases upon documented demonstration of exceptional circumstances that prevent employees from completing the required hours. These staff development requirements apply to volunteers who generate contact time that is part of the adult education program and is reported to TEA for funding purposes. [See DMA] <i>19 TAC 89.25</i>
STAFF ASSIGNMENTS	Teachers and aides shall be assigned to instruction, counseling, and/or assessment for a minimum of 75 percent of the hours for which they are employed. <i>19 TAC 89.26</i>
TUITION AND FEES	Tuition and fees shall not be charged unless the District is statutorily authorized to do so. Funds generated by such tuition and fees shall be used for the adult education instructional program. <i>19 TAC 89.33</i>
REIMBURSEMENT FOR COMMUNITY EDUCATION	If the Board elects to provide community education for all age groups, it may be eligible for reimbursement for the costs of the program. In order to receive reimbursement, it must submit an application in accordance with TEA rules and reimbursement shall be made to the extent authorized.
CONDITIONS	The District will receive such reimbursement only if it has achieved the level of community services prescribed by TEA in the current or preceding year. <i>Education Code 29.256</i>

ALTERNATIVE METHODS FOR EARNING CREDIT
DISTANCE LEARNING

EHDE
(LEGAL)

DISTANCE LEARNING
AND
CORRESPONDENCE
COURSES

Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institution offering the correspondence course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner.
2. Students may earn course credit through distance learning technologies, such as satellite, Internet, two-way videoconferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television.
3. The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course.

19 TAC 74.23

TEXAS VIRTUAL
SCHOOL NETWORK

The TxVSN is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TxVSN is a partnership network administered by TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, and institutions of higher education.

The TxVSN is comprised of two components—the online school (OLS) program and the statewide course catalog.

19 TAC 70.1001(4)

ONLINE SCHOOL
(OLS) PROGRAM

“Online School (OLS) program” is a full-time, virtual instructional program that is made available through an approved provider district and is designed to serve students in grades 3–12 who are not physically present at school. *19 TAC 70.1001(7)*

A TxVSN OLS may serve students in grades 3–12 but may not serve students in kindergarten–grade 2.

A school district wishing to operate a TxVSN OLS in order to serve students in full-time virtual instruction shall, prior to the start of each academic year, notify TEA of grade levels to be served and the total number of students to be served during that academic year. A school district may not add grade levels after the start of the school year.

A TxVSN OLS or a school district wishing to begin operating a TxVSN OLS shall certify that the OLS has courses sufficient to comprise a full instructional program for each grade level served by the OLS prior to serving that grade level.

ALTERNATIVE METHODS FOR EARNING CREDIT
DISTANCE LEARNING

EHDE
(LEGAL)

School districts approved to serve as TxVSN OLSs shall follow the TEA procedures related to obtaining a campus number for the virtual campus through which they serve their TxVSN OLS students.

School districts serving as TxVSN OLSs must follow all requirements in 19 Administrative Code 70.1011.

19 TAC 70.1011

STATEWIDE
COURSE CATALOG

“Statewide course catalog” is a supplemental online high school instructional program available through approved providers. *19 TAC 70.1001(10)*

PROVIDER
DISTRICTS

A TxVSN provider district is an entity that provides an electronic course through the TxVSN. Provider districts include TxVSN OLSs and providers in the statewide course catalog. *19 TAC 70.1001(8)*

ELECTRONIC
COURSE

“Electronic course” means an educational course in which:

1. Instruction and content are delivered primarily over the Internet;
2. A student and teacher are in different locations for a majority of the student’s instructional period;
3. Most instructional activities take place in an online environment;
4. The online instructional activities are integral to the academic program;
5. Extensive communication between a student and a teacher and among students is emphasized; and
6. A student is not required to be located on the physical premises of a school district or open-enrollment charter school.

An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.

Education Code 30A.001(4); 19 TAC 70.1001(1)

OLS ELIGIBILITY

To be eligible to serve as a TxVSN OLS, a school district shall:

1. Have a current accreditation status of Accredited under 19 Administrative Code 97.1055 (relating to Accreditation Status);
2. Be rated acceptable under Education Code 39.054;
3. Be rated at the Standard Achievement level or higher under the state financial accountability rating system under 19 Ad-

ALTERNATIVE METHODS FOR EARNING CREDIT
DISTANCE LEARNING

EHDE
(LEGAL)

ministrative Code 109.1003 (relating to Types of Financial Accountability Ratings);

4. Have met statutory requirements for timely submission of annual audit and compliance reports, Public Education Information Management System (PEIMS) reports, and timely deposits with the Teacher Retirement System, with all records and reports reflecting satisfactory performance; and
5. Be in good standing with other programs, grants, and projects administered through TEA.

19 TAC 70.1009(a)

STATEWIDE
COURSE
CATALOG
PROVIDER
ELIGIBILITY

To be eligible to serve as a TxVSN statewide course catalog provider, a district must be rated acceptable under Education Code 39.054. A Texas school district may provide an electronic course through the TxVSN to students enrolled in that district or school or students enrolled in another school district or school in the state.

19 TAC 70.1007(a)

GENERAL
REQUIREMENTS

TxVSN provider districts shall:

1. Notify parents and students of the option to enroll in the TxVSN OLS at the time and in the manner that the school district informs students and parents about instructional programs or courses offered in the district's traditional classroom setting;
2. Notify students in writing upon enrollment to participate in the TxVSN OLS with specific dates and details regarding enrollment;
3. Meet all federal and state requirements for educating students with disabilities;
4. Provide a contingency plan for the continuation of instructional services to all TxVSN OLS program students allowing them to complete their TxVSN OLS program subject areas or courses in the event that the contract or agreement through which the TxVSN OLS program instructional services are provided is terminated or a TxVSN OLS program subject area or course becomes unavailable to the student; and
5. Ensure a maximum class size limit of 40 students in a single section of a course and ensure that the class size does not exceed the maximum allowed by law, as applicable, whichever is less.

19 TAC 70.1007(b)

ALTERNATIVE METHODS FOR EARNING CREDIT
DISTANCE LEARNING

EHDE
(LEGAL)

COURSES	All electronic courses to be made available through the TxVSN shall be reviewed and approved prior to being offered in accordance with the course requirements at 19 Administrative Code 70.1005. <i>19 TAC 70.1005(a)</i> An electronic course or program that was offered or could have been offered during the 2008–09 school year under former Education Code 29.909, as that section existed on January 1, 2009, may be offered during a subsequent school year through the TxVSN. <i>Education Code 30A.006</i>
STUDENT ELIGIBILITY	A student is eligible to enroll in a course provided through the TxVSN only if the student:
GENERALLY	1. On September 1 of the school year is younger than 21 years of age or is younger than 26 years of age and entitled to the benefits of the Foundation School Program under Education Code 42.003; 2. Has not graduated from high school; and 3. Is otherwise eligible to enroll in a public school in this state. A student is eligible to enroll full-time in courses provided through the TxVSN only if: 1. The student was enrolled in a public school in this state in the preceding school year; or 2. The student has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year.
EXCEPTION FOR MILITARY DEPENDENTS	A student is eligible to enroll in one or more courses provided through the TxVSN or enroll full-time in courses provided through the network if the student: 1. Is a dependent of a member of the United States military; 2. Was previously enrolled in high school in this state; and 3. No longer resides in this state as a result of a military deployment or transfer.
PROVISIONAL ENROLLMENT	If a student has not provided required evidence of eligibility to enroll, a TxVSN OLS may enroll a student provisionally for ten school days and withdraw the student from the OLS if the student does not provide the required evidence of eligibility within ten school days of the provisional enrollment. Upon enrolling a student provisionally, the TxVSN OLS shall notify the student and the student's parents or guardians that the student

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will be withdrawn if documentation is not provided within the required timeframe.

Education Code 30A.002; 19 TAC 70.1013

ENROLLED
STUDENTS

A student who is enrolled in the District as a full-time student may take one or more electronic courses through the TxVSN. *Education Code 30A.107(b)*

UNENROLLED
STUDENTS

A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may, subject to Education Code 30A.155, enroll in electronic courses through the TxVSN. The student:

1. May not in any semester enroll in more than two electronic courses offered through the TxVSN;
2. Is not considered to be a public school student;
3. Must obtain access to a course provided through the network through the school district or open-enrollment charter school attendance zone in which the student resides;
4. Is not entitled to enroll in a course offered by a school district or open-enrollment charter school other than an electronic course provided through the network; and
5. Is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course.

Education Code 30A.107(c)

ENROLLMENT,
ADVANCEMENT,
AND
WITHDRAWAL

A student taking a course through the TxVSN statewide course catalog or a TxVSN OLS program is considered to:

1. Be enrolled in a TxVSN course when he or she begins receiving instruction and actively engages in instructional activities in a TxVSN subject area or course;
2. Have successfully completed a course if the student demonstrates academic proficiency and earns credit for the course, as determined by the TxVSN teacher; and
3. Be, and must be reported as, withdrawn from the TxVSN when the student is no longer actively participating in the TxVSN course or program.

A student taking a course through the TxVSN statewide course catalog:

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1. Shall enroll in each TxVSN course through the TxVSN online registration system;
2. Shall be assigned a grade by the TxVSN teacher after the drop period established by TxVSN central operations;
3. May withdraw from a course taken through the TxVSN after the instructional start date without academic or financial penalty within the drop period established by TxVSN central operations; and
4. Shall have the grade assigned by the TxVSN teacher added to the student's transcript by the student's home district.

A student enrolled full time in grades 3–8 must demonstrate academic proficiency sufficient to earn promotion to the next grade, as determined by the TxVSN teacher for the educational program.

19 TAC 70.1015

COMPULSORY
ATTENDANCE

Texas public school students are not required to be in physical attendance while participating in courses through a TxVSN OLS or the TxVSN course catalog.

Based upon successful completion of a TxVSN course for students in grades 9–12 or a TxVSN OLS instructional program for students in grades 3–8, students are considered to have met attendance requirements for that course or program. A student who has successfully completed the grade level or course is eligible to receive any weighted funding for which the student is eligible.

For audit purposes, TxVSN course providers and TxVSN receiver districts shall maintain documentation to support the students' successful completion and to support verification of compulsory attendance.

"TxVSN receiver district" means a Texas public school district that has students enrolled in the school district who take one or more online courses through the TxVSN statewide course catalog.

19 TAC 70.1001(9), .1017

LOCAL POLICY

The District shall adopt a policy that provides students enrolled in the District with the opportunity to enroll in electronic courses provided through the TxVSN statewide course catalog. The policy must be consistent with the requirements regarding notice, enrollment requests, and students with disabilities as described below. *Education Code 30A.007(a); 19 TAC 70.1033*

NOTICE

At the time and in the manner that the District informs students and parents about courses that are offered in the District's traditional

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classroom setting, the District shall notify parents and students of the option to enroll in an electronic course offered through the TxVSN.

REQUESTS TO
ENROLL

A district in which a student is enrolled as a full-time student may not unreasonably deny the request of a parent of a student to enroll the student in an electronic course offered through the TxVSN. The District shall make all reasonable efforts to accommodate the enrollment of a student in the course under special circumstances.

The District is not considered to have unreasonably denied a request to enroll a student in an electronic course if:

1. The District can demonstrate that the course does not meet state standards or standards of the District that are of equivalent rigor as the District's standards for the same course provided in a traditional classroom setting;
2. A student attempts to enroll in a course load that:
 - a. Is inconsistent with the student's high school graduation plan; or
 - b. Could reasonably be expected to negatively affect the student's performance on an assessment instrument administered under Education Code 39.023; or
3. The student requests permission to enroll in an electronic course at a time that is not consistent with the enrollment period established by the district providing the course.

APPEALS

A parent may appeal to the Commissioner the District's decision to deny a request to enroll a student in an electronic course offered through the TxVSN. The Commissioner's decision under this subsection is final and may not be appealed.

Education Code 26.0031; 19 TAC 70.1035

STUDENTS WITH
DISABILITIES

For purposes of the policy, the determination of whether or not an electronic course will meet the needs of a student with a disability shall be made by the student's admission, review, and dismissal (ARD) committee in a manner consistent with state and federal law, including the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794. *Education Code 30A.007(b)*

PROHIBITION ON
REQUIRED
ENROLLMENT

The District or open-enrollment charter school may not require a student to enroll in an electronic course. *Education Code 30A.107(d)*

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COURSE
PORTABILITY

A student who transfers from one educational setting to another after beginning enrollment in an electronic course is entitled to continue enrollment in the course. *Education Code 30A.1051; 19 TAC 70.1015(d)*

STUDENT
ASSESSMENT

All Texas public school students enrolled in the TxVSN are required to take the statewide assessments as required in Education Code 39.023 [see EKB]. The administration of the assessment instrument to the student enrolled in the electronic course must be supervised by a proctor.

The District shall report to the Commissioner through the Public Education Information Management System (PEIMS) the results of assessment instruments administered to students enrolled in an electronic course offered through the TxVSN separately from the results of assessment instruments administered to other students.

All districts participating in the TxVSN OLS program are included in the state's academic accountability system.

Education Code 30A.110; 19 TAC 70.1023

COURSE COST

The District may charge the course cost for enrollment in an electronic course provided through the TxVSN to a student who resides in this state and:

1. Is enrolled in the District or open-enrollment charter school as a full-time student; and
2. Is enrolled in a course load greater than that normally taken by students in the equivalent grade level in other school districts or open-enrollment charter schools.

The District may charge the course cost for enrollment in an electronic course provided through the TxVSN during the summer.

The District shall charge the course cost for enrollment in an electronic course provided through the TxVSN to a student who resides in this state and is not enrolled in a school district or open-enrollment charter school as a full-time student.

A TxVSN course cost may not exceed the lesser of the cost of providing the course or \$400.

A district that is not the provider district may charge a student enrolled in the district a nominal fee, not to exceed \$50, if the student enrolls in an electronic course provided through the TxVSN that exceeds the course load normally taken by students in the equivalent grade level.

A TxVSN statewide course catalog provider district shall receive:

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1. No more than 70 percent of the catalog course cost prior to a student successfully completing the course; and
2. The remaining 30 percent of the catalog course cost when the student successfully completes the course.

Education Code 30A.155(a)–(c-1); 19 TAC 70.1025

EDUCATORS OF
ELECTRONIC
COURSES

Each teacher of an electronic course, including a dual credit course, offered through the TxVSN by a provider district must be certified under Education Code Chapter 21, Subchapter B, to teach that course and grade level or meet the credentialing requirements of the institution of higher education with which they are affiliated and that is serving as a provider district.

In addition, each teacher must successfully complete one continuing professional development course specific to online learning every three years, and:

1. Successfully complete a professional development course or program approved by TxVSN central operations before teaching an electronic course offered through the TxVSN; or
2. Have a graduate degree in online or distance learning and have demonstrated mastery of the International Association for K–12 Learning (iNACOL) National Standards for Quality Online Teaching; or
3. Have two or more years of documented experience teaching online courses for students in grades 3–12 and have demonstrated mastery of the iNACOL National Standards for Quality Online Teaching.

Each teacher of an electronic course, including a dual credit course, offered through the TxVSN by a provider district must meet highly qualified teacher requirements under the Elementary and Secondary Education Act, as applicable.

School districts and charter schools serving as TxVSN provider districts shall affirm the preparedness of teachers of TxVSN electronic courses to teach public school-age students in a highly interactive online classroom and shall:

1. Maintain records documenting:
 - a. Successful initial completion of TxVSN-approved professional development, evidence of prior online teaching, or a graduate degree in online or distance learning; and

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- b. Teachers' demonstrated mastery of the iNACOL National Standards for Quality Online Teaching prior to teaching through the TxVSN;
2. Maintain records of successful completion of continuing professional development;
3. Maintain records documenting successful completion of TxVSN-approved professional development before the end of the school year for any teacher who is hired after the school year has begun; and
4. Make the records specified in this subsection available to TEA and TxVSN central operations upon request.

19 TAC 70.1027

REVOCATION

The Commissioner may revoke the right to participation in the TxVSN based on any of the following factors:

1. Noncompliance with relevant state or federal laws;
2. Noncompliance with requirements and assurances outlined in the contractual agreements with TxVSN central operations and/or these provisions and Education Code Chapter 30A; or
3. Consistently poor student performance rates as evidenced by results on statewide student assessments, student withdrawal rates, student completion rates, successful completion rates, or campus accountability ratings.

19 TAC 70.1029

APPLICABILITY

Unless the District chooses to participate in providing an electronic course or an electronic diagnostic assessment under Education Code Chapter 30A to a student who is located on the physical premises of the District or open-enrollment charter school, Chapter 30A does not affect the provision of a course to such a student.

Requirements imposed by or under Education Code Chapter 30A do not apply to a virtual course provided by the District only to District students if the course is not provided as part of the TxVSN.

Education Code 30A.004

ACADEMIC ACHIEVEMENT
GRADUATION

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A student may graduate and receive a diploma only if the student successfully completes:

1. The curriculum requirements identified by the State Board of Education [see STATE GRADUATION REQUIREMENTS, below] and has performed satisfactorily on state-required assessments [see EKB]; or
2. An individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]

Education Code 28.025(a); 19 TAC 101.3022

POSTHUMOUS
DIPLOMA

Beginning with students enrolled in grade 12 during the 2005–06 school year, and on request of the student’s parent, the District shall issue a high school diploma posthumously to a student who died while enrolled in the District at grade level 12, provided that the student was academically on track at the time of death to receive a diploma at the end of the school year in which the student died. “School year” includes any summer session following the spring semester.

EXCEPTION

The District is not required to issue a posthumous diploma if the student was convicted of a felony offense under Title 5 or 6, Penal Code, or adjudicated as having engaged in conduct constituting a felony offense under Title 5 or 6, Penal Code.

Education Code 28.0254

DIPLOMAS FOR
VETERANS

Notwithstanding any other provision of this policy, the District may issue a high school diploma to a person who is an honorably discharged member of the armed forces of the United States; was scheduled to graduate from high school after 1940 and before 1975 or after 1989; and left school after completing the sixth or a higher grade, before graduating from high school, to serve in:

1. World War II, the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War, or the war in Afghanistan; or
2. Any other war formally declared by the United States, military engagement authorized by the United States Congress, military engagement authorized by a United Nations Security Council resolution and funded by the United States Congress, or conflict authorized by the president of the United States under the War Powers Resolution of 1973, 50 U.S.C. 1541, et seq.

Education Code 28.0251

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DIPLOMA /
TRANSCRIPT /
CERTIFICATE OF
COURSEWORK
COMPLETION

Graduates of each high school are awarded the same type of diploma. The academic achievement record or transcript, rather than the diploma, records individual accomplishments, achievements, and courses completed and displays appropriate graduation seals. *19 TAC 74.51(a), .61(a)* [See EI for provisions regarding certificate of coursework completion]

SPECIAL
EDUCATION

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a high school diploma. A student's admission, review, and dismissal (ARD) committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation. *19 TAC 101.3023(a)*

PERSONAL
GRADUATION
PLAN (PGP)

A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who:

1. Does not perform satisfactorily on a state assessment instrument; or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level 9, as determined by the District.

A PGP must:

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instruction program described in Education Code 28.0213 [see EHBC];
4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

In addition, the District is encouraged to establish for each student entering grade 9 a PGP that identifies a course of study that:

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1. Promotes college and workforce readiness;
2. Promotes career placement and advancement; and
3. Facilitates the student's transition from secondary to postsecondary education.

Education Code 28.0212

STUDENTS
RECEIVING
SPECIAL
EDUCATION
SERVICES

For a student receiving special education services, the student's ARD committee and the District are responsible for developing the student's PGP.

A student's IEP developed under Education Code 29.005 may be used as the student's PGP.

Education Code 28.0212(c); 19 TAC 89.1050(a) [See EHBAB]

EARLY GRADUATION

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. The decision of the Board concerning the request is final and may not be appealed. *Education Code 26.003(a)(3)(C), .003(b) [See FMH, FNG]*

STATE GRADUATION
REQUIREMENTS

All credit for graduation must be earned no later than grade 12. *19 TAC 74.51(b), .61(b), .71(b)*

Note: For current state graduation requirements, including those for students who entered grade 9 before the 2004–05 school year but that are not otherwise referenced in this policy, see Education Code 28.025 and [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?ac_view=4&ti=19&pt=2&ch=74](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?ac_view=4&ti=19&pt=2&ch=74).

MINIMUM HIGH
SCHOOL PROGRAM

The District shall ensure that each student enrolls in the courses necessary to complete the Recommended or Advanced/Distinguished Achievement High School Program unless the student, the student's parent or other person standing in parental relation to the student, and a school counselor or school administrator agree in writing signed by each party that the student should be permitted to take courses under the Minimum High School Program and the student:

1. Is at least 16 years of age;
2. Has completed two credits required for graduation in each subject of the foundation curriculum under Education Code 28.002(a)(1); or

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3. Has failed to be promoted to the tenth grade one or more times as determined by the District.

A student agreeing to take courses under the Minimum High School Program may, upon request, resume taking courses under the Recommended High School Program.

STUDENTS WITH DISABILITIES	If an ARD committee makes decisions that place a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum High School Program.
NOTICE	Before a student's parent or other person standing in parental relation to the student may agree that the student be permitted to take courses under the Minimum High School Program, the District must provide the written notice developed by TEA to the parent or person standing in parental relation explaining the benefits of the Recommended High School Program.
APPLICABILITY	A student who was permitted to take courses under the Minimum High School Program prior to the 2009–10 school year may remain in the Minimum High School Program. <i>Education Code 28.025(b), (b-6), (b-8); 19 TAC 74.51(d), .52–.54, .61(c)–(e), .62–.64, .71(c), (d)</i>
REQUIREMENTS	A student must earn at least 22 credits to complete the Minimum High School Program. A student who entered grade 9 in the 2004–05, 2005–06, or 2006–07 school year must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.52. A student who entered grade 9 in the 2007–08, 2008–09, 2009–10, 2010–11, or 2011–12 school year must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.62. A student who entered grade 9 in the 2012–13 school year or thereafter must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.72. 19 TAC 74.52, .62, .72
RECOMMENDED HIGH SCHOOL PROGRAM	A student who entered grade 9 in the 2004–05, 2005–06, or 2006–07 school year must earn at least 24 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.53. A student who entered grade 9 in the 2007–08, 2008–09, 2009–10, 2010–11, or 2011–12 school year must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.63.

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A student who entered grade 9 in the 2012–13 school year or thereafter must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.73.

Education Code 28.025; 19 TAC 74.53, .63, .73

ADVANCED /
DISTINGUISHED
ACHIEVEMENT
HIGH SCHOOL
PROGRAM

A student who entered grade 9 in the 2004–05, 2005–06, or 2006–07 school year must earn at least 24 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.54.

A student who entered grade 9 in the 2007–08, 2008–09, 2009–10, 2010–11, or 2011–12 school year must earn at least 26 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.64.

A student who entered grade 9 in the 2012–13 school year or thereafter must earn at least 26 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.74.

Education Code 28.025, 19 TAC 74.54, .64, .74

CURRICULUM MAY
NOT VARY

The District may not vary the curriculum for a course in the required curriculum based on whether a student is enrolled in the Minimum, Recognized, or Advanced/Distinguished Achievement High School Program. *Education Code 28.004(q)*

SUBSTITUTIONS

No substitutions are allowed for high school graduation requirements in the Recommended and Advanced/Distinguished Achievement High School Programs, except as provided by State Board rule. *19 TAC 74.53(d), .54(e), .63(d), .64(e), .73(d), .74(e)*

AP OR IB COURSES

College Board Advanced Placement and International Baccalaureate courses may be substituted for required courses in appropriate areas. These courses may be used as electives in all three high school graduation programs. *19 TAC 74.51(h), .61(k), .71(i)*

READING

The District may offer a maximum of 3 credits of reading for state graduation elective credit for identified students if the District:

1. Adopts policies to identify students in need of additional reading instruction;
2. Has procedures that include assessment of individual student needs and ongoing evaluation of each student's progress; and

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3. Monitors instructional activities to ensure that student needs are addressed.

Reading credits may be selected from Reading I, II, or III.

19 TAC 74.51(e), .61(e), .71(f)

COLLEGE
COURSES

A student may comply with the curriculum requirements under the Minimum, Recommended, or Advanced/Distinguished Achievement High School Program for each subject of the foundation curriculum and for languages other than English by successfully completing appropriate courses in the core curriculum of an institution of higher education. *Education Code 28.002(b-7); 19 TAC 74.51(i), .61(l), .71(j)*

PHYSICAL
EDUCATION
SUBSTITUTIONS

In accordance with local District policy, up to one credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] may be earned through participation in any of the following activities:

OTHER PHYSICAL
ACTIVITY

1. Drill team;
2. Marching band; and
3. Cheerleading.

In accordance with local District policy, credit for any physical education course may be earned through participation in the following activities:

1. Athletics;
2. JROTC; and
3. Appropriate private or commercially sponsored physical activity programs conducted on or off campus. The District must apply to the Commissioner for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:
 - a. Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the Superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
 - b. Private or commercially sponsored physical activities include those certified by the Superintendent to be of high

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quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

RESTRICTIONS	All substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. No more than four substitution credits may be earned through any combination of substitutions listed above.
STUDENT WITH DISABILITY OR ILLNESS	A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, or social studies for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by: 1. The student's ARD committee if the student receives special education services under Education Code Chapter 29, Subchapter A; 2. The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) if the student does not receive special education services under Education Code Chapter 29, Subchapter A but is covered by the Rehabilitation Act of 1973; or 3. A committee, established by the District, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must follow the same procedures required of an ARD or a Section 504 committee.
STUDENT WITH PHYSICAL LIMITATIONS	If a student entering grade 9 during the 2007–08 school year or thereafter is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Recommended or Advanced/Distinguished High School Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity. <i>Education Code 28.025(b-10)–(b-11); 19 TAC 74.52(b)(7), .53(b)(7), .54(b)(7), .62(b)(7), .63(b)(7), .64(b)(7), .72(b)(6), .73(b)(6), .74(b)(6)</i>

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TRANSFERS FROM
OUT-OF-STATE OR
NONPUBLIC SCHOOLS

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive Texas diplomas but shall complete all applicable high school graduation requirements. Any course credits required for graduation that are not completed before enrollment may be satisfied through credit by examination, correspondence courses, distance learning, or completing the course, according to the provisions of 19 Administrative Code 74.26. *19 TAC 74.51(f), .61(f), .71(g)* [See EHDB, EHDC, EHDE, and EI]

PREREQUISITES

A student may not be enrolled in a course that has a required prerequisite unless:

1. The student has completed the prerequisite course(s);
2. The student has demonstrated equivalent knowledge as determined by the District; or
3. The student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

The District may award credit for a course a student completed without having met the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

19 TAC 74.71(k), (l)

PRIOR COURSES

High school courses successfully completed prior to grade 9 and the 2007–08 school year shall count toward graduation in the manner established in 19 Administrative Code Chapter 74 for credit in the year the course is successfully completed.

Science and physical education graduation requirements successfully completed prior to the 2010–11 school year shall count toward graduation in the manner established at the time the credit was earned.

Physical education graduation requirements successfully completed through a two- or three-credit career and technical education work-based training course prior to the 2011–12 school year shall count toward graduation.

19 TAC 74.61(f), (m)

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GRADUATION OF
SPECIAL EDUCATION
STUDENTS

A student receiving special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions:

COMPLETION OF
GENERAL
EDUCATION
REQUIREMENTS

1. The student has satisfactorily completed the state's or District's (whichever is greater) required standards in 19 Administrative Code Chapters 110–128 and Chapter 130 and credit requirements applicable to students in general education for graduation under the Recommend or Advanced/Distinguished Achievement Programs, including satisfactory performance as established in Education Code Chapter 39, on the required state assessments.
2. The student has satisfactorily completed the state's or District's (whichever is greater) required standards in 19 Administrative Code Chapters 110–128 and Chapter 130 and credit requirements applicable to students in general education for graduation under the Minimum High School Program, including participation in state assessments. The student's ARD committee shall determine whether satisfactory performance on the required state assessments is necessary for graduation.

COMPLETION OF
IEP

3. The student has satisfactorily completed the state's or District's (whichever is greater) required standards in 19 Administrative Code Chapters 110–128 and Chapter 130 through courses, one or more of which contain modified content that is aligned to the standards required under the Minimum High School Program as well as the credit requirements under the Minimum High School Program, including participation in required state assessments. The student's ARD committee shall determine whether satisfactory performance on the required state assessments is necessary for graduation. The student must also successfully complete the student's IEP and meet one of the following conditions, consistent with the IEP:
 - a. Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the District;
 - b. Demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the District; or
 - c. Access to services that are not within the legal responsibility of public education, or employment or educational

ACADEMIC ACHIEVEMENT
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(LEGAL)

options for which the student has been prepared by the academic program.

Employability and self-help skills are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

The ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

AGING OUT

4. The student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

19 TAC 89.1070(b), (e)–(f)

EVALUATION

Special education students graduating under the above provisions shall be provided with a summary of academic achievement and functional performance as described at 34 C.F.R. 300.305(e)(3). The summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. If the student is graduating based on completion of his or her IEP, the evaluation under 34 C.F.R. 300.305(e) shall be included as part of the summary. Students who participate in graduation ceremonies but who are not graduating under 19 Administrative Code 89.1070(b)(3) and who will remain in school to complete their education do not have to be evaluated. *19 TAC 89.1070(c)–(d)*

GRADUATION OF
MILITARY
DEPENDENTS

COURSE WAIVER

District officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed by a military student in another district or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the District shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

TRANSFERS
DURING SENIOR
YEAR

Should a military student transferring at the beginning or during the student's senior year be ineligible to graduate from the District after all alternatives have been considered, the sending and receiving districts shall ensure the receipt of a diploma from the sending district, if the student meets the graduation requirements of the sending district. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LEGAL)

SUBSTITUTE
PASSING
STANDARD

The Commissioner shall adopt a passing standard on one or more national norm-referenced achievement tests for purposes of permitting a qualified military dependent to meet that standard as a substitute for completing a specific course otherwise required for graduation. The passing standard is available only for a student who enrolls in a public school in this state for the first time after completing the ninth grade or who reenrolls in a public school in this state at or above the tenth grade level after an absence of at least two years from the public schools of this state. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student's high school enrollment, regardless of any subsequent revision of the standard.

Education Code 162.002 art. VII, §§ A, C [See FDD]

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

STATE ASSESSMENT
OF ACADEMIC SKILLS

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B [see TESTING IN GRADES 3–8, below]. *Education Code 39.023(a), (c), (f); 19 TAC 101.5*

A student may not receive a high school diploma until the student has performed satisfactorily on the end-of-course (EOC) assessment instruments [see END-OF-COURSE ASSESSMENTS, below]. *Education Code 39.025(a)*

LIMITED ENGLISH
PROFICIENT (LEP)
STUDENTS

In grades 3–12, a limited English proficient (LEP) student, as defined by Education Code Chapter 29, Subchapter B, shall participate in the state assessment in accordance with Commissioner's rules at 19 Administrative Code Chapter 101, Subchapter AA. *Education Code 39.023(l), (m)* [See EKBA]

SPECIAL
EDUCATION

TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program for whom a state assessment instrument adopted under Education Code 39.023(a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal (ARD) committee. The student's ARD committee shall determine whether any allowable modification is necessary in administering to the student a required EOC assessment instrument under Education Code 39.023(c). *Education Code 39.023(b)–(c)*

MILITARY
DEPENDENTS

If the student is a military dependent, the District shall accept:

1. Exit or EOC exams required for graduation from the sending state;
2. National norm-referenced achievement tests; or
3. Alternative testing, in lieu of testing requirements for graduation in the receiving state.

In the event the above alternatives cannot be accommodated by the receiving state for a military dependent transferring in his or her senior year, then a Commissioner's substitute passing standard shall apply.

SUBSTITUTE
PASSING
STANDARD

The Commissioner shall adopt a passing standard on one or more national norm-referenced achievement tests for purposes of permitting a qualified military dependent to meet that standard as a substitute for achieving a score on an assessment instrument otherwise required for graduation. The passing standard is available only for a student who enrolls in a public school in this state for the

first time after completing the ninth grade or who reenrolls in a public school in this state at or above the tenth grade level after an absence of at least two years from the public schools of this state. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student's high school enrollment, regardless of any subsequent revision of the standard.

Education Code 162.002 art. VII, §§ B–C [See FDD]

ADMINISTRATION

The District shall follow the test administration procedures established by TEA in the applicable test administration materials. The Superintendent shall be responsible for administering tests.
19 TAC 101.25, .27

SCHEDULE

The Commissioner shall specify the schedule for testing that is in compliance with Education Code 39.023(c-3)(1) and (2), and supports reliable and valid assessments. Participation in University Interscholastic League (UIL) area, regional, or state competitions is prohibited on any days on which testing is scheduled between Monday and Thursday of the school week in which the primary administration of assessment instruments occurs.

The Commissioner may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children and who are out of the state.

19 TAC 101.25

ALTERNATE TEST
DATES

The Commissioner shall consider requests from districts or campuses for alternate test dates on a case-by-case basis. Alternate test dates will only be allowed if the campus or District is closed on the day on which testing is scheduled or if there is an exceptional circumstance, defined below, that may affect the District's or campus's ability to administer an assessment or the students' performance on the assessment.

"Exceptional circumstances" include:

1. Inclement weather or natural disasters that would cause the District or campus to be closed or that would cause a small percentage of students to be in attendance on the day testing is scheduled;
2. Health epidemics that result in a large number of students being absent on the day of testing;
3. Death of a student or school official that may impact student performance; and

4. Sudden emergencies that occur on the day of testing or shortly before testing that may inhibit students from completing the assessments, such as a fire on campus, a bomb threat, an extended power outage, or a water main break.

If an alternate test date for primary test administration is approved, the Commissioner may prohibit the District or campus from participating in UIL competition on the new test date if that is determined to be in the best interest of the District, campus, and students.

19 TAC 101.5003

NOTICE TO PARENTS
AND STUDENTS

The Superintendent shall be responsible for providing written notice to each student and the student's parent or guardian of:

GRADE
ADVANCEMENT
TESTING

1. The testing requirements for grade advancement [see EIE] and the dates, times, and locations of testing.

Notice of testing requirements shall be provided no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, and no later than the beginning of the student's first-grade year for all other students. The Superintendent shall also provide such notice for students in grades 1–8 who are new to the District.

GRADUATION
TESTING

2. The testing requirements for graduation and the dates, times, and locations of testing.

Notice of testing requirements shall be provided no later than the beginning of the student's seventh-grade year. The Superintendent shall also provide such notice for students in grades 7–12 who are new to the District. Notice of the dates, times, and locations of testing shall be provided to each student who will take the tests and to out-of-school individuals.

19 TAC 101.3012

TESTING IN
GRADES 3–8

Except as provided below, all students, other than students who are assessed under Education Code 39.023(b) (alternative assessment instrument) or 39.023(l) (LEP students) or exempted under Education Code 39.027, shall be assessed in:

1. Mathematics, annually in grades 3 through 7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes algebra;
2. Reading, annually in grades 3 through 8;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. Social studies in grade 8;

5. Science in grades 5 and 8; and
6. Any other subject and grade required by federal law.

Education Code 39.023(a)

EXCEPTION

A student shall not be administered a grade-level assessment if the student:

1. Is enrolled in a course or subject intended for students above the student's enrolled grade level and will be administered a grade-level assessment instrument developed under the list above that aligns with the curriculum for that course or subject within the same content area; or
2. Is enrolled in a course for high school credit in a subject intended for students above the student's enrolled grade level and will be administered an end-of-course assessment instrument that aligns with the curriculum for that course or subject within the same content area.

A student is only eligible to take an assessment instrument intended for use above the student's enrolled grade if the student is receiving instruction in the entire curriculum for that subject.

A student in grade 5 or 8 described above may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument above the student's grade level.

Education Code 28.0211(p), 39.023(a-2); 19 TAC 101.3011

ACCOMMODATIONS

Testing accommodations are permitted for any student unless they would make a particular test invalid. Decisions regarding testing accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction. Permissible testing accommodations shall be described in the appropriate test administration materials.

The committee established by the Board to determine the placement of students with dyslexia or related disorders shall determine whether any allowable modification is necessary in administering an assessment to such a student.

For a student receiving special education services, the student's ARD committee shall determine the allowable accommodations and shall document them in the student's individualized education program (IEP).

19 TAC 101.3013; Education Code 39.023(a)–(c), (n); 34 C.F.R. 300.320(a)(6)

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

END-OF-COURSE
ASSESSMENTS

Beginning with students first enrolled in grade 9 in the 2011–12 school year, a student enrolled in a course for which an EOC assessment exists as required by Education 39.023(c) shall take the appropriate assessment. *19 TAC 101.3021(a)*

STUDENTS
ENROLLED BELOW
HIGH SCHOOL
LEVEL

Beginning in the 2011–12 school year, a student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment. The EOC assessment result shall be applied toward the student's course grade requirement [see IM-PACT ON GRADES, below] and assessment graduation requirements [see SATISFACTORY PERFORMANCE, below]. *19 TAC 101.3021(d)*

MINIMUM HIGH
SCHOOL PROGRAM

A student under the Minimum High School Program must take an EOC assessment for courses in which the student is enrolled and for which an EOC assessment is available.

If a student on the Minimum High School Program takes a course that is not specifically listed as a requirement of the Minimum High School Program, the student must take the applicable EOC assessment, and the student will have the option of using the assessment's score toward the student's cumulative score requirement.

If a student on the Minimum High School Program elects to take any of the following courses, the student has the option of using the EOC assessment score for that course toward the student's cumulative score requirement:

1. Algebra II in order to fulfill the mathematics credit requirements of the Minimum High School Program;
2. World History Studies or World Geography Studies in order to fulfill the social studies credit requirements of the Minimum High School Program; or
3. Chemistry or Physics as a substitute for Integrated Physics and Chemistry to fulfill the science credit requirements of the Minimum High School Program.

19 TAC 101.3022(a)(1)

RECOMMENDED OR
ADVANCED /
DISTINGUISHED
ACHIEVEMENT
HIGH SCHOOL
PROGRAM

A student in the Recommended or Advanced/Distinguished Achievement High School Program must take all 12 EOC assessments listed in Education Code 39.023(c) and meet the cumulative score requirement in each of the foundation content areas of English language arts, mathematics, science, and social studies.

To receive a diploma under the Recommended High School Program, a student must achieve satisfactory performance on the Algebra II and English III EOC assessments.

To receive a diploma under the Advanced/Distinguished Achievement High School Program, a student must achieve the advanced standard on the Algebra II and English III assessments.

The standard in place when a student first takes a mathematics or English EOC assessment is the standard that will be maintained throughout the student's school career for the content areas.

19 TAC 101.3022(a)(2)

EXCEPTIONS

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–12 spring administration, the student is not required to take the corresponding EOC assessment.

If a student is not administered an EOC assessment as specified above, the cumulative score requirement for the student shall be modified accordingly. The student shall be administered the applicable EOC assessment during an administration upon request. The EOC assessment result may count toward the student's cumulative score only if the score is at or above the passing standard as set by the Commissioner.

If a student earned high school credit for Algebra II or English III prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district or a student completed Algebra II or English III for Texas high school credit prior to the 2011–12 spring administration, the requirement to achieve satisfactory performance or the advanced standard does not apply.

19 TAC 101.3021(e), .3022(a)(2), (b)(4)

SATISFACTORY
PERFORMANCE

CUMULATIVE
SCORE

In order to receive a Texas diploma, a student must achieve a cumulative score that is at least equal to the product of the number of EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance. The standard in place when a student first takes an EOC assessment is the standard that will be maintained throughout the student's school career for that content area.

The cumulative score requirement for a student on the Minimum High School Program is based on the number of courses speci-

cally listed as a requirement of the Minimum High School Program and for which an EOC assessment exists.

MINIMUM SCORE

For an EOC assessment score to count toward the cumulative score, the student must achieve at least the minimum performance level as set by the Commissioner. If a student's performance does not equal or exceed the minimum score, the student must retake the assessment.

19 TAC 101.3022(b)

ALTERNATIVE
METHODS FOR
EARNING CREDIT

A student is required to meet the EOC assessment graduation requirements to receive a Texas diploma if the student:

1. Is accelerated for an academic content area based on a result from an approved credit by examination for which there is an EOC assessment. If a student receives course credit by examination, the student shall be administered the appropriate EOC assessment, during the next administration of that assessment. The EOC assessment result will count toward the student's assessment graduation requirements. An EOC assessment cannot be used for purposes of credit by examination;
2. Is participating in a distance-learning or correspondence course for which there is an EOC assessment; or
3. Is participating in a dual-credit course for which there is an EOC assessment.

The 15 percent course grade requirement [see IMPACT ON GRADES, below] shall apply to a student participating in a distance-learning or correspondence course or a dual-credit course.

19 TAC 101.3021(b)

SPECIAL
EDUCATION

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Beginning with the 2011–12 school year, all grades 9–12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student's IEP will be assessed using alternate versions of EOC assessments as listed in 19 Administrative Code 101.3011(b)(2).

A student who is receiving special education services and who is first enrolled in grade 9 or below in the 2011–12 school year shall

be administered an alternative version of an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP.

If a student who is receiving special education services is administered an alternative form of an EOC assessment, the 15 percent course grade requirement shall not be applied and a cumulative score shall not be reported.

If a student receiving special education services meets the participation requirements for an alternative form of an EOC assessment and is enrolled in a course for which there is an EOC assessment but no corresponding alternative version of that assessment, the student is not required to take an assessment for that course.

If a student is administered a general EOC assessment, the 15 percent course grade requirement shall apply and a cumulative score shall be reported for the student.

19 TAC 101.3023

IMPACT ON
GRADES

A student's performance on an EOC assessment instrument listed above must count for 15 percent of the student's final grade for the course. The District is not required to use a student's score on a subsequent retest administration to determine the student's final grade for that course. The 15 percent course grade requirement does not apply for the following:

1. A student receiving special education services who is administered an alternate assessment as specified by Education Code 39.023(b); and
2. An English language learner administered an English I or English II EOC assessment who meets the criteria specified in 19 Administrative Code 101.1007.

Education Code 39.023(c); 19 TAC 101.3021(c)

ADDITIONAL STATE
ASSESSMENTS

TEA may adopt EOC assessment instruments for courses not listed in statute, as described above. A student's performance on these EOC assessment instruments is not subject to the performance requirements established for the statutory assessments.
Education Code 39.023(c-2)

RETAKES

Each time an EOC assessment instrument is administered, a student who failed to achieve a minimum score shall retake the assessment instrument. [See SATISFACTORY PERFORMANCE, above]

A student who fails to perform satisfactorily on an Algebra II or English III EOC assessment instrument under the college readi-

ness performance standard, as provided under Education Code 39.024(b), may retake the assessment instrument.

Any other student may retake an EOC assessment instrument for any reason. The assessment result will count toward a student's cumulative score only if the assessment score is higher than the student's previous assessment score.

A student is not required to retake a course as a condition of retaking an EOC assessment instrument.

If a student failed a course but achieved at least the minimum score on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course.

Education Code 39.025(b); 19 TAC 101.3021(g), .3022(c)

REQUESTS TO TAKE AN EOC ASSESSMENT	If a student is not required to take an EOC assessment, he or she can request to be administered the EOC assessment for a course for which a student received credit. <i>19 TAC 101.3021(f)</i>
EXIT-LEVEL ASSESSMENTS	Students who were first enrolled in grade 9 prior to the 2011–12 school year or enrolled in grade 10 or above in the 2011–12 school year must fulfill testing requirements for graduation with the assessments required by Education Code 39.023(c), as that section existed before amendment by Senate Bill 1031, 80th Texas Legislature, 2007, and in accordance with Commissioner's rules at 19 Administrative Code 101.3024. <i>19 TAC 101.3024(a)</i>
ALTERNATIVE EXIT-LEVEL ASSESSMENTS	An eligible student who has met the passing standard on a state-approved alternative assessment instrument, as set forth at 19 Administrative Code 101.4001, in a particular area has satisfied the exit-level testing requirement in that subject area. A student is eligible to substitute an alternative exit-level assessment for a TAKS exit-level assessment if the student, after January 1 of the year in which the student would otherwise be eligible to graduate: 1. Enrolls in a public school in Texas for the first time; or 2. Enrolls in a public school in Texas after an absence of at least four years from any public school in the state. A student meets this requirement if the student has not been enrolled for one or more days in a public school in Texas in the four years preceding the date on which the student enrolls.
VERIFICATION OF ELIGIBILITY	An eligible student is responsible for providing the District an official copy of the student's scores from the alternative assessment.

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

The District shall be responsible for verifying a student's eligibility for the alternative exit-level assessment. Upon receipt of official results of an approved alternative exit-level assessment, the District must:

1. Verify the student's score on the alternative assessment; and
2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the Commissioner.

Education Code 39.025(d); 19 TAC 101.4001, .4003, .4005

REPORTING RESULTS
TO THE PUBLIC

Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The information shall not contain the names of individual students or teachers. *Education Code 39.030(b)*

TO THE BOARD

The Superintendent shall accurately report all test results with appropriate interpretations to the Board according to the schedule in the applicable test administration materials.

TO PARENTS AND
STUDENTS

The District shall notify each of its students and his or her parent or guardian of test results, observing confidentiality requirements stated at CONFIDENTIALITY, below. All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another district or school. [See BQ series, FD, and FL]

19 TAC 101.3014; No Child Left Behind Act, 20 U.S.C. 6311(h)(6)

TEA shall adopt a series of questions to be included in an EOC assessment instrument administered under Education Code 39.023(c) to be used for purposes of identifying students who are likely to succeed in an advanced high school course. The District shall notify a student who performs at a high level on the questions and the student's parent or guardian of the student's performance and potential to succeed in an advanced high school course. The District may not require a student to perform at a particular level on the questions to be eligible to enroll in an advanced high school course. *Education Code 39.0233(b)*

PARENTAL ACCESS

A parent is entitled to access to a copy of each state assessment instrument administered to the parent's child. This right of access does not apply, however, to those instruments or particular questions that are being field-tested by TEA. *Education Code 26.005, .006(a)(2)*

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

FURTHER
INSTRUCTION

ACCELERATED
INSTRUCTION

The District shall provide each student who fails to perform satisfactorily as determined by the Commissioner under Education Code 39.0241(a) on an EOC assessment instrument with accelerated instruction in the subject assessed by the assessment instrument. [See EHBC]

COLLEGE
PREPARATORY
COURSE

If the District determines that a student, on completion of grade 11, is unlikely to achieve the cumulative score requirements for one or more subjects prescribed by Education Code 39.025(a) [see SAT-ISFACTORY PERFORMANCE, above] for receiving a high school diploma, the District shall require the student to enroll in a corresponding content-area college preparatory course for which an EOC assessment instrument has been adopted, if available.

A student who enrolls in a college preparatory course shall be administered an EOC assessment instrument for the course, with the instrument scored on a scale as determined by the Commissioner not to exceed 20 percent of the cumulative score requirements required to graduate. A student may use the student's score on the EOC assessment instrument for the college preparatory course towards satisfying the cumulative score requirements.

Education Code 39.025(b-1)–(b-2)

SECURITY

To ensure that each assessment instrument is reliable and valid and meets applicable federal requirements for measurement of student progress, the District must comply with all of the applicable requirements specified in the test administration materials, which include general testing program information, requirements for ensuring test security and confidentiality described in the annual Test Security Supplement, procedures for test administration, responsibilities of personnel involved in test administration, and procedures for materials control.

Test coordinators and administrators must receive all applicable training as required in the test administration materials and the District must maintain records related to the security of assessment instruments for a minimum of five years.

19 TAC 101.3031

CONFIDENTIALITY

Individual student performance results are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974. *Education Code 39.030(b)* [See FL and GBA]

PENALTIES

Violation of security or confidentiality of any test is prohibited. A person who engages in conduct prohibited by the Test Security Supplement may be subject to sanction of credentials.

Procedures for maintaining the security and confidentiality of state assessments are specified in the Test Security Supplement and in the appropriate test administration materials. Conduct that violates the security and confidentiality of a test is defined as any departure from the test administration procedures established in the Test Security Supplement and other test administration materials. Conduct of this nature may include the following acts and omissions:

1. Viewing a test before, during, or after an assessment unless specifically authorized to do so;
2. Duplicating secure examination materials;
3. Disclosing the contents of any portion of a secure test;
4. Providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;
5. Changing or altering a response or answer of an examinee to a secure test item or prompt;
6. Aiding or assisting an examinee with a response or answer to a secure test item or prompt;
7. Encouraging or assisting an individual to engage in the conduct described in the items listed above; or
8. Failing to report to an appropriate authority that an individual has engaged in conduct outlined in the items listed above.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation is subject to the following penalties:

1. Placement of restrictions on the issuance, renewal, or holding of a Texas teacher certificate, either indefinitely or for a set term;
2. Issuance of an inscribed or non-inscribed reprimand;
3. Suspension of a Texas teacher certificate for a set term; or
4. Revocation or cancellation of a Texas teacher certificate without opportunity for reapplication either for a set term or permanently.

Release or disclosure of confidential test content could result in criminal prosecution under Education Code 39.0303, Government Code 552.352, and Penal Code 37.10. The State Board for Educator Certification may take any of the above actions based on satis-

factory evidence that an educator has failed to cooperate with TEA in an investigation.

Any irregularities in test security or confidentiality may also result in the invalidation of student results.

The Superintendent and campus principal must develop procedures to ensure the security and confidentiality of the tests, and will be responsible for notifying TEA in writing of conduct that violates the security or confidentiality of a test. Failure to report can subject the person responsible to the applicable penalties.

19 TAC 101.3031(b)(2), 249.15

STATE ASSESSMENT
ENGLISH LANGUAGE LEARNERS/LEP STUDENTS

EKBA
(LEGAL)

Note: The terms English language learner and limited English proficient student are used interchangeably. *19 TAC 89.1203*

LANGUAGE
PROFICIENCY
ASSESSMENT
COMMITTEE (LPAC)

The language proficiency assessment committee (LPAC) [see EHBE] shall select the appropriate assessment option for English language learners, as defined by Education Code Chapter 29, Subchapter B, as a student of limited English proficiency (LEP), in accordance with 19 Administrative Code 101.1005. The LPAC assessment decisions must be made on an individual student basis in accordance with administrative procedures established by TEA.

DOCUMENTATION

The LPAC shall document in the student's permanent record file:

1. The decisions and justifications related to English language proficiency assessments under 19 Administrative Code 101.1003;
2. The decisions and justifications related to selecting the appropriate assessment option under 19 Administrative Code 101.1005;
3. In conjunction with the admission, review, and dismissal (ARD) committee, the need for allowable testing accommodations under 19 Administrative Code 101.1003 and .1005;
4. The reason for a postponement under 19 Administrative Code 101.1023; and
5. The reason for a LEP exemption under 19 Administrative Code 101.1025.

19 TAC 101.1003(b), (c), .1005(a), (c), .1023, .1025(b)

DEFINITIONS

"Recent unschooled immigrant" means an immigrant who initially enrolled in a school in the United States not more than 12 months before the date of the administration of an assessment and who, as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum determined by the LPAC. *Education Code 39.027(g)*

"Unschooled asylee or refugee" means a student who:

1. Initially enrolled in a school in the United States as:
 - a. An asylee as defined by 45 C.F.R. 400.41; or
 - b. A refugee as defined by 8 U.S.C. 1101;

STATE ASSESSMENT
ENGLISH LANGUAGE LEARNERS/LEP STUDENTS

EKBA
(LEGAL)

2. Has a visa issued by the U.S. Department of State with a Form I-94 Arrival/Departure record, or a successor document, issued by the U.S. Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum"; and
3. As a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum prescribed under Education Code 28.002, as determined by the LPAC established under Education Code 29.063.

Education Code 39.027(a-1); 19 TAC 101.1005(c)

"Inadequate schooling outside the United States" is defined as little or no formal schooling outside the United States such that the asylee or refugee lacks basic literacy in his or her primary language upon enrollment in school in the United States. *19 TAC 101.1005(d)*

ENGLISH LANGUAGE
PROFICIENCY TESTS

In kindergarten through grade 12, an English language learner shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill state assessment requirements under Education Code Chapter 39, Subchapter B, [see EKB] and federal requirements. *19 TAC 101.1003(a)*

LIMITATIONS ON
EXEMPTIONS

FIRST YEAR AFTER
ENROLLMENT

A LEP student may be administered an accommodated or alternative assessment instrument or may be granted an exemption from or a postponement of the administration of the state assessment for up to one year after initial enrollment in a school in the United States if the student has not demonstrated proficiency in English as determined by the assessment system developed to evaluate academic progress of a LEP student. *Education Code 39.027(a)(1)*

SUBSEQUENT
YEARS

A LEP student granted the initial exemption period above may be administered an accommodated or alternative assessment instrument or may be granted an exemption from or a postponement of the administration of the state assessment for up to:

1. An additional two years if the student is a recent unschooled immigrant or is in a grade for which no assessment instrument in the primary language of the student is available; or
2. An additional four years if the student's initial enrollment in a school in the United States was as an unschooled asylee or refugee.

The LPAC must determine that the student lacks the academic language proficiency in English necessary for an assessment in

STATE ASSESSMENT
ENGLISH LANGUAGE LEARNERS/LEP STUDENTS

EKBA
(LEGAL)

English to measure the student's academic progress in a valid, reliable manner.

Education Code 39.027(a)(1)–(2), (a-1), (g)

TESTING IN GRADES
3–8

An English language learner shall participate in the grades 3–8 assessments and, except as provided below, shall be administered the general form of the English-version state assessment.

SPANISH-VERSION
ASSESSMENT

A Spanish-speaking English language learner in grades 3–5 may be administered the state's Spanish-version assessment if an assessment in Spanish will provide the most appropriate measure of the student's academic progress.

LINGUISTICALLY
ACCOMMODATED
ASSESSMENTS

An English language learner in grade 3 or higher may be administered the linguistically accommodated English version of the state's mathematics, science, or social studies assessment if:

1. A Spanish-version assessment does not exist or is not the most appropriate measure of the student's academic progress;
2. The student has not yet demonstrated English language proficiency in reading as determined by the English language proficiency assessments required above [see ENGLISH LANGUAGE PROFICIENCY TESTS]; and
3. The student has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less [see DEFINITIONS].

EXEMPTION FOR
ASYLEE OR
REFUGEE

An unschooled asylee or refugee who meets the criteria at SPANISH-VERSION ASSESSMENT and LINGUISTICALLY ACCOMMODATED ASSESSMENTS above shall be granted an exemption from an administration of an assessment instrument under Education Code 39.023(a), (b), or (l). This exemption will only apply during the school year an unschooled asylee or refugee is first enrolled in a U.S. public school.

19 TAC 101.1005(b), (c)

REFUSAL OF
SERVICES

An English language learner whose parent or guardian has declined bilingual education/ESL services is not eligible for special assessment, accommodation, or accountability provisions made available to English language learners on the basis of limited English proficiency. *19 TAC 101.1005(f)*

END-OF-COURSE
ASSESSMENTS

An English language learner shall participate in the end-of-course assessments as required by Education Code 39.023(c) and, except

STATE ASSESSMENT
ENGLISH LANGUAGE LEARNERS/LEP STUDENTS

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as provided below, shall be administered the general form of the English-version state assessment. *19 TAC 101.1005(b)*

An English language learner shall not be exempt from taking an end-of-course assessment for reasons associated with limited English proficiency or inadequate schooling outside the United States, except as provided below.

ENGLISH I OR II

If an English language learner enrolled in English I or II or English for Speakers of Other Languages I or II has not yet demonstrated English language proficiency in reading as determined by the English language proficiency assessments required above [see ENGLISH LANGUAGE PROFICIENCY TESTS] and has been enrolled in U.S. schools for three school years or less, or qualifies as an unschooled asylee or refugee enrolled in U.S. schools [see DEFINITIONS] for five school years or less, then he or she shall not be required to:

1. Use the assessment score as part of the cumulative score for graduation;
2. Retake the assessment each time it is administered if the student passes the course but fails to achieve the established minimum score on the assessment; or
3. Have the score on the assessment count for 15 percent of the student's final grade in the course. [See EKB]

19 TAC 101.1007(a), (b)

EXIT-LEVEL
ASSESSMENTS

Beginning with the 2011–12 school year, provisions related to exit-level assessments shall apply only to students first enrolled in grade 9 or higher prior to the 2011–12 school year, or first enrolled in grade 10 or higher in the 2011–12 school year. *19 TAC 101.1021*

POSTPONEMENT

English language learners are not eligible for an exemption from exit-level testing requirements for graduation on the basis of limited English proficiency. However, English language learners who are recent immigrants may be granted a postponement of the administration of the exit-level assessment during their first 12 months of enrollment in U.S. schools. A postponement is not permitted if a student would otherwise not be afforded the opportunity to take the exit-level assessments at least one time before the student's scheduled graduation date. The LPAC shall document the reason for the postponement in the student's permanent record file. *19 TAC 101.1023*

LIMITED LEP
EXEMPTIONS

Certain English language learners who have had inadequate schooling outside the United States may be eligible for a LEP ex-

STATE ASSESSMENT
ENGLISH LANGUAGE LEARNERS/LEP STUDENTS

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emption from the assessment during a period not to exceed their first three school years of enrollment in U.S. schools. *19 TAC 101.1025(a)*

An English language learner who achieves a rating of advanced high on the state-administered English language proficiency assessment in reading during the student's first school year of enrollment in U.S. schools is not eligible for an exemption in the second or third school year of enrollment in U.S. schools. An English language learner who achieves a rating of advanced or advanced high on this assessment during the student's second school year of enrollment in U.S. schools is not eligible for an exemption in the third school year of enrollment in U.S. schools. *Education Code 39.027(e); 19 TAC 101.1025(a)(1)*

During the first school year of enrollment in U.S. schools, the student may be granted a LEP exemption if the LPAC determines that the student has not had the schooling outside the United States necessary to provide the foundation of learning that Texas schools require and measure on the assessment, whether the foundation be in knowledge of the English language or specific academic skills and concepts in the subjects assessed. *19 TAC 101.1025(a)(2)*

During the second and third school years of enrollment in U.S. schools, a student whose schooling outside the United States was inadequate may be granted a LEP exemption if the LPAC determines that the student lacks the academic language proficiency in English necessary for an assessment of academic skills in English to measure the student's academic progress in a valid, reliable manner. *19 TAC 101.1025(a)(3)*

FEDERAL
ACCOUNTABILITY
TESTING

Students exempted under these provisions shall be administered assessments in subjects and grades required by federal law and regulations in accordance with linguistically accommodated testing procedures delineated in the test administration materials. *19 TAC 101.1025(c)*

REFUSAL OF
SERVICES

An English language learner whose parent or guardian has declined bilingual/ESL services is not eligible for an exemption or an exit-level test postponement under 19 Administrative Code 101.1023. *19 TAC 101.1025(d)*

NON-LEP STUDENTS

School districts may administer the assessment of academic skills in Spanish to a student who is not identified as limited English proficient but who participates in a bilingual program if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress. *19 TAC 101.1005(g)*

STATE ASSESSMENT
ENGLISH LANGUAGE LEARNERS/LEP STUDENTS

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SPECIAL EDUCATION SELECTING ASSESSMENTS	For each English language learner who receives special education services, the student's ARD committee in conjunction with the student's LPAC shall select the appropriate assessments. The ARD committee shall document the decisions and justifications in the student's individualized education program (IEP). <i>19 TAC 101.1005(a)</i>
ENGLISH LANGUAGE PROFICIENCY TESTS	In rare cases, the ARD committee in conjunction with the LPAC may determine that it is not appropriate for an English language learner who receives special education services to participate in an English language proficiency assessment required above [see ENGLISH LANGUAGE PROFICIENCY TESTS] for reasons associated with the student's particular disability. The ARD committee shall document the decisions and justifications in the student's IEP, and the LPAC shall document the decisions and justifications in the student's permanent record file. <i>19 TAC 101.1003(b)</i> In the case of an English language learner who receives special education services, the ARD committee in conjunction with the LPAC shall determine and document the need for allowable testing accommodations in accordance with administrative procedures established by TEA. <i>19 TAC 101.1003(c)</i>
ALTERNATIVE ASSESSMENT INSTRUMENTS	In certain cases, an English language learner who receives special education services may, as a result of his or her particular disabling condition, qualify to be administered an alternative assessment instrument based on alternative achievement standards. <i>19 TAC 101.1005(b)</i> An unschooled asylee or refugee who meets this criteria shall be granted an exemption from an administration of an assessment instrument under Education Code 39.023(a), (b), or (l). This exemption will only apply during the school year an unschooled asylee or refugee is first enrolled in a U.S. public school. <i>19 TAC 101.1005(c)</i>
TESTING ACCOMMODATIONS	The LPAC in conjunction with the ARD committee shall determine and document any allowable testing accommodations for assessments in accordance with administrative procedures established by TEA. <i>19 TAC 101.1005(e)</i>
GRADE ADVANCEMENT REQUIREMENTS	The LPAC shall determine appropriate assessment and accelerated instruction for an English language learner who is administered a grade advancement test in English or Spanish, except as provided by 19 Administrative Code 101.1005. The grade placement committee for an English language learner shall make its decisions in consultation with a member of the student's LPAC. <i>19 TAC 101.2003(e)</i> [See EIE]

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GENERAL ELIGIBILITY	The Board or its designee shall admit into the public schools of the District free of tuition all persons who are over five and younger than 21 years of age on September 1 of any school year in which admission is sought, and may admit a person who is at least 21 and under 26 for the purpose of completing the requirements for a high school diploma, if any of the following conditions exist:
STUDENT AND PARENT	1. The person and either parent reside in the District.
CONSERVATOR	2. The person does not reside in the District, but one of the parents resides in the District and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the person.
GUARDIAN OR PERSON HAVING LAWFUL CONTROL	3. The person and his or her guardian or other person having lawful control under an order of a court reside in the District.
STUDENTS LIVING SEPARATE AND APART	4. The person is under the age of 18 and has established a separate residence in the District apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the person's presence in the District is not for the primary purpose of participation in extracurricular activities. The Board is not required to admit such person, however, if the person has: a. Engaged in conduct that resulted in removal to a disciplinary alternative education program or expulsion within the preceding year; b. Engaged in delinquent conduct or "conduct in need of supervision" and is on probation or other conditional release for that conduct; or c. Been convicted of a criminal offense and is on probation or other conditional release.
	<i>Education Code 25.001(a)–(b), (d)</i>
HOMELESS STUDENTS	5. The person is a homeless child. [See also FDC] a. A child is "homeless," under the McKinney-Vento Homeless Education Act, if the child lacks a fixed, regular, and adequate nighttime residence. This includes: (1) Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in

emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- (2) Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (3) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (4) Migratory children living in circumstances described above.

"Migratory child" means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- (a) Has moved from one school district to another; or
- (b) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

b. A child is homeless, under state law, regardless of the residence of the child, either parent, or the child's guardian or other person having lawful control, if:

- (1) The child lacks a fixed, regular, and adequate nighttime residence; or
- (2) The child has a primary nighttime residence in a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

Education Code 25.001(b); 20 U.S.C. 6399; 42 U.S.C. 11434a

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FOREIGN
EXCHANGE
STUDENTS

6. The person is a foreign exchange student placed with a host family that resides in the District by a nationally recognized foreign exchange program, unless the District has applied for and been granted a waiver by the Commissioner because:
 - a. This requirement would impose a financial or staffing hardship on the District;
 - b. The admission would diminish the District's ability to provide high quality education services for the District's domestic students; or
 - c. The admission would require domestic students to compete with foreign exchange students for educational resources.

Education Code 25.001(b)(6), (e)

STUDENTS IN
RESIDENTIAL
FACILITY

7. The person resides at a residential facility, as defined in Education Code 5.001, located in the District. For purposes of enrollment, a person who resides in a residential facility is considered a resident of the district in which the facility is located. *Education Code 25.001(b)(7), 29.012(c)*

STUDENTS
OVER 18

8. The person resides in the District and is 18 or older or the person's disabilities of minority have been removed. *Education Code 25.001(b)(8)*

RESIDENT
GRANDPARENT

9. The person does not reside in the District but the grandparent of the person:
 - a. Resides in the District; and
 - b. Provides a substantial amount of after-school care for the person as determined by the Board.

Education Code 25.001(b)(9)

PROOF OF ELIGIBILITY

The District may require evidence that a person is eligible to attend the public schools of the District at the time it considers an application for admission of the person. The Board or its designee shall establish minimum proof of residency acceptable to the District. The Board or its designee may make reasonable inquiries to verify a person's eligibility for admission. When admission is sought under item 4 above, the Board shall determine whether an applicant qualifies as a resident of the District and may adopt reasonable guidelines for making that determination as necessary to protect the best interest of students. *Education Code 25.001(c), (d)*

The District may withdraw any student who ceases to be a resident. *Daniels v. Morris, 746 F.2d 271 (5th Cir. 1984)*

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IMMIGRATION STATUS	Denying enrollment based upon immigration status to children who are not legally admitted into the United States violates the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution. <i>Plyler v. Doe</i> , 457 U.S. 202 (1982)
HIGH SCHOOL EQUIVALENCY CERTIFICATE	A student who has received a high school equivalency certificate is entitled to enroll in a public school in the same manner as any other student who has not received a high school diploma. <i>Education Code 29.087(h)</i>
SUBSTITUTE FOR PARENT OR GUARDIAN	The Board by policy may allow a person showing evidence of legal responsibility for a child other than an order of a court to substitute for a guardian or other person having lawful control of the child under court order. <i>Education Code 25.001(j)</i>
AUTHORIZATION AGREEMENT	A parent, as defined in Family Code 101.024, or both parents of a child may enter into an authorization agreement with the child's grandparent, adult sibling, or adult aunt or uncle to authorize the relative to perform acts described in Family Code 34.002 in regard to the child, such as: 1. Authorizing medical, dental, psychological, or surgical treatment and immunization of the child, including executing any consents or authorizations for the release of information as required by law relating to the treatment or immunization; 2. Enrolling the child in the District; and 3. Authorizing the child to participate in age-appropriate extra-curricular, civic, social, or recreational activities, including athletic activities. A parent may also enter into an authorization agreement with a relative or other person with whom a child is placed under a parental child safety placement agreement approved by the Department of Family and Protective Services (DFPS) to allow the person to perform the acts described above with regard to the child during an investigation of abuse or neglect or while the department is providing services to the parent. The authorization agreement must conform to the requirements of Family Code Chapter 34. Only one authorization agreement may be in effect for a child at any time. Execution of a subsequent authorization agreement does not by itself supersede, invalidate, or terminate a prior authorization agreement. An authorization agreement is void if it is executed while a prior authorization agreement remains in effect.

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IMMUNITY

A person who is not a party to the authorization agreement who relies in good faith on the authorization agreement, without actual knowledge that the authorization agreement is void, revoked, or invalid, is not subject to civil or criminal liability to any person, and is not subject to professional disciplinary action, for that reliance if the agreement is completed as required by Family Code Chapter 34.

Family Code 34.001–.009

Note: The Authorization Agreement for Nonparent Relative is available at <http://www.dfps.state.tx.us/Application/Forms/showFile.aspx?NAME=2638.pdf>.

STUDENTS IN FOSTER
CARE

A student placed in foster care by an agency of the state or a political subdivision, and whose foster parents reside in the District, shall be permitted to attend District schools free of any charge to the foster parents or to the agency. No durational residency requirement shall be used to prohibit such a student from fully participating in all activities sponsored by the District. *Education Code 25.001(f)*

A student enrolled in high school in grade 9, 10, 11, or 12 who is placed in temporary foster care by the Department of Human Services at a residence outside the attendance area for the school or outside the District is entitled to complete high school at the school in which the student was enrolled at the time of placement without payment of tuition. *Education Code 25.001(g)*

The appropriate state agency shall coordinate with the District to ensure that the case plan for a student placed in foster care contains a plan for ensuring the educational stability of the child while in foster care, including ensuring that the child remains in the school in which the child is enrolled at the time of each placement, or if remaining in that school is not in the best interests of the child, providing immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the school. *42 U.S.C. 675(1)(G)*

TRANSFERS FROM
OTHER STATES

The District shall charge tuition for a student who resides in a residential facility and whose maintenance or expenses are paid in whole or in part by another state or the United States. Any such tuition charge must be submitted to the Commissioner for approval. The attendance of students admitted under this provision shall not be counted for purposes of allocating state funds to the District. *Education Code 25.003*

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TEXAS JUVENILE
JUSTICE
DEPARTMENT

A school-age child of an employee of the Texas Juvenile Justice Department (TJJD) residing in an adjacent district may attend school in the District free of charge to his or her parents or guardian. Any tuition required by the admitting district shall be paid by the district from which the student transfers out of any funds appropriated to the TJJD facility. *Education Code 25.042*

ENROLLMENT

A child must be enrolled by the child's parent, guardian, or other person with legal control under a court order. The District shall record the name, address, and date of birth of the person enrolling the child. *Education Code 25.002(f)*

LEGAL SURNAME

A student must be identified by the student's legal surname as it appears on the student's birth certificate or other document suitable as proof of the student's identity, or in a court order changing the student's name. *Education Code 25.0021*

REQUIRED
DOCUMENTATION

If a parent or other person with legal control of a child enrolls the child in a District school, the parent or other person, or the school district in which the child most recently attended school, shall furnish to the District all of the following:

1. The child's birth certificate, or another document suitable as proof of the child's identity as defined by the Commissioner of Education in the *Student Attendance Accounting Handbook*.
2. A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state.

Students shall not be denied enrollment or be removed solely because they fail to provide the documentation required in items 1 and 2, above.

3. A record showing that the child has the immunizations required by Education Code 38.001, proof that the child is not required to be immunized, or proof that the child is entitled to provisional admission. [See FFAB]

Education Code 25.002(a); 19 TAC 129.1(a)–(b)

The District must furnish information under items 1 and 2 not later than the tenth working day after the date the District receives a request for the information.

A parent or other person with legal control of a child under a court order must furnish information under items 1 and 2 not later than the 30th day after the date a child is enrolled in a public school.

If a parent or other person with legal control of a child under a court order requests that the District transfer a child's student records, the District to which the request is made shall notify the parent or

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other person as soon as practicable that the parent or other person may request and receive an unofficial copy of the records for delivery in person to a school in another district.

Education Code 25.002(a-1)

FOOD ALLERGY
INFORMATION

On enrollment, the District shall request, by providing a form or otherwise, that a parent or other person with legal control of the child under a court order disclose whether the child has a food allergy or a severe food allergy that, in the judgment of the parent or other person with legal control, should be disclosed to the District to enable the District to take any necessary precautions regarding the child's safety [see FB and FFAF]; and specify the food to which the child is allergic and the nature of the allergic reaction.

The District shall maintain the confidentiality of the provided information, and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with District policy under Education Code 38.009 and permissible under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g. [See FL]

"Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Education Code 25.0022(a)-(c)

CHILD IN DFPS
POSSESSION

The District shall enroll a child without the required documentation if the DFPS has taken possession of the child. DFPS shall ensure that the required documentation is furnished to the District not later than the 30th day after the date the child is enrolled. *Education Code 25.002(g)*

INCONSISTENT
DOCUMENTATION

If a child is enrolled under a name other than the name that appears in the identifying documents or records, the District shall notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying records and the name under which the child is enrolled.

MISSING
DOCUMENTATION

If the required documents and other records are not furnished to the District within 30 days after enrollment, the District shall notify the police department of the city or the sheriff's department of the county in which the District is located and request a determination of whether the child has been reported as missing.

Education Code 25.002(b)-(c)

STUDENTS UNDER 11

On enrollment of a child under 11 years of age in a school for the first time at the school, the school shall:

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(LEGAL)

1. Request from the person enrolling the child the name of each previous school attended by the child;
2. Request from each school identified in item 1 the school records for the child and, if the person enrolling the child provides copies of previous school records, request verification from the school of the child's name, address, date, and grades and dates attended; and
3. Notify the person enrolling the student that not later than the 30th day after enrollment, or the 90th day if the child was not born in the United States, the person must provide:
 - a. A certified copy of the child's birth certificate; or
 - b. Other reliable proof of the child's identity and age and a signed statement explaining the person's inability to produce a copy of the child's birth certificate.

If a person enrolls a child under 11 years of age in school and does not provide the valid prior school information or documentation required, the school shall notify the appropriate law enforcement agency before the 31st day after the person fails to comply.

Code of Criminal Procedure 63.019

FALSE INFORMATION

When accepting a child for enrollment, the District shall inform the parent or other person enrolling the child that presenting a false document or false records in connection with enrollment is a criminal offense under Penal Code 37.10 (Tampering with Governmental Records) and that enrolling the child under false documents makes the person liable for tuition or other costs as provided below. *Education Code 25.002(d)*

In addition to the penalty under Penal Code 37.10, a person who knowingly falsifies information on a form required for a student's enrollment in the District is liable to the District if the student is not eligible for enrollment, but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee the District may charge [see FDA] or the amount the District has budgeted per student as maintenance and operating expense, whichever is greater. *Education Code 25.001(h)*

The District may include on its enrollment form notice of the legal penalties and liability for falsifying information on the form. *Education Code 25.001(i)*

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PLACEMENT OF
TRANSFERS

CREDITS AND
RECORDS

The District shall accept all credits earned toward state graduation requirements by students in accredited Texas school districts, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at the District's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. *19 TAC 74.26(a)(1)*

The District shall grant a student credit toward the academic course requirements for high school graduation for courses the student successfully completes in TJJD educational programs. *Education Code 30.104*

The District shall consider course credit earned by a student while in a juvenile justice alternative education program as credit earned in a District school. *Education Code 37.001(d)*

NONPUBLIC
SCHOOLS

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. *19 TAC 74.26(a)(2)*

FOUNDATION SCHOOL
PROGRAM

A person is entitled to the benefits of the available school fund for a school year if:

1. On September 1 of the year, the person is at least five years of age and under 21 years of age, and has not graduated from high school.
2. On September 1 of the year, the person is at least 21 years of age and under 26 years of age and is admitted by the District to complete the requirements for a high school diploma.
3. The person is enrolled in prekindergarten under Education Code 29.153 [see EHBG].
4. The person is younger than five years of age and performs satisfactorily on the state assessment instrument administered to third graders and the District has adopted a policy to admit students younger than five years of age.
5. The person is enrolled in the first grade and is at least six years of age at the beginning of the current school year or has been enrolled in the first grade, or has completed kindergarten, in the public schools of another state before transferring to a Texas public school.

Education Code 25.001(a), 42.003

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SCREENING

The principal of each District school shall ensure that each student admitted to that school has complied with requirements for screening of special senses and communication disorders, spinal screening, and a risk assessment for Type 2 diabetes, or has submitted an affidavit of exemption. *Health and Safety Code 36.005, 37.002, 95.003(c)* [See FFAA]

PEST CONTROL
INFORMATION

At the time a student is registered, District personnel shall inform parents, guardians, or managing conservators that the school periodically applies pesticides indoors and that information on the application of pesticides is available on request. *Occupations Code 1951.455* [See CLB]

WELLNESS AND HEALTH SERVICES
IMMUNIZATIONS

FFAB
(LEGAL)

IMMUNIZATION
REQUIREMENTS

Each student shall be fully immunized against diphtheria, rubeola (measles), rubella, mumps, tetanus, and poliomyelitis. The Texas Department of State Health Services (TDSHS) may modify or delete any of these immunizations or may require immunizations against additional diseases as a requirement for admission to any elementary or secondary school. *Education Code 38.001(a), (b)*

TDSHS requires students in kindergarten through twelfth grade to have the following additional vaccines, according to the immunization schedules set forth in department regulations: pertussis, hepatitis B, hepatitis A (for students attending schools in high incidence geographic areas as designated by the department), and varicella (chickenpox).

TDSHS requires students in seventh through twelfth grade to have the meningococcal vaccine, according to the immunization schedules set forth in department regulations.

25 TAC 97.63(2)(B)

Note: For immunization requirements, see TDSHS's Web site at <http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>. For TDSHS's recommended immunization schedule, see http://www.dshs.state.tx.us/immunize/Schedule/schedule_child.shtm.

Under Health and Safety Code Chapter 81, Subchapter E, additional vaccinations may be required by TDSHS and/or the local health authority in specific situations under the mechanism of a control order containing control measures. *25 TAC 97.72*

IMMUNIZATION
AWARENESS
PROGRAM

A district that maintains an Internet Web site shall post prominently on the Web site:

1. A list, in English and Spanish, of:
 - a. The immunizations required by TDSHS for admission to public school;
 - b. Any immunizations or vaccines recommended for public school students by TDSHS. The list must include the influenza vaccine, unless TDSHS requires the influenza vaccine for admission to public school; and
 - c. Health clinics in the District that offer the influenza vaccine, to the extent those clinics are known to the District; and
2. A link to the TDSHS Internet Web site where a person may obtain information relating to the procedures for claiming an

WELLNESS AND HEALTH SERVICES
IMMUNIZATIONS

FFAB
(LEGAL)

exemption from the immunization requirements. The link must be presented in the same manner as the information provided under paragraph 1.

Education Code 38.0181

APPLICABILITY

The vaccine requirements apply to all students entering, attending, enrolling in, and/or transferring to the District. 25 TAC 97.61(a)

EXCEPTIONS

Immunization is not required for admission to the District:

1. If the student submits to the admitting official:

MEDICAL
REASONS

- a. An affidavit or a certificate signed by the student's physician (M.D. or D.O.) who is duly registered and licensed to practice medicine in the United States and who has examined the student.

The affidavit or certificate must state that, in the physician's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

or

REASONS OF
CONSCIENCE

- b. An affidavit signed by the student or, if a minor, the student's parent or guardian stating that the student declines immunization for reasons of conscience, including a religious belief. The affidavit will be valid for a two-year period.

The affidavit must be on a form obtained from the TDSHS and must be submitted to the admitting official not later than the 90th day after the date the affidavit is notarized.

A student who has not received the required immunizations for reasons of conscience may be excluded from school in times of emergency or epidemic declared by the commissioner of state health services.

or

MILITARY DUTY

2. If the student can prove that he or she is a member of the armed forces of the United States and is on active duty.

Education Code 38.001(c), (c-1), (f); Health and Safety Code 161.004(a), (d)(2), .0041; 25 TAC 97.62

WELLNESS AND HEALTH SERVICES
IMMUNIZATIONS

FFAB
(LEGAL)

PROVISIONAL ADMISSION	A student may be provisionally admitted or enrolled if the student has begun the required immunizations. The student must have an immunization record that indicates the student has received at least one dose of each age-appropriate vaccine specified in the regulations.
COMPLETION OF VACCINATIONS	To remain enrolled, the student must continue to receive the necessary immunizations as rapidly as medically feasible. The student must complete the required subsequent doses in each vaccination series on schedule and provide acceptable evidence of vaccination to the District.
REVIEW OF STATUS	A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the District will exclude the student from school attendance until the required dose is administered.
HOMELESS STUDENT	A student who is homeless, as defined in the McKinney-Vento Homeless Education Act, shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to appropriate public health programs to obtain the required vaccinations. [See FD and FDC]
TRANSFER STUDENTS	A student can be enrolled provisionally for no more than 30 days if he or she transfers from one Texas school to another, and is awaiting the transfer of the immunization record.
MILITARY DEPENDENTS	A military dependent can be enrolled provisionally for no more than 30 days if the student transfers from one school to another and is awaiting the transfer of the immunization record. [See FDD] The collection and exchange of information pertaining to immunizations shall be subject to confidentiality provisions prescribed by federal law. <i>Education Code 38.001(e), 162.002 art. IV, § C; 25 TAC 97.66, .69; Atty. Gen. Op. GA-178 (2004)</i>
EVIDENCE OF IMMUNIZATION	A student shall show acceptable evidence of vaccination before entry, attendance, or transfer to the District. 25 TAC 97.63(2) Vaccines administered after September 1, 1991, shall include the month, day, and year each vaccine was administered. The following documentation is acceptable:

WELLNESS AND HEALTH SERVICES
IMMUNIZATIONS

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1. Documentation of vaccines administered that includes the signature or stamp of the physician or his or her designee, or public health personnel;
2. An official immunization record generated from a state or local health authority, such as a registry; or
3. A record received from school officials including a record from another state.

25 TAC 97.68

Serologic confirmations of immunity to measles, rubella, mumps, hepatitis A, hepatitis B, or varicella are acceptable. Evidence of measles, rubella, mumps, hepatitis A, hepatitis B, or varicella illnesses must consist of a valid laboratory report that indicates either confirmation of immunity or infection.

A written statement from a parent, legal guardian, managing conservator, school nurse, or physician attesting to a child's positive history of varicella disease (chickenpox) or varicella immunity is acceptable in lieu of a vaccine record for that disease. [See the form on TDSHS's Web site at www.dshs.state.tx.us/immunize/docs/c-9.pdf].

25 TAC 97.65

IMMUNIZATION
RECORDS

Not later than the 30th day after a parent or other person with legal control of a student under a court order enrolls the student in the District, the parent or other person, or the District in which the student most recently attended school, shall furnish to the District a record showing that the student has the required immunizations. *Education Code 25.002(a)(3), (a-1)*

Each district shall keep an individual immunization record during the period of attendance for each student admitted. The records shall be sufficient for a valid audit to be completed. The records shall be open for inspection at all reasonable times by TEA, local health departments, or the TDSHS. *Education Code 38.002(a); 25 TAC 97.67*

TRANSFER OF
RECORDS

Each district shall cooperate in transferring students' immunization records to other schools. Specific approval from students, parents, or guardians is not required before transferring those records. *Education Code 38.002(b)*

ANNUAL REPORT

The District shall submit annual reports of the immunization status of students, in a format prescribed by TDSHS, to monitor compliance with immunization requirements. All districts shall submit the

WELLNESS AND HEALTH SERVICES
IMMUNIZATIONS

FFAB
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	report at the time and in the manner indicated in the instructions printed on the form. <i>Education Code 38.002(c); 25 TAC 97.71</i>
CONSENT TO IMMUNIZATION	In addition to persons authorized to consent to immunization under Family Code Chapters 151 (parents) and 153 (conservators), the following persons may consent to the immunization of a child: 1. A guardian of the child; and 2. A person authorized under the law of another state or a court order to consent for the child. <i>Family Code 32.101(a)</i> The district in which the child is enrolled may give consent to the immunization if: 1. The persons listed above are not available; and 2. The district has written authorization to consent from a person listed above. <i>Family Code 32.101(b)(5)</i> The District may not consent for the child if it has actual knowledge that a person listed above has: 1. Expressly refused to give consent to the immunization; 2. Been told not to consent for the child; or 3. Withdrawn a prior written authorization for the District to consent. <i>Family Code 32.101(c)</i>
DUTY TO PROVIDE INFORMATION	A district that consents to immunization of a child shall provide the health-care provider with sufficient and accurate health history and other information as set forth in Family Code 32.101(e).
FORM OF CONSENT	Consent to immunization must meet the requirements of Family Code 32.002(a). [See FFAC] The District has the responsibility to ensure that the consent, if given, is an informed consent. The District is not required to be present when the immunization is requested if a consent form has been given to the health-care provider. <i>Family Code 32.101(f), .102</i>
LIABILITY	A district consenting to immunization of a child is not liable for damages arising from an immunization administered to a child authorized under Family Code Subchapter B except for injuries resulting from the district's own acts of negligence. <i>Family Code 32.103</i>

WELLNESS AND HEALTH SERVICES
COMMUNICABLE DISEASES

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REPORTS

School authorities, including the Superintendent, principal, teacher, school health official, or counselor, shall report to the local health authority those students attending school who are suspected of having a notifiable condition, as defined by state law and the Texas Department of State Health Services (TDSHS). If there is no local health authority appointed or if the District is outside the jurisdiction of a local health authority, the report shall be made to the regional director. *25 TAC 97.2(d), .5(a); Health and Safety Code 81.041–.042*

SEXUALLY
TRANSMITTED
DISEASES AND HIV

A local school authority shall report a child attending school who is suspected, based on medical evidence, of having a sexually transmitted disease (STD) and/or is an HIV-exposed infant in accordance with 25 Administrative Code 97.132–.134. If the local school authority, or an individual listed under 25 Administrative Code 97.132(1), (3), or (4), does not make the required report, an individual listed under 25 Administrative Code 97.132(2), including a professional nurse, a health professional, a peace officer, and a parent or guardian, must report a person who has or is suspected of having an STD and/or is an HIV-exposed infant. *25 TAC 97.5(a)(3), .132(2), (5)* [See FFG(LEGAL) regarding reports to the Department of Family and Protective Services]

“School authority” means the Superintendent or the Superintendent’s designee. *Health and Safety Code 81.003(10)*

PENALTIES

A person commits a Class B misdemeanor if the person knowingly fails to report a reportable disease or health condition under Health and Safety Code Chapter 81, Subchapter B. *Health and Safety Code 81.049*

EXCLUSION

COMMUNICABLE
CONDITION
DEFINED BY RULE

A principal shall exclude from attendance any child having or suspected of having a communicable condition listed in 25 Administrative Code 97.7(a) until the readmission criteria for the condition are met. *25 TAC 97.7(a)*

COMMUNICABLE
DISEASE
DESIGNATED BY
COMMISSIONER

A principal shall exclude from attendance any child having or suspected of having a communicable disease designated by the commissioner of health as cause for exclusion. Any child excluded for reason of communicable disease may be readmitted, as determined by the health authority, by:

1. Submitting a certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease’s non-communicability in a school setting;

WELLNESS AND HEALTH SERVICES
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2. Submitting a permit for readmission issued by a local health authority; or
3. Meeting readmission criteria as established by the commissioner.

25 TAC 97.7(b)–(c)

Note: The TDSHS Recommendations for the Prevention and Control of Communicable Diseases in a Group-Care Setting, including the Communicable Disease Chart for Schools and Child-Care Centers, detailing symptoms and treatment information regarding several diseases, as well as exclusion and readmission criteria, is available at <http://www.dshs.state.tx.us/idcu/health/schools/childcare/>.

BACTERIAL
MENINGITIS

TEA shall prescribe procedures by which each district shall provide information relating to bacterial meningitis to its students and their parents each school year. The procedures must ensure that the information is reasonably likely to come to the attention of the parents of each student. The agency shall prescribe the form and content of the information.

With the written consent of TEA, the District may provide the information to its students and their parents by a method different from the method prescribed by the agency if the agency determines that method would be effective in bringing the information to the attention of the parents of each student.

Education Code 38.0025

STUDENT RECORDS

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(LEGAL)

This introductory page outlines the contents of the student records policy. See the following sections for statutory provisions on:

SECTION I	Education Records	pages 2–4
	1. Definition of ‘education records’ 2. Screening records 3. Immunization records 4. Medical records 5. Food allergy information 6. Assessment instruments 7. Academic achievement record 8. Enrollment records	
SECTION II	Access, Disclosure, and Amendment	pages 5–17
	1. Access to education records 2. Information collection 3. Subpoenaed and sex offender records 4. Request procedure 5. Destruction of requested records 6. De-identified records, authenticating requestors’ identities 7. Transfer by third parties to other persons 8. Record of access to student records 9. Right to amend records 10. Fees for copies 11. Records of students with disabilities 12. Annual notification of rights	
SECTION III	Directory Information	pages 17–20
	1. Definition and disclosure of directory information 2. Designation of directory information 3. Annual notice, contents 4. Student recruiting information, parental consent to release	
SECTION IV	Videotapes and Recordings	pages 20–21
	1. Parental consent 2. Exceptions to consent	
SECTION V	Information from Law Enforcement	pages 21–23
	1. Criminal records 2. Duty to flag records of missing children	

SECTION I: EDUCATION RECORDS

**'EDUCATION
RECORDS' DEFINED**

For the purposes of this policy, the term "education records" means those records, files, documents, and other materials that contain information directly related to a student and are maintained by an education agency or institution or by a person acting for such agency or institution.

The term "education records" does not include:

1. Records that are created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
2. Records made by District personnel that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record.
3. Records maintained by a law enforcement unit of the District that were created by that law enforcement unit for the purpose of law enforcement.
4. Records on a student who is 18 years of age or older, or who is attending an institution of postsecondary education, that are:
 - a. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - b. Made, maintained, or used only in connection with treatment of the student; and
 - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

20 U.S.C. 1232g; 34 C.F.R. 99.3

**SCREENING
RECORDS**

The principal of each school shall maintain records of screening for special senses and communication disorders, spinal screening, and assessment for type 2 diabetes for each student in the school. Records shall be open for inspection by the state or local health department. The Texas-Mexico Border Health Coordination Office

STUDENT RECORDS

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(LEGAL)

may, directly or through local health departments, enter a school and inspect records relating to assessment for type 2 diabetes. Individual screening records may be transferred among schools in accordance with provisions below concerning ACCESS BY OTHER PERSONS. *20 U.S.C. 1232g; Health & Safety Code 36.006, 37.003, 95.004; 25 TAC 37.148(o)* [See FFAA]

IMMUNIZATION
RECORDS

The District shall maintain an individual immunization record during the period of attendance for each student admitted. The records shall be open for inspection at all reasonable times by the Texas Education Agency or by representatives of local health departments or the Texas Department of State Health Services. The District shall cooperate with other districts in transferring students' immunization records between other schools. Specific approval from students, parents, or guardians is not required prior to making such record transfers. *Education Code 38.002* [See FFAB]

MEDICAL RECORDS

The parent or guardian of a student is entitled to access to the student's medical records maintained by the District. On request of a student's parent or guardian, the District shall provide a copy of the student's medical records to the parent or guardian. The District may not impose a charge that exceeds the amount authorized by Section 552.261 of the Government Code [see GBA]. *Education Code 38.0095*

PRIVACY RULE FOR
NON-EDUCATION
RECORDS'

To the extent the District is a covered entity under the Health Insurance Portability and Accountability Act (HIPAA), the District must comply with the Privacy Rule, 45 C.F.R. Part 164, with respect to protected health information that is not an education record. *45 C.F.R. 160.103, 164.501* [See CRD]

FOOD ALLERGY
INFORMATION

Information regarding a child's food allergy, regardless of how it is received by the school or District, shall be retained in the child's student records but may not be placed in the health record maintained for the child by the District.

EXCEPTIONS

If the school receives documentation of a food allergy from a physician, that documentation shall be placed in the health record maintained for the child by the District.

A registered nurse may enter appropriate notes about a child's possible food allergy in the health record maintained for the child by the District, including a notation that the child's student records indicate that a parent has notified the District of the child's possible food allergy.

Education Code 25.0022(d)–(f)

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ASSESSMENT
INSTRUMENTS

The results of individual student performance on basic skills assessment instruments or other achievement tests administered by the District are confidential and may be made available only to the student, the student's parent or guardian, and to the school personnel directly involved with the student's educational program. However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and District, and made available to the public, with appropriate interpretations, at regularly scheduled Board meetings. The information may not contain the names of individual students or teachers. *Education Code 39.030(b)* [See EKB]

ACADEMIC
ACHIEVEMENT
RECORD (GRADES
9–12)

The District shall use the academic achievement record (transcript) form adopted by the State Board. This form shall serve as the academic record for each student and shall be maintained permanently by the District. Copies of the record shall be made available to students transferring to another district. The information may be provided to the student or to the receiving district or to both. The District shall respond promptly to all requests for student records from receiving districts. *19 TAC 74.14(b)* [See EI]

ENROLLMENT
RECORDS

If a parent or other person with legal control of a child enrolls the child in a District school, the parent or other person, or the school district in which the child most recently attended school, shall furnish to the District all of the following:

1. The child's birth certificate, or another document suitable as proof of the child's identity as defined by the Commissioner in the *Student Attendance Accounting Handbook*.
2. A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state.

Education Code 25.002(a)

The District must furnish information under items 1 and 2 not later than the tenth working day after the date the District receives a request for the information.

If a parent or other person with legal control of a child under a court order requests that the District transfer a child's student records, the district to which the request is made shall notify the parent or other person as soon as practicable that the parent or other person may request and receive an unofficial copy of the records for delivery in person to a school in another district.

Education Code 25.002(a-1) [See FD]

SECTION II: ACCESS, DISCLOSURE, AND AMENDMENT

ACCESS TO
EDUCATION RECORDS

DEFINITIONS

'ATTENDANCE'

"Attendance" includes, but is not limited to:

1. Attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and
2. The period during which a person is working under a work-study program.

'DISCLOSURE'

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

'PARENT'

"Parent" includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

'PERSONALLY
IDENTIFIABLE
INFORMATION'

"Personally identifiable information" includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's biometric record, defined as a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting); social security number; or student number;
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
7. Information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

'RECORD'

"Record" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

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'AUTHORIZED
REPRESENTATIVE'

"Authorized representative" means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 C.F.R. 99.31(a)(3) to conduct—with respect to federal- or state-supported education programs—any audit, evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

'EDUCATION
PROGRAM'

"Education program" means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

34 C.F.R. 99.3

'SIGNED AND
DATED WRITTEN
CONSENT'

"Signed and dated written consent" may include a record and signature in electronic form that:

1. Identifies and authenticates a particular person as the source of the electronic consent; and
2. Indicates such person's approval of the information contained in the electronic consent.

34 C.F.R. 99.30(d)

ACCESS BY
PARENTS

Access to the education records of a student who is or has been in attendance at a school in the District shall be granted to the parent of the student who is a minor or who is a dependent for tax purposes. *34 C.F.R. 99.10, .31(a)(8)*

The District shall presume that a parent has authority to inspect and review the student's records unless it has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights. A court may order the custodian of records to delete all references in a child's records to the place of residence of either party appointed as conservator before their release to another party appointed as conservator.

34 C.F.R. 99.4; Family Code 153.012, .073

A parent is entitled to access to all written records of the District concerning the parent's child, including attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and counselor evaluations, and reports of behavioral patterns. *Education Code 26.004*

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(LEGAL)

ACCESS BY
STUDENT

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.

Nothing in this section prevents the District from disclosing education records, or personally identifiable information from education records, to a parent without prior written consent of an eligible student if the disclosure meets the conditions in 34 C.F.R. 99.31(a), including if the student is a dependent for tax purposes or in the case of a health or safety emergency.

34 C.F.R. 99.5

If material in the education record of a student includes information on another student, only the portion of the material relating to the student whose records were requested may be inspected and reviewed. *34 C.F.R. 99.12(a)*

ACCESS BY OTHER
PERSONS

Personally identifiable information in education records shall not be released without the written consent of the student's parents, except to the following:

SCHOOL
OFFICIALS

1. School officials, including teachers, who have legitimate educational interests. An administrator, nurse, or teacher is entitled to access to a student's medical records maintained by the District for reasons determined in District policy.

A contractor, consultant, volunteer, or other party to whom the District has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party:

- a. Performs an institutional service or function for which the District would otherwise use employees;
- b. Is under the direct control of the District with respect to the use and maintenance of education records; and
- c. Is subject to the requirements of 34 C.F.R. 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

The District must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A district that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in

STUDENT RECORDS

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compliance with the legitimate educational interest requirement.

34 C.F.R. 99.31, .36; Education Code 38.009

OFFICIALS OF
OTHER SCHOOLS

2. Officials of other schools or school systems in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer, provided that the District either:
 - a. Includes in its policies a statement that notifies the parent or student that it forwards education records on request of the other school to such officials; or
 - b. Makes a reasonable attempt to notify the parent (unless the record transfer is initiated by the parent).

In either case, the District shall furnish a copy of the transferred records to the parent if requested and shall give the parent an opportunity for a hearing to challenge the content of the record.

34 C.F.R. 99.34

AUTHORIZED
GOVERNMENTAL
REPRESENTATIVES

3. Authorized representatives of the officials or agencies headed by the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education, or state and local educational authorities who require access to student or other records necessary in connection with the audit and evaluation of federal- or state-supported education programs or in connection with the enforcement of or compliance with federal legal requirements that relate to such programs. *34 C.F.R. 99.35*

The District may not refuse to report information concerning a student holding an F, J, or M visa on the basis of the Family Educational Rights and Privacy Act (FERPA) and any regulation implementing FERPA. The District is authorized and required to report information that would ordinarily be protected by FERPA only to the extent required by 8 U.S.C. 1372, 8 C.F.R. 214.3, or any corresponding regulation. *8 U.S.C. 1372(c)(2); 8 C.F.R. 214.1(h)*

FINANCIAL AID
PERSONNEL

4. Personnel involved with a student's application for, or receipt of, financial aid.

JUVENILE
JUSTICE
OFFICIALS

5. State and local officials to whom such information is specifically allowed to be reported or disclosed by state statute if:

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(LEGAL)

- a. The allowed reporting or disclosure concerns the juvenile justice system and its ability to effectively serve, prior to adjudication, the student whose records are released; and
- b. The officials and authorities to whom such information is disclosed certify in writing to the District that the information will not be disclosed to any other party except as provided under state law without the prior written consent of the parent of the student.

The Superintendent or the Superintendent's designee shall disclose information contained in a student's educational records to a juvenile service provider as required by Family Code 58.0051 [see GRAC].

Education Code 37.084(a)

ORGANIZATIONS
CONDUCTING
STUDIES

6. Organizations conducting studies for, or on behalf of, the District for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. Such studies must be conducted so that personal identification of students and their parents will not be revealed to persons other than authorized personnel of the organizations conducting the studies who have legitimate interests in the information. Such information must be destroyed when no longer needed for the original purposes of the studies.

The District must enter into a written agreement with the organization that:

- a. Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
- b. Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;
- c. Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests; and
- d. Requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was con-

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ducted and specifies the time period in which the information must be destroyed.

A district that enters into an agreement with an organization conducting a study may redisclose personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to the District in accordance with the requirements of 34 C.F.R. 99.33(b).

The District is not required to initiate a study or agree with or endorse the conclusions or results of the study.

ACCREDITING
ORGANIZATIONS

7. Accrediting organizations that require the information for purposes of accreditation.

HEALTH &
SAFETY
EMERGENCY

8. Appropriate persons, including the student's parents, who, in an emergency, must have such information in order to protect the health or safety of the student or other person.

In making a determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the United States Department of Education will not substitute its judgment for that of the District in evaluating the circumstances and making its determination.

34 C.F.R. 99.36

SECRETARY OF
AGRICULTURE

9. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of districts receiving funding or providing benefits of programs authorized under the National School Lunch Act or the Child Nutrition Act. *20 U.S.C. 1232g(b)(1)(K)*

STATE OR LOCAL
CHILD WELFARE
AGENCY

10. An agency caseworker or other representative of a state or local child welfare agency who has the right to access a student's case plan when the agency is legally responsible, in accordance with state law, for the care and protection of the student. Records of the student shall not be disclosed by the agency, except to an individual or entity engaged in addressing the student's education needs and authorized by the

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agency to receive the disclosure. Any subsequent disclosure must be consistent with state laws applicable to protecting the confidentiality of a student's education records. *20 U.S.C. 1232g(b)(1)(L)*

DIRECTORY
INFORMATION

11. Any person requesting directory information after the District has given public notice of that definition. *34 C.F.R. 99.37*

20 U.S.C. 1232g(b); 34 C.F.R. 99.31

WRITTEN
CONSENT

The parent shall provide a signed and dated written consent before the District discloses personally identifiable information from a student's education records to any individual, agency, or organization other than the parent, the student, or those listed above. Such consent shall specify records to be released, the reason for such release, and to whom the records are to be released. *34 C.F.R. 99.30*

INFORMATION
COLLECTION

U.S. DOE FUNDED
SURVEYS

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education (DOE), to submit to a survey, analysis, or evaluation that reveals information concerning the following topics without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

20 U.S.C. 1232h(b)

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(LEGAL)

INFORMATION COLLECTION FUNDED BY OTHER SOURCES	Except as provided by 20 U.S.C. 1232h(a) or (b), as a condition of receiving funds from programs funded in whole or in part by the U.S. DOE, the District shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), and provide for parent notification in accordance with 20 U.S.C. 1232h(c)(2). <i>20 U.S.C. 1232h(c)(1)–(4)</i> [See EF]
SUBPOENAED RECORDS	The District shall release student records to an entity or persons designated in a subpoena. The District shall not disclose to any person the existence or contents of the subpoena if a court orders the District to refrain from such disclosure. Unless the court or other issuing agency orders the District to refrain from such disclosure or the order is an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331, the District shall make a reasonable effort to notify the parents and the student of all such subpoenas in advance of compliance, except when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding. <i>20 U.S.C. 1232g(b)(1)(J), (b)(2)(B); 34 C.F.R. 99.31(a)(9)</i>
SEX OFFENDERS	The District may disclose personally identifiable information without consent if the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the District under 42 U.S.C. 14071 and applicable federal guidelines. <i>34 C.F.R. 99.31(a)(16)</i>
REQUEST PROCEDURE	Upon request of a properly qualified individual, access to a student's education record shall be granted within a reasonable period of time, not to exceed 45 days. The District shall respond to reasonable requests for explanations and interpretations of the records. <i>34 C.F.R. 99.10</i>
DESTRUCTION OF RECORDS	The District shall not destroy any education records if there is an outstanding request to inspect and review the records. <i>34 C.F.R. 99.10(e)</i>
DE-IDENTIFIED RECORDS	The District, or a party that has received education records or information from education records, may release the records or information without the parent's written consent after the removal of all personally identifiable information provided that the District or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

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EDUCATION
RESEARCH

The District, or a party that has received education records or information from education records, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

1. The District or other party that releases de-identified data under this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
2. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
3. The record code is not based on a student's social security number or other personal information.

AUTHENTICATING
REQUESTORS'
IDENTITIES

The District must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the District discloses personally identifiable information from education records.

34 C.F.R. 99.31(b)–(c)

TRANSFER NOT
PERMITTED

Personal information from student education records shall be transferred to a third party only on the condition that such party will not permit any other party to have access to such information without the written consent of the student's parent. If a third party permits access to information in violation of this policy, the District shall not permit access to information from education records to that third party for a period of not less than five years. *20 U.S.C. 1232g(b)(4)(B); 34 C.F.R. 99.33(a)(1)*

The District shall inform a party to whom a disclosure is made of the requirements of 34 C.F.R. 99.33, unless the disclosure is made pursuant to a court order, lawfully issued subpoena, or litigation; the disclosed information is directory information; the disclosure concerns sex offenders; or the disclosure is made to a parent of a student who is not an eligible student or to a student. *34 C.F.R. 99.33(c)–(d)*

The District may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the District if:

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(LEGAL)

1. The disclosures meet the requirements of 34 C.F.R. 99.31; and
2. The District has complied with the requirements of 34 C.F.R. 99.32(b) regarding the record of disclosure; or a state or local educational authority or federal official or agency listed requesting information through a subpoena or ex parte order has complied with the requirements of 34 C.F.R. 99.32(b)(2).

34 C.F.R. 99.33(b)

RECORD OF ACCESS
TO STUDENT
RECORDS

Each school shall maintain a record, kept with the education record of each student that indicates all individuals, agencies, or organizations that have requested or obtained access to a student's education records, as well as the names of state and local educational authorities and federal officials and agencies listed in 34 C.F.R. 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent. The District must obtain a copy of the record of further disclosures maintained by the named authorities, officials, and agencies under 34 C.F.R. 99.32(b)(2) and make it available in response to a parent's request to review the record.

The District must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception [see HEALTH & SAFETY EMERGENCY, above]:

1. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
2. The parties to whom the District disclosed the information.

34 C.F.R. 99.32

The records shall include at least the name of the person or agency that made the request and the legitimate interest the person or agency had in the information. The record will be maintained as long as the District maintains the student's education record. The record of access shall be available only to parents, school officials responsible for custody of the records, and those state, local, and federal officials authorized to audit the operation of the system.

20 U.S.C. 1232g(b)(4)(A)

The record shall not include requests for access by, or access granted to, parents of the student or officials of the District, requests accompanied by prior written consent of the parent, requests for directory information, or a party seeking or receiving

STUDENT RECORDS

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records in accordance with a subpoena or ex parte order.
34 C.F.R. 99.32(d)

RIGHT TO AMEND
RECORDS

The parent of a student whose records are covered by this policy may ask the District to amend the student's record if the parent believes it contains information that is inaccurate, misleading, or in violation of the student's right of privacy or other rights. If the District decides not to amend the education records requested, it shall inform the parent of its decision and his or her right to a hearing to challenge the content of the student's education records.

If the District decides to amend the records as a result of the hearing, it shall inform the parent in writing. If, as a result of the hearing, the District decides not to amend the records, it shall inform the parent of the right to place a statement in the records commenting on the contested information and/or stating why the parent disagrees with the decision of the District. Any explanation shall be maintained with the contested part of the record for as long as the record is maintained and shall be disclosed whenever the contested portion of the record is disclosed.

34 C.F.R. 99.20-.21

FEES FOR COPIES

No fee shall be charged to search for or to retrieve the education records of a student. A fee may be charged for copies of education records that are made for the parents or students under this policy provided that the fee does not effectively prevent them from exercising their right to inspect and review those records. Hardship cases shall be dealt with on an individual basis. *20 U.S.C. 1232g; 34 C.F.R. 99.11; Education Code 26.012*

RECORDS OF
STUDENTS WITH
DISABILITIES

The District shall permit parents to inspect and review education records collected, maintained, or used for purposes of identifying, evaluating, placing, or educating students with disabilities.
34 C.F.R. 300.613(a)

ACCESS RIGHTS

In addition to policies applicable to all student records, the following guidelines shall apply when parents of a student with disabilities request to review or inspect District records relating to the education of their child:

1. Parents may request that a representative inspect and review the records. *34 C.F.R. 300.613(b)(3)*
2. The District shall comply with a request without unnecessary delay and before any meeting regarding an individualized education program (IEP) or hearing relating to the identification, evaluation, or placement of the child, and in no case longer than 45 days after the request. *34 C.F.R. 300.613(a)*

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3. The District shall keep a record of persons obtaining access to these student records (except access by parents and authorized employees), including name, date of access, and the purpose for which the person is authorized to use the records. *34 C.F.R. 300.614*

LIST OF TYPES AND
LOCATIONS OF
INFORMATION

The District shall provide parents on request a list of types and locations of education records. *34 C.F.R. 300.616*

PARENTAL
CONSENT

Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under the Individuals with Disabilities Education Act or disclosed to anyone other than officials of agencies collecting or using this information. The District may not release information from these records without parental consent except as provided in FERPA. *34 C.F.R. 300.622*

CONFIDENTIALITY

The District shall protect the confidentiality of personally identifiable information in collection, storage, disclosure, and destruction of records. One official in the District shall assume responsibility for ensuring confidentiality of personally identifiable information. All persons collecting or using this information shall receive training or instruction concerning the legal requirements involved in handling these records. The District shall maintain for public inspection a current listing of the names and positions of employees who may have access to this information. *34 C.F.R. 300.623*

DESTRUCTION OF
INFORMATION

The District shall inform parents when personally identifiable information collected, maintained, or used to provide special education and related services is no longer needed to provide educational services to the student. Such information shall be destroyed at the request of the parents.

A permanent record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

34 C.F.R. 300.624

ANNUAL
NOTIFICATION OF
RIGHTS

The District shall give parents of students in attendance and eligible students in attendance annual notification of their rights under FERPA.

The notice must inform parents or eligible students that they have the right to:

1. Inspect and review the student's education records;

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2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and 34 C.F.R. 99.31 authorize disclosure without consent; and
4. File with the United States Department of Education a complaint under 34 C.F.R. 99.63 and 99.64 concerning alleged failures by the District to comply with the requirements of the Act and 34 C.F.R. part 99.

The notice must include all of the following:

1. The procedure for exercising the right to inspect and review education records.
2. The procedure for requesting amendment of records under 34 C.F.R. 99.20.
3. If the District has a policy of disclosing education records under 34 C.F.R. 99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

The District may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights.

The District shall effectively notify parents who are disabled and parents of students who have a primary or home language other than English.

20 U.S.C. 1232g(e); 34 C.F.R. 99.7

SECTION III: DIRECTORY INFORMATION

DIRECTORY
INFORMATION
DEFINITION

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended. "Directory information" does not include a student's:

1. Social security number; or
2. Student identification (ID) number, unless:

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- a. The student ID number, user ID number, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user; or
- b. The student ID number or other unique personal identifier that is displayed on a student ID badge cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

DISCLOSURE OF
DIRECTORY
INFORMATION

The District may release directory information if it has given public notice of:

1. The types of personally identifiable information that it has designated as directory information.
2. The right of the parent to refuse to permit the District to designate any or all of that information about the student as directory information.
3. The period of time within which the parent must notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information.

IN CLASS

A parent or eligible student may not use the right of refusal to opt out of directory information disclosures to prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

FORMER
STUDENTS

The District may disclose directory information about former students without satisfying the public notice conditions above. However, the District must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt-out request.

CONFIRMATION
OF IDENTITY OR
RECORDS

The District may not disclose or confirm directory information without meeting the written consent requirements in 34 C.F.R. 99.30 if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

34 C.F.R. 99.3, .37

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DESIGNATION OF
DIRECTORY
INFORMATION

The District may designate as directory information any or all information defined as directory information by FERPA. Directory information under that Act that is not designated by the District as directory information for that District is excepted from disclosure by the District under Government Code Chapter 552. [See GBA]

Directory information consented to by a parent for use only for a limited school-sponsored purpose, such as for a student directory, student yearbook, or District publication, if any such purpose has been designated by the District, remains otherwise confidential and may not be released under Government Code Chapter 552.

ANNUAL NOTICE

The District shall provide the following to the parent of each District student, at the beginning of each school year or on enrollment of the student after the beginning of the school year:

1. A written explanation of the provisions of FERPA regarding the release of directory information about the student; and
2. Written notice of the right of the parent to object to the release of directory information about the student under FERPA.

CONTENTS OF
NOTICE

The notice must contain:

1. The following statement in boldface type that is 14-point or larger:

“Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about this student. If you do not want [insert name of District] to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by [insert date]. [Insert name of District] has designated the following information as directory information: [Here the District must include any directory information it chooses to designate as directory information for the District, such as a student’s name, address, telephone listing, electronic mail address, photograph, degrees, honors, and awards received, date and place of birth, major field of study, dates of attendance, grade level, most recent education institution attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.]”;
2. A form, such as a check-off list or similar mechanism, that:
 - a. Immediately follows, on the same page or the next page, the required statement; and

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- b. Allows a parent to record:
 - (1) The parent's objection to the release of all directory information or one or more specific categories of directory information if District policy permits the parent to object to one or more specific categories of directory information;
 - (2) The parent's objection to the release of a secondary student's name, address, and telephone number to a military recruiter or institution of higher education; and
 - (3) The parent's consent to the release of one or more specific categories of directory information for a limited school-sponsored purpose if such purpose has been designated by the District and is specifically identified, such as for a student directory, student yearbook, or District publication; and
- 3. A statement that federal law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 to provide a military recruiter or an institution of higher education, on request, with the name, address, or telephone number of a secondary student unless the parent has advised the District that the parent does not want the student's information disclosed without the parent's prior written consent.

Education Code 26.013

STUDENT
RECRUITING
INFORMATION

Notwithstanding the DIRECTORY INFORMATION provisions above, each district receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

CONSENT TO
RELEASE

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described above not be released without prior written parental consent, and the District shall notify parents of the option to make a request and shall comply with any request.

20 U.S.C. 7908

SECTION IV: VIDEOTAPES AND RECORDINGS

VIDEOTAPES AND
RECORDINGS

A District employee must obtain the written consent of a child's parent before the employee may make or authorize the making of a

STUDENT RECORDS

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(LEGAL)

videotape of a child or record or authorize the recording of a child's voice.

EXCEPTIONS

A District employee is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:

1. The purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
2. A purpose related to a cocurricular or extracurricular activity;
3. A purpose related to regular classroom instruction; or
4. Media coverage of the school.

Education Code 26.009 [See EHA, FM, and FO]

SECTION V: INFORMATION FROM LAW ENFORCEMENT

INFORMATION FROM
LAW ENFORCEMENT

ORAL NOTICE OF
ARREST OR
REFERRAL

Upon receipt of oral notice from the head of a law enforcement agency or designee that the law enforcement agency has arrested a student or referred a student to the juvenile board for a specified offense [see GRAA], the Superintendent shall immediately notify all instructional and support personnel who have responsibility for supervising the student. All personnel shall keep the information received confidential.

WRITTEN NOTICE
OF ARREST OR
REFERRAL

Upon subsequent receipt of confidential, written notice of the arrest or referral, the Superintendent or designee shall send the information in the confidential notice to a District employee having direct supervisory responsibility over the student.

ORAL NOTICE OF
CONVICTION OR
ADJUDICATION

Upon receipt of oral notice from a prosecuting attorney of a student's conviction, deferred prosecution, or adjudication of a specified offense, including a statement as to whether the student is required to register as a sex offender, the Superintendent shall, within 24 hours of receiving the notice, or before the next school day, whichever is earlier, notify all instructional and support personnel who have regular contact with the student.

NOTICE OF
TRANSFER OR
REENROLLMENT

Upon receipt of notice from a parole, probation, or community supervision office having jurisdiction over a student that a student has transferred or reenrolled, the Superintendent of the District to which the student transfers or returns shall, within 24 hours of receiving the notice, or before the next school day, whichever is earlier, notify all instructional and support personnel who have regular contact with the student.

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(LEGAL)

A person who receives information described above shall not disclose it except as specifically authorized by Code of Criminal Procedure 15.27.

CONTENTS OF
NOTICE

Required oral or written notice must include all pertinent details of the offense or conduct, including details of any:

1. Assaultive behavior or other violence;
2. Weapons used in the commission of the offense or conduct;
or
3. Weapons possessed during the commission of the offense or conduct.

Code of Criminal Procedure 15.27(a)–(c), (k)

Information received by the District under this provision shall not be attached to the permanent academic file of the student who is the subject of the report. The District shall destroy the information at the end of the academic year in which the report was filed. *Education Code 37.017*

DUTY TO FLAG
RECORDS

Upon receipt of notification from a law enforcement agency or the missing children and missing persons information clearinghouse that a child under 11 years of age who attended or who is enrolled in the school is missing, the school shall flag the child's records and maintain the records in its possession so that on receipt of a request regarding the child, the school will be able to notify law enforcement or the missing children and missing persons information clearinghouse that a request for a flagged record has been made.

REQUEST IN
PERSON

When a request for a flagged record is made in person, the school may not advise the requesting party that the request concerns a missing child and shall:

1. Require the person requesting the flagged record to complete a form stating the person's name, address, telephone number, and relationship to the child for whom a request is made, and the name, address, and birth date of the child;
2. Obtain a copy of the requesting party's driver's license or other photographic identification, if possible;
3. If the request is for a birth certificate, inform the requesting party that a copy of a certificate will be sent by mail; and
4. Immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and include a physical description of the requesting party, the identity and address of the requesting party, and a copy of the

STUDENT RECORDS

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(LEGAL)

requesting party's driver's license or other photographic identification.

After providing the information listed above, the school shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

REQUEST IN
WRITING

When a request for a flagged record is made in writing, the school may not advise the requesting party that the request concerns a missing child and shall immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and provide to the law enforcement agency a copy of the written request. After providing the notification, the school shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

REMOVAL OF FLAG

On the return of a missing child under 11 years of age, the law enforcement agency shall notify each school that has maintained flagged records for the child that the child is no longer missing. On receipt of this notification, the school shall remove the flag from the records.

A school that has reason to believe that a missing child has been recovered may request confirmation that the missing child has been recovered from the appropriate law enforcement agency or the missing children and missing persons information clearing-house. If a response is not received after the 45th day after the date of the request for confirmation, the school may remove the flag from the record and shall inform the law enforcement agency or the missing children and missing persons information clearing-house that the flag has been removed.

Code of Criminal Procedure 63.020-.022

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

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

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow.

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

Marble Falls ISD
027904

TRANSPORTATION MANAGEMENT
STUDENT TRANSPORTATION

CNA
(LOCAL)

ELIGIBILITY

The District~~At the Board's direction, the Superintendent or design-
ee~~ shall permit students for whom the District does not receive
state transportation funds to use District transportation, in accord-
ance with time and space limitations and administrative regula-
tions.

**APPLICABLE FEES, IF
ANY, SHALL BE
APPROVED BY THE
BOARD AND
PUBLISHED IN
ADMINISTRATIVE
REGULATIONS.
BUS
STOPS**

~~All students who use District transportation shall board buses at
authorized stops. Authorized bus stops shall be designated annu-
ally by the Superintendent or designee. Bus drivers shall load and
unload passengers only at authorized stops.~~

DATE ISSUED: **5/21/2013**~~11/18/2008~~
UPDATE **9784**
CNA(LOCAL)-A

ADOPTED:

1 of 1

PROPOSED REVISIONS- 05.31.13

Prominent notices shall be posted at each campus requiring all visitors to first report to the campus administrative office. This shall apply to parents, Board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, vendors, representatives of the news media, former students, and any other visitors.

Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

~~REGISTERED SEX OFFENDERS ON DISTRICT PREMISES~~

~~The Superintendent, working with campus administrators, shall develop and implement procedures regarding campus visitors who are identified as sex offenders. These procedures shall address:~~

- ~~1. Parental rights;~~
- ~~2. Escort by District personnel;~~
- ~~3. Access to common areas of the campus;~~
- ~~4. Access to classrooms;~~
- ~~5. Drop off and release of students;~~
- ~~6. Eligibility to serve as volunteers; and~~
- ~~7. Any other relevant issues.~~

GENERAL RULES FOR VISITORS

The District promotes parent participation and involvement on campuses and encourages parents or guardians to visit their child's campus or classroom. In order to protect the security of District students and staff, the learning environment, and students' privacy rights, all visitors, including parents or guardians, shall be required to conform to the following.

All visitors shall:

1. First report to the main office, present a valid driver license or other acceptable identification, sign in and state the reason for the campus visit, and obtain a visitor's name badge.
2. Wear the visitor's name badge so that it is visible during the entire visit to the campus. School employees shall be responsible for assisting with the enforcement of this requirement.

3. When planning to visit a classroom, make arrangements in advance with the principal and the teacher. A parent or guardian may suggest a date and time for a classroom visit. Unless the visit is prohibited as provided below, the teacher or principal may either agree to the suggested date and time or offer an alternative date and time.

Classroom visits shall not be permitted if:

- a. The visitor has been disruptive to the normal school or learning environment;
 - b. The duration or frequency of the visits interferes with the delivery of instruction or disrupts the normal school environment; or
 - c. The requested visit involves a third party, other than a school official, parent or guardian, observing a classroom occupied by students.
4. Obtain prior approval from the Superintendent or designee before being permitted to disseminate information to students or staff while on District property. Visitors shall not be permitted to solicit, proselytize, or recruit for fundraising activities, religious groups, youth groups, or political causes while on school property.
 5. Wear appropriate attire when visiting District schools. Such attire shall generally conform to the dress code outlined in District policy and administrative regulation for students and staff. [See DH and FNCA]
 6. Avoid inappropriate physical contact with students.
 7. Consent to a criminal history background check if regular visits to schools or direct interaction with students is anticipated or requested.

REGISTERED SEX
OFFENDERS ON
DISTRICT PREMISES

The Superintendent, working with campus administrators, shall develop and implement procedures regarding campus visitors who are identified as sex offenders. These procedures shall address:

1. Parental rights;
2. Escort by District personnel;
3. Access to common areas of the campus;
4. Access to classrooms;
5. Drop off and release of students;

6. Eligibility to serve as volunteers; and
7. Any other relevant issues.

|

Marble Falls
INDEPENDENT SCHOOL DISTRICT
2013-2014
STUDENT CODE OF CONDUCT



ADOPTED BY THE MFISD BOARD OF TRUSTEES
1800 COLT CIRCLE, MARBLE FALLS TEXAS, 78654, PHONE: (830)693-4357, FAX: (830)693-5685,
WWW.MFISD.TXED.NET

Marble Falls Independent School District
Marble Falls Board of Trustees

Rick Edwards - President **Karl Westerman** - Vice President
Dr. Kelly Fox - Secretary **Tommy Chaney** - Trustee
Craig Mabray - Trustee **Kevin Naumann** - Trustee
Mike Savage - Trustee

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT ADMINISTRATION
Central Office

Dr. Rob O'Connor, Superintendent
Allen Roberts, Assistant Superintendent of District Operations
Wade Stanford, Executive Director of Financial Services
Dr. Susan Maughan, Executive Director for Special Services
Eric Penrod, District Grant Sheppard/Director of Secondary Academic Programs
Lee Courville, Director of Elementary Academic Programs
Lisa LeMon, Director of Business Service
David Hemond, Accounting Supervisor
Melissa Fields, Coordinator of Testing and Accountability
Leslie Talamantes, Coordinator of Bilingual/ESL
Cord Woerner, Director of Special Programs
Vicki Crouse, Human Resources Manager
Kevin Wier, Director of Information Technology
George Hamilton, Director of Transportation
Michael Phillips, Director of Maintenance
Mary Davidson, Director of Food Services

High School Administrative Staff

Manny Lunoff, High School Principal
Clark Fields, High School Assistant Principal
Toby Fletcher, High School Assistant Principal
Allie Hampton-Hogue, High School Assistant Principal

Middle School Administrative Staff

John Schumacher, Middle School Principal
Karol French, Middle School Assistant Principal
Mickey Hughes, Middle School Assistant Principal
Krissy Sralla, Middle School Academic Director

Elementary School Administrative Staffs

Keith Powell, Colt Elementary School Principal
Phyllis Campbell, Colt Elementary Assistant Principal
Bruce Peckover, Marble Falls Elementary School Principal
Dana Green, Marble Falls Elementary Assistant Principal
Michael Pittard, Highland Lakes Elementary School Principal
Stacy Lashbrook, Highland Lakes Elementary Assistant Principal
Mark Richert, Highland Lakes Elementary Assistant Principal
Leslie Baty, Spicewood Elementary School Principal

ACKNOWLEDGMENT

Student Code of Conduct

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you.

Dr. Robert O'Connor

We acknowledge that we have received a copy of the Marble Falls Independent School District Student Code of Conduct for the 2013–2014 school year and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please complete and sign this page if you did not complete registration on line, remove it, and return it to the student's school. Thank you.

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STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Marble Falls Independent School District Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the district's Web site (www.mfisd.txed.net) and can be accessed or printed at any time from that site. If you do not have access to a computer, the principal's office at your child's campus will print one for you, upon request.

The Code is not a contract and can be amended by the District at any time. However, any change or amendment to the Code will be approved by the Board of Trustees. Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

Violations of the Code of Conduct are documented by teachers and other professional employees using campus discipline referral forms.

Teachers and principals may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the students and may or may not also constitute violations of the Student Code of Conduct.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods whether on or off school campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** on page 18, for information regarding a student assigned to DAEP at the time of graduation.

Expectations for Student Behavior

The Mustang Way is to:

- Demonstrate courtesy and respect for others, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress, as articulated in the MFISD student handbook.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

A significant part of the district's educational mission is to instill the habits and manners of civility and to teach students the boundaries of socially appropriate behavior. The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

The Mustang Way does not allow students to:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

The Mustang Way does not allow students to:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Harass or threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment. This can be done through, but not limited to, orally/writing in person or by letter or journal or any means of a telecommunication device
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

The Mustang Way does not allow students to:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items

The Mustang Way does not allow students to possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object that can be used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife that does not have a 5 1/2” blade;
- Mace or pepper spray;
- Pornographic material;
- Possessing, smoking, or using tobacco products, non-tobacco smoking materials/products, or tobacco substitutes including electronic cigarettes;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

The Mustang Way does not allow students to:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day unless the device has been approved by a staff member for educational purposes and is being used for that purpose.

Illegal, Prescription, and Over-the-Counter Drugs

The Mustang Way does not allow students to:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

The Mustang Way does not allow students to:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.

- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

The Mustang Way does not allow students to:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

The Mustang Way does not allow students to:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties other than class tasks such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, when the student’s parent or guardian has provided a signed statement giving permission for its use.
- Out-of-school suspension (ISS II), as specified in the Out-of-School Suspension (ISS II) section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator shall notify a student's parent by phone or in writing of any violation that may result in a detention outside of regular school hours, in-school-suspension, out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: (www.mfisd.txed.net).

Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The administrator shall give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order out-of-school suspension, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the appropriate administrator, but shall not exceed three school days.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence

in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The appropriate administrator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or

3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP shall be made by the designated school administrator with approval from the Assistant Superintendent of Student Services.

Conference

When a student is removed from class for a DAEP offense, the appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the Assistant Superintendent of Student Services with recommendations from the designated campus administrator from the student's campus. The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the Superintendent or designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Appeals regarding the decision to place a student in a DAEP should be addressed to the Principal of the student's school for Level I, the Assistant Superintendent for Student Services for Level II, Superintendent for Level III and then the Board in accordance with policy FOC(LEGAL).

Student or parent appeals regarding the process used for the placement decision, such as issues related to the administrator's handling of the conference or proper notice being provided, should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.mfisd.txed.net

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the Assistant Superintendent of Student Services, the Principal of EPIC, THE Principal of the student's school and the student's counselor at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district. The district shall decide on a case-by case basis whether to adjust the length of placement assigned from the district or open-enrollment charter school the student attended.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. (See glossary for "under the influence.")

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;

- c. Criminal mischief under Section 28.03, Penal Code;
- d. Personal hazing under Section 37.152; or
- e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or children.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent or his designee authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent or his designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are exempted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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Marble Falls ISD Budget Hearing

Learners Today...

Leaders Tomorrow...

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Current Young	Days to Profit
Unleveraged Return	0 - 400,000
Fixedly and Interest	1 - 400,000
Interest Income	2 - 500,000
Interest Local Payments	3 - 700,000

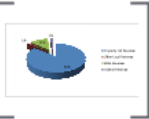
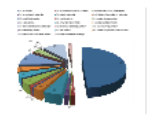
Amsterdam	€3,300,000
Brussels (Schiedamschen Dijk)	€1,000,000
London (Queen Elizabeth)	£ 1,000
St. Louis (St. Louis)	\$1,000,000

Alkali	Aluminum
Chlorine	Chromium
Hydrogen Chloride	Hydrogen Sulfide

Estimated Revenue	2013-14	2012-13
Property Tax Revenue	\$ 31,319,212	\$ 31,075,192
Other Local Revenue	328,000	552,218
State Revenue	4,401,258	5,007,553
Federal Revenue	400,000	435,693
Total Estimated Revenue	\$ 36,538,470	\$ 37,070,656

Unaffiliated Surveys	2012-2013	2013-2014
Local Revenue	\$ 100,267	\$ 105,461
State Revenue	1,211	1,210
Federal Revenue	3,904,361	3,722,208
Contributions of Assets to Effect the Sale	\$ 0.000,000	\$ 0.000,000
Unaffiliated To Proceeds	\$ 4,005,539	\$ 3,828,679
Proceeds	3,828,679	3,828,679
Less: Income Tax Expense	4,371,260	4,120,461

Estimated Revenue	2013-14	2012-13
Local Revenue	\$ 1,696,079	\$ 1,661,149
Total Estimated Revenue & other resources	\$ 1,696,079	\$ 1,661,149
Estimated Expenditures		
Function		
71 - Debt Service	\$ 1,405,537	\$ 1,426,161
Excess Revenue over Expenditures	\$ 290,542	\$ 234,988

[illegible][illegible]

Marble Falls ISD Budget Hearing

Learners Today...

Leaders Tomorrow

*Mustangs
Forever*



Revenue Assumptions

- Maintenance & Operations Tax Rate - \$1.0533 (same as 2012-13)
- Property Values - \$2,536,813,302 - up \$374,000 from 2012-13
- ADA - 3762.2
- Used conservative estimates on other revenues

Local Revenue - 5700

Current Taxes	\$30,319,212
Delinquent Taxes	\$ 600,000
Penalty and Interest	\$ 400,000
Interest Income	\$ 50,000
Other Local Revenue	\$ 278,000

State Revenue - 5800

Foundation	\$2,058,641
Available School Fund	\$1,053,411
Other State Revenue	\$ 5,000
TRS On-Behalf	\$1,284,206

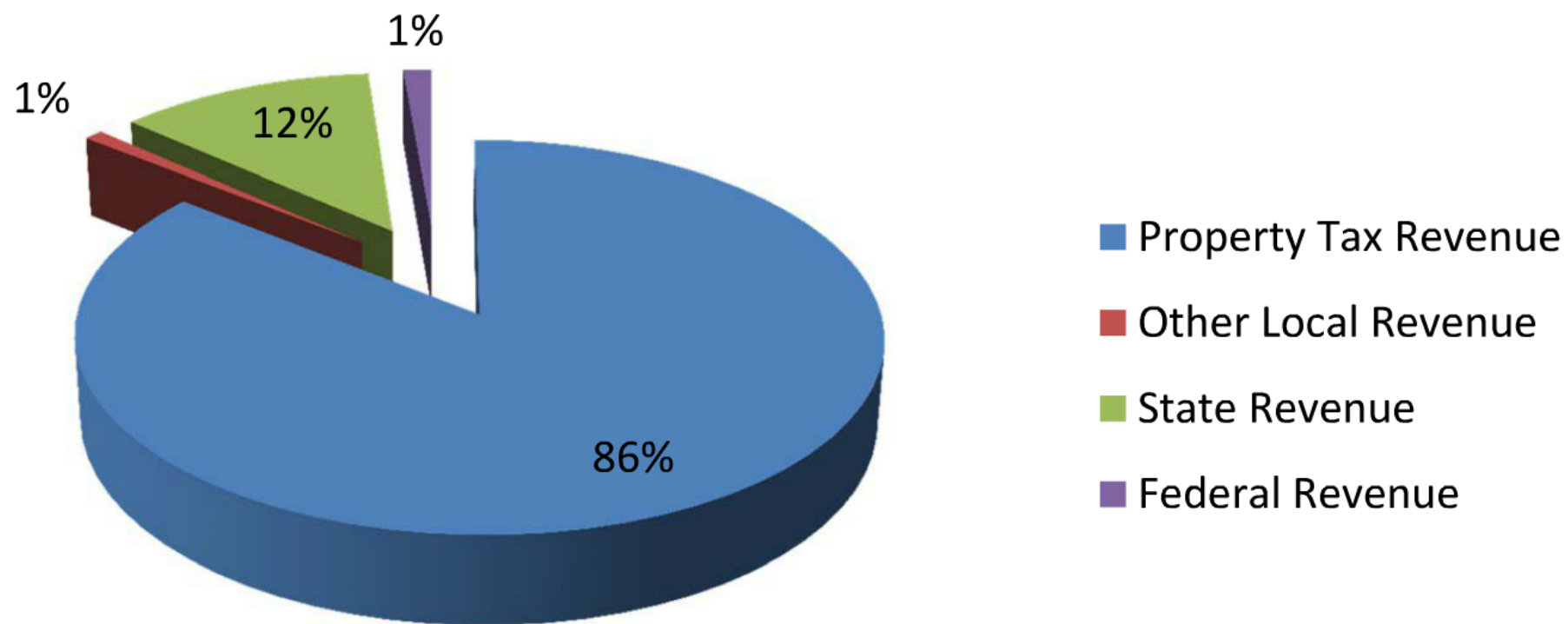
Federal Revenue - 5900

SHARS	\$400,000
E-Rate	\$ 70,000
Indirect Costs	\$ 20,000

Total Revenues

Estimated Revenue

	<u>2013-14</u>	<u>2012-13</u>
Property Tax Revenue	\$ 31,319,212	\$ 31,075,192
Other Local Revenue	328,000	552,218
State Revenue	4,401,258	5,007,553
Federal Revenue	490,000	435,693
Total Estimated Revenue	<u>\$ 36,538,470</u>	<u>\$ 37,070,656</u>

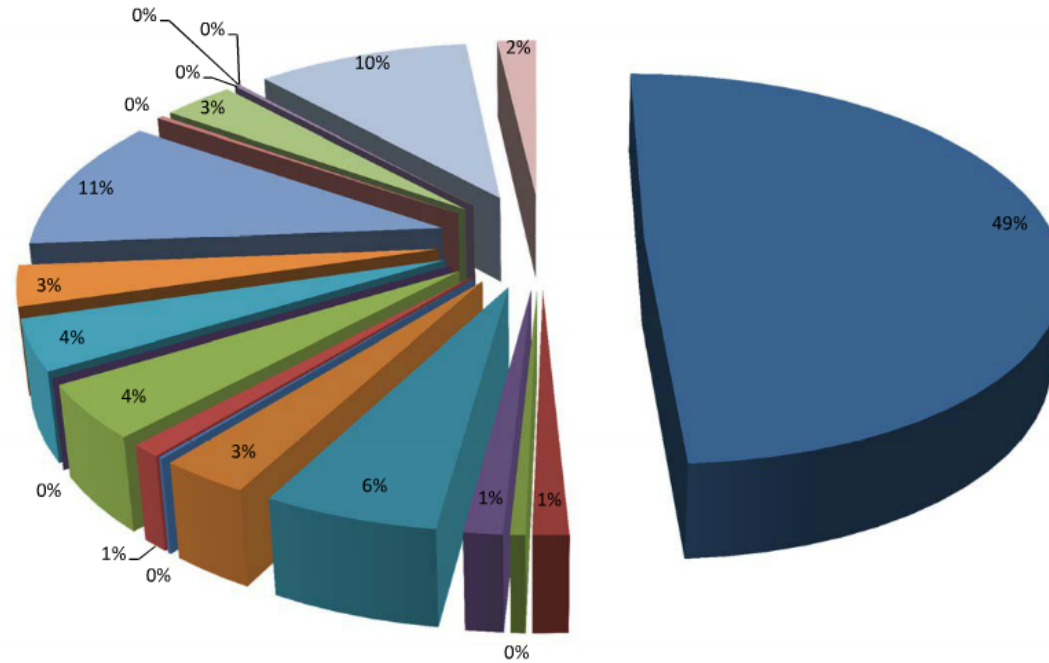


Total Expenditures

Estimated Expenditures

11- Instruction	\$ 17,842,870	\$ 17,319,749
12- Instructional Resources & Media	425,990	450,763
13- Curriculum & Staff Development	176,285	259,169
21- Instructional Leadership	706,061	655,879
23- School Leadership	2,071,920	2,007,369
31- Guidance, Counseling, & Evaluation	1,073,811	1,054,873
32- Social Work Services	45,351	-
33- Health Services	371,791	365,043
34- Student Transportation	1,587,620	1,781,348
35- Food Services	-	-
36- Extracurricular Activities	1,486,388	1,388,437
41- General Administration	1,204,671	1,288,074
51- Plant Maintenance & Operations	3,933,736	3,905,564
52- Security & Monitoring Services	105,351	77,118
53- Data Processing Services	1,198,081	960,320
61- Community Services	74,801	69,285
71- Debt Service	-	-
81- Facilities Acquisition & Construction	-	432,738
91- Contracted Instructional Services	3,576,539	4,418,176
99- Other Governmental Charges	657,204	686,614
Total Estimated Expenditures	<u>\$ 36,538,470</u>	<u>\$ 37,120,520</u>

- | | | |
|---------------------------------------|-------------------------------------|---|
| 11- Instruction | 12- Instructional Resources & Media | 13- Curriculum & Staff Development |
| 21- Instructional Leadership | 23- School Leadership | 31- Guidance, Counseling, & Evaluation |
| 32- Social Work Services | 33- Health Services | 34- Student Transportation |
| 35- Food Services | 36- Extracurricular Activities | 41- General Administration |
| 51- Plant Maintenance & Operations | 52- Security & Monitoring Services | 53- Data Processing Services |
| 61- Community Services | 71- Debt Service | 81- Facilities Acquisition & Construction |
| 91- Contracted Instructional Services | 99- Other Governmental Charges | |



General Fund

Estimated Revenue	<u>2013-14</u>	<u>2012-13</u>
Property Tax Revenue	\$ 31,319,212	\$ 31,075,192
Other Local Revenue	328,000	552,218
State Revenue	4,401,258	5,007,553
Federal Revenue	490,000	435,693
Total Estimated Revenue & Other Resources	<u>\$ 36,538,470</u>	<u>\$ 37,070,656</u>
 Estimated Expenditures		
Function		
11- Instruction	\$ 17,842,870	\$ 17,319,749
12- Instructional Resources & Media	425,990	450,763
13- Curriculum & Staff Development	176,285	259,169
21- Instructional Leadership	706,061	655,879
23- School Leadership	2,071,920	2,007,369
31- Guidance, Counseling, & Evaluation	1,073,811	1,054,873
32- Social Work Services	45,351	-
33- Health Services	371,791	365,043
34- Student Transportation	1,587,620	1,781,348
35- Food Services	-	-
36- Extracurricular Activities	1,486,388	1,388,437
41- General Administration	1,204,671	1,288,074
51- Plant Maintenance & Operations	3,933,736	3,905,564
52- Security & Monitoring Services	105,351	77,118
53- Data Processing Services	1,198,081	960,320
61- Community Services	74,801	69,285
71- Debt Service	-	-
81- Facilities Acquisition & Construction	-	432,738
91- Contracted Instructional Services	3,576,539	4,418,176
99- Other Governmental Charges	657,204	686,614
Total Estimated Expenditures	<u>\$ 36,538,470</u>	<u>\$ 37,120,520</u>
 Excess Revenue Over Expenditures	 <u>-</u>	 <u>\$ (49,864)</u>

Child Nutrition Fund

Estimated Revenue

	<u>2013-14</u>	<u>2012-13</u>
Local Revenue	\$ 606,629	\$ 606,453
State Revenue	12,110	12,110
Federal Revenue	1,763,583	1,452,229
Total Estimated Revenue & Other Resources	<u>\$ 2,382,322</u>	<u>\$ 2,070,792</u>

Estimated Expenditures

Function		
35- Food Services	<u>\$ 2,208,944</u>	<u>\$ 1,950,384</u>
Excess Revenue Over Expenditures	<u>\$ 173,378.00</u>	<u>\$ 120,408</u>

Debt Service Fund

Estimated Revenue

Local Revenue

Total Estimated Revenue & Other Resources

000

Estimated Expenditures

Function

71 - Debt Service

Excess Revenue Over Expenditures

<u>2013-14</u>	<u>2012-13</u>
\$ 6,898,072	\$ 6,643,445
\$ 6,898,072	\$ 6,643,445
\$ 6,563,337	\$ 6,669,461
\$ 334,735	\$ (26,016)

Revenue & Expenditure Summary

MFISD 2013-2014 Proposed Budget

August 26, 2013

General Fund

Estimated Revenue

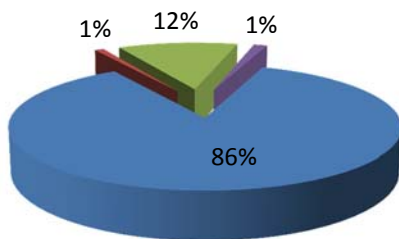
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Property Tax Revenue	\$ 31,319,212	\$ 31,075,192
Other Local Revenue	328,000	552,218
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Total Estimated Revenue & Other Resources	<u>\$ 36,538,470</u>	<u>\$ 37,070,656</u>

Estimated Expenditures

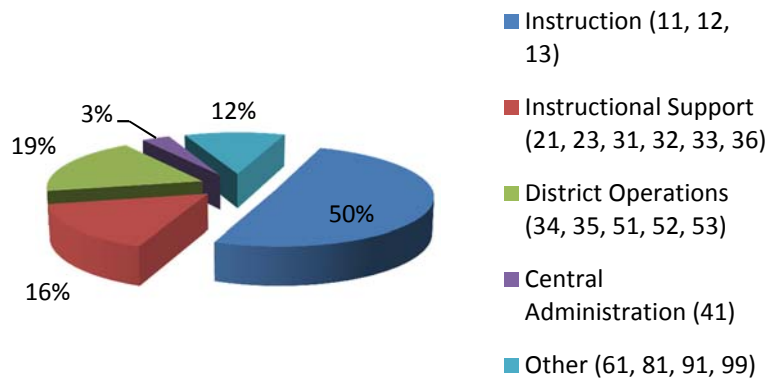
Function		
11- Instruction	\$ 17,842,870	\$ 17,319,749
12- Instructional Resources & Media	425,990	450,763
13- Curriculum & Staff Development	176,285	259,169
21- Instructional Leadership	706,061	655,879
23- School Leadership	2,071,920	2,007,369
31- Guidance, Counseling, & Evaluation	1,073,811	1,054,873
32- Social Work Services	45,351	-
33- Health Services	371,791	365,043
34- Student Transportation	1,587,620	1,781,348
35- Food Services	-	-
36- Extracurricular Activities	1,486,388	1,388,437
41- General Administration	1,204,671	1,288,074
51- Plant Maintenance & Operations	3,933,736	3,905,564
52- Security & Monitoring Services	105,351	77,118
53- Data Processing Services	1,198,081	960,320
61- Community Services	74,801	69,285
71- Debt Service	-	-
81- Facilities Acquisition & Construction	-	432,738
91- Contracted Instructional Services	3,576,539	4,418,176
99- Other Governmental Charges	657,204	686,614
Total Estimated Expenditures	<u>\$ 36,538,470</u>	<u>\$ 37,120,520</u>
Excess Revenue Over Expenditures	<u>\$ -</u>	<u>\$ (49,864)</u>

Estimated Revenue by Source

■ Property Tax Revenue ■ Other Local Revenue
■ State Revenue ■ Federal Revenue



Estimated Expenditures by Function



Child Nutrition Fund

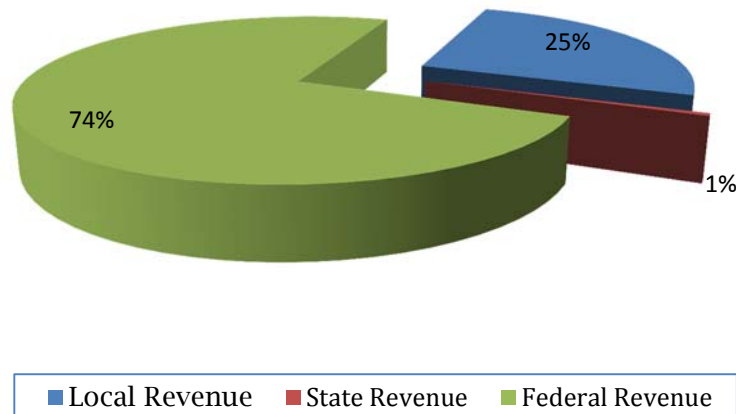
Estimated Revenue

	<u>2013-14</u>	<u>2012-13</u>
Local Revenue	\$ 606,629	\$ 606,453
State Revenue	12,110	12,110
Federal Revenue	1,763,583	1,452,229
Total Estimated Revenue & Other Resources	<u>\$ 2,382,322</u>	<u>\$ 2,070,792</u>

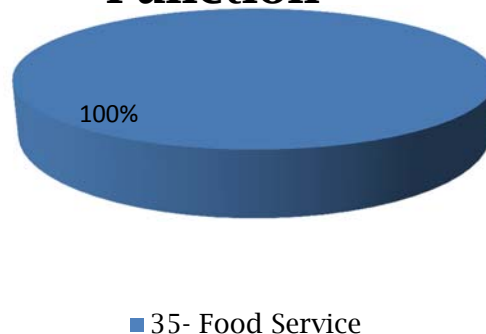
Estimated Expenditures

Function		
35- Food Services	<u>\$ 2,208,944</u>	<u>\$ 1,950,384</u>
Excess Revenue Over Expenditures	<u>\$ 173,378</u>	<u>\$ 120,408</u>

Estimated Revenues by Source



Estimated Expenditures by Function



Debt Service Fund

Estimated Revenue

	<u>2013-14</u>	<u>2012-13</u>
Local Revenue	\$ 6,898,072	\$ 6,643,445
Total Estimated Revenue & Other Resources	<u>\$ 6,898,072</u>	<u>\$ 6,643,445</u>

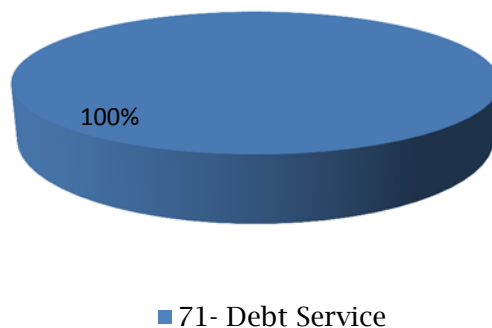
Estimated Expenditures

Function		
71 - Debt Service	<u>\$ 6,563,337</u>	<u>\$ 6,669,461</u>
Excess Revenue Over Expenditures	<u>\$ 334,735</u>	<u>\$ (26,016)</u>

Estimated Revenue by Source



Estimated Expenditures by Function





Tax Rate Comparison

	2013-14	2012-13
Maintenance & Operations	\$ 1.0533	\$ 1.0533
Interest & Sinking	\$ 0.2267	\$ 0.2267
Total Tax Rate	<u>\$ 1.28</u>	<u>\$ 1.28</u>

ORDINANCE TO SET TAX RATE

Date 8-26-13

On this date, we, the Board of Trustees of the Marble Falls Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2013 at a total tax rate of \$ 1.28, to be assessed and collected by the duly specified assessor and collector as follows:

\$ 1.0533 for the purpose of maintenance and operation, and

\$ 0.2267 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

IN CERTIFICATION THEREOF:

Signed: _____
President

Attest: _____
Secretary

**Marble Falls Independent School District
Campus Improvement Plan
Marble Falls High School
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

*The mission of Marble Falls ISD is to inspire and empower all students
to lead extraordinary lives and embrace the possibilities of the 21st century
through relevant, engaging learning experiences
led by inspirational and nurturing educators.*

Marble Falls ISD District Goals 2013 - 2014

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President

Karl Westerman – Place 2 Vice-President

Kelly Fox, Ph.D. – Place 7 Secretary

Mike Savage – Place 1 Member

Kevin Naumann – Place 6 Member

Tommy Chaney – Place 4 Member

Craig Mabray – Place 3 Member

State Board of 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. 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.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: 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 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Performance Objectives: Marble Falls High School will enhance ongoing methods of communication to share MFISD messages and invite feedback including community forums, parent & student groups, surveys, technology resources (social media, website, etc.), and campus publications/letters.

Formative Evaluations: Attendance at forums/meetings, number of views on campus website/social media pages, input from parents/students for effective decision making

Summative Evaluations: Meeting/forum agendas, survey data, feedback loops, various forms of communication

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will solicit staff, student and parent feedback geared toward continuous improvement and meeting the needs of all.	Campus, TTIPS grant, 21 st Century grant	Principal, Campus Faculty & Staff	2013-2014 SC
	MFHS will continue to embrace social media as a mode of communication.	Campus, TTIPS grant	Principal, Campus Faculty & Staff	2013-2014 SC
	MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders.	Campus	HS Administration, HS Counseling, Bilingual Staff	2013-2014 SC
	MFHS will provide opportunities for collaboration and information sharing with all stakeholders in order to achieve learning for all students.	Campus, 21 st Century grant	Principal, Campus Faculty & Staff, 21 st Century site coordinator	2013-2014 SC

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Performance Objectives: MFHS will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational classroom teachers.

Formative Evaluations: Identified target implementation for program sustainability & progression from CTE Audit

Summative Evaluations: Number of students in CTE courses, number of students with level 3 CTE coding (PEIMS), participation in extracurricular CTE organizations/competitions (FFA, FCCLA, UIL Academics--Accounting, Skills USA, etc).

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will establish program-wide expectations, direction, and system guidance within the CTE department to build a collaborative culture.	Local District, Perkins fund	Principal, Secondary Director	2013-2014 SC
	MFHS will instill high expectations for ALL stakeholders within the CTE program.	Campus	HS Administration, teachers	2013-2014 SC
	MFHS will develop coherent CTE pathways to build student understanding and practical application to specific interest within the area.	Campus	Principal, Secondary Director, Lead Counselor	2013-2014 SC
	MFHS will reach ALL students and implement actions focused on equitable access to pathways and programs	Campus, Perkins fund	HS Administrations, HS Counseling, teachers	2013-2014 SC
	MFHS will coordinate planning for College & Career Readiness from kindergarten through graduation.	Campus	Principal, Secondary Director, HS Counseling, Transition Coordinator, Teachers	2013-2014 SC
	MFHS will engage the community by building partnerships & internships that regularly display student talent.	Campus	Teachers	2013-2014 SC
	MFHS will provide a comprehensive, centralized professional development plan that supports the CTE vision.	Campus, Perkins fund	Principal, Secondary Director	2013-2014 SC

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Performance Objectives: All MFHS staff will participate in targeted professional development to enhance individualized instruction. We will use data and instructional best practices to increase the number of Satisfactory & Advanced performances in each subgroups on the STAAR End of Course (EOC) tests.

Formative Evaluations: Professional development through PLCs & staff days throughout school year, TBA development & student data, identification of at-risk students in core areas (RtI), campus mentor program

Summative Evaluations: STAAR EOC scores, TAKS (grade 11 & senior retesters), TELPAS (ESL students), PEIMS data reports, AYP report (federal accountability), PBMAS report, AEIS report (state accountability), AP scores, Professional Development evaluations, surveys from parents, students & staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will continue to administer TEKS-based assessments on prioritized SE's at least 3 times per year according to the MFISD FCP plan.	TEKS, FCP folder/Eduphoria, Class Syllabus, YAG	Campus Administration, Teacher Leaders, Core Area teachers	2013-2014 SC
	MFHS will optimize time and structure to share instructional & assessment strategies in a collaborative setting to ensure curriculum consistency and differentiation of instruction.	TEKS, FCP folder/Eduphoria, YAG, lesson plans	Campus Administration, Teacher Leaders, Core area teachers	2013-2014 SC
	MFHS will continue to utilize instructional strategies associated with data-driven decision-making that is based on best practices.	TEKS, FCP folder/Eduphoria, YAG, Campus Professional Development	Campus Administration, Teacher Leaders, Core area teachers	2013-2014 SC
	MFHS will strengthen the RtI student support process to better address the individual needs of at-risk students.	Student Data (EOC scores, grades, attendance, discipline, etc), RtI forms, intervention resources	Campus Administration, Teacher Leaders, Core Area teachers	2013-2014 SC
	MFHS will provide targeted professional development to support teacher development and student learning in the areas of technology, instructional best practices and Advanced Placement courses.	Campus funds, TTIPS grant	Campus Administration, Teacher Leaders, Secondary Campus Instructional Technologist	2013-2014 SC
	MFHS will increase participation and performance of students in Advanced Placement courses.	Campus funds, TTIPS grant	Campus Administration, Teacher Leaders, AP teachers	2013-2014 SC
	MFHS will provide time outside of the school day to allow students remediation opportunities when they struggle with their learning as well as enrichment opportunities to further their learning in advanced or specialized coursework.	Campus funds, TTIPS grant, 21 st Century grant	Campus Administration, Teacher Leaders, 21 st Century Site Coordinator, MFHS Faculty & Staff	2013-2014 SC

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Performance Objectives: Develop a 2013-2014 campus budget that continues to focus on district priorities, including innovative programs and courses, safety and enhanced professional learning.

Formative Evaluations: Budget planning timeline, budget training, free PD opportunities offered to staff, campus budget reports, TTIPS grant funding reports, 21st Century grant funding reports

Summative Evaluations: Annual report(s) of potential areas of reduction, staffing ratios, extra funding sources and staffing schedules

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will develop a 2013-2014 budget that continues to focus on campus priorities including innovative programs that support student learning; facilities & equipment to support instruction; school safety; and enhanced professional learning for staff.	Staff time	Principal, Business Manager	Feb. 2014
	MFHS will continue to use historical, current and projected data with forecast assumptions in a comprehensive planning model for future budgets.	Prior year financial data & reports	Principal, Business Manager	May 2014
	MFHS will incorporate a sustainability plan into the 2013-2014 budget that will support necessary resources funded by the TTIPS grant.	Prior year financial data & reports, TTIPS grant reports	Principal, Secondary Director	January 2014
	MFHS will analyze current & prior year budgets and actual expenditures to identify potential areas of cost savings, reductions or efficiencies.	Prior year financial data & reports, TTIPS grant reports, 21 st Century grant	Principal, Business Manager	May 2014

Goal V: MFISD will provide 21st Century instruction that promotes student engagement.

Performance Objective: MFHS will provide 21st Century instruction across the campus to promote student engagement, create student products and assess student learning on a daily basis.

Formative Evaluations: Infusion of current technology in instruction; student proficiency & adaptability to emerging technology; professional development to support technology in classroom instruction

Summative Evaluations: Feedback on models of collegial observation & practice of those models; final product of expectations concerning observations & collaboration; reports on technology usage

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will empower teachers with relevant training that will ensure integration of technology into the 21 st century classroom.	Campus budget, TTIPS grant	Principal, Teacher Leaders, Campus Instructional Technologist	2013-2014 SC
	MFHS will continue to implement innovative technology to encourage engaging learning experiences & support student learning.	Campus budget, TTIPS grant	Principal, Secondary Director, Teacher Leaders, Campus Instructional Technologist	2013-2014 SC
	MFHS will provide relevant, engaging technologies to ALL levels of learners in ALL classrooms to prepare them for the 21 st Century.	Campus budget, TTIPS grant, 21 st Century grant	HS Administration, Secondary Director, 21 st Century Site Coordinator, Campus Instructional Technologist, MFHS Faculty & Staff	2013-2014 SC
	MFHS will display students' 21 st Century technology skills in student classroom products at campus & community events.	Campus budget, TTIPS grant	Principal, MFHS Faculty & Staff, Campus Instructional Technologist	2013-2014 SC

Goal VI: MFHS will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: MFHS will promote a safe learning environment through a collaborative culture with all stakeholders to ensure success for all students.

Formative Evaluations: Classroom rules, PBIS meetings/surveys, Campus Safety Plans, Safety Trainings for staff, parent feedback

Summative Evaluations: Student discipline data; student attendance data; school safety drills report; teacher, parent & student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will provide training to educate all faculty, staff and students about school safety, campus emergency procedures and unauthorized/unidentified school visitors on campus.	MFISD Emergency Plan; MFHS Emergency Plan	HS Administration	Aug 2013
	MFHS will continue and improve the use of Internet safety curriculum including cyber bullying.	NetSmarts Curriculum	Principal, Director of Safety & Risk Management	Aug 2013
	MFHS will provide guidance and training to teachers to proactively recognize & address bullying on campus.	MFHS Guidance	Principal, MFHS Guidance, Director of Safety & Risk Management	Aug 2013
	The MFHS PBIS committee will continue to establish consistent campus rules for common areas, consistent expectations for the classroom and rewards for students who follow those expectations on the MFHS campus.	PBIS resources through Region 13; PBIS Expectations; Expectation Framework for Campus Common Areas	HS Administration, PBIS committee	2013-2014 SC

Goal VII: Marble Falls High School will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: MFHS will increase the number of students involved in all extracurricular activities/events.

Formative Evaluations: Number of students participating in various events at all levels; number of competitions attended by students at MFHS

Summative Evaluations: UIL participation numbers at every level of competition; non-UIL participation numbers for extracurricular/school organizations & events

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will encourage students involvement in all extracurricular activities through recruitment by coaches/sponsors.	Campus budget and activity funds	Principal, Campus Coaches/Directors/Sponsors	Aug 2013
	MFHS will expose all students to various UIL activities on multiple platforms through specific classroom activities.	Campus budget and activity funds	Principal, Campus Coaches/Directors/Sponsors	Sept 2013
	MFHS will optimize time & structure to share students as much as possible across extracurricular activities to allow them to perform/compete for all of their talents/interests.	Campus budget and activity funds	Principal, Campus Coaches/Directors/Sponsors	2013-2014 SC
	Resources in the campus budget will be allocated to meet student needs in all extracurricular activities.	Campus, Athletic and Fine Arts budgets	Principal, Athletic Director	Aug 2013

Marble Falls ISD – Shared Vision

Learning as Our Fundamental Purpose – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011)

- Continued development and implementation of TEKS based assessments on prioritized TEKS and SE at least three times a year.
- Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12.
- Use CScope, Kilgo and FCP documents to plan curriculum, examples include YAG, VAD, IFD and FCP Notebook.
- Instruction aligns to the contextual level of state assessment
- Students can articulate the learning objective in relation to the posted SE.
- Every student will have a voice within the lesson cycle.

Building a Collaborative Culture Through High-Performing Teams – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis.
- Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members.
- Campus administrative teams will actively participate in collaborative team meetings.

Focus on Results – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will create a data wall associated with discipline, attendance, TBA, and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year.
- Information taken from relevant data will drive instruction, spiraled TEKS/ SE's, and the R.T.I processes.
- All campuses will participate in the Data Talk model led by the Academic Programs Department.
- Student grades are an indicator of mastery of Student Expectations (SE).



1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and, therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: 100% of the classrooms on the MFHS campus will deliver instruction using TEKS-based lesson plans & assessments utilizing observable “best practices” to focus on authentic student learning.

Current State: MFHS is in its 2nd year of the Focused Curriculum Project and has aligned curriculum with a YAG to ensure that all TEKS are taught to the necessary extent. TEKS-based assessments are given at 9-week intervals to gather data on teaching & student learning. Teachers are required to turn in lesson plans weekly with a focus on the TEKS that will be taught at the levels of content, context and concept. Lesson plans do not have a common format across disciplines that teachers are required to follow. EOC scores for 12-13 showed improvement in Math, Science & Social Studies; however, English EOC scores declined, especially in writing.

Data: FCP notebooks, TBAs and results, lesson plans submitted weekly, 9 week grades

Desired State: Development of the Curriculum Management resources completely before the school year begins along with resources & technology that can be incorporated into lessons. TBAs developed along with these resources before the school year begins to be used as guideposts for the Curriculum Management folder and produce viable data for student learning. The 5 best instructional practices (Frame the Lesson, Work In Power Zone, Small, Purposeful Student Group Talk, Recognize & Reinforce, Write Critically) will be given to all teachers in August and will be observed in classrooms throughout the school year. Writing across the curriculum will be an instructional focus to support student learning and give adequate practice in technical skills. Classroom observations and walk-throughs will focus on the 5 best practices as well as all instructional criteria of the NIET system.

Data: FCP notebooks, TBAs and results, lesson plans submitted weekly, 9 week grades, classroom walk-throughs/observations, classroom formative & summative assessments, Time to Write activities across the curriculum

☐ Initiating	☒ Implementing	☐ Developing	☐ Sustaining	☐ Initiating	☐ Implementing	☐ Developing	☐ Sustaining
Action	Person Accountable	Observable	Data	Date			
Lesson plans will be submitted weekly using the campus-created	Campus Administrators,	Staff Development (Aug) for teachers on	Walk-through data (alignment with YAG, posted TEKS being taught to	Ongoing			

electronic template. Lesson plans will follow the FCP YAG (core areas) and clearly define the TEKS being taught for the day.	Teacher Leaders	Eduphoria Forethought; Lesson Plans (Forethought) weekly	students); weekly checks of lesson plans for all teachers by administrators	
TEKS will be posted in the classroom where it is visible to students and will be used to introduce & summarize student learning for the day.	Classroom Teacher	TEKS visibly posted in classroom; Intro/Closure of Lesson	Classroom Walk-through Data; Classroom Observations	Ongoing
Teachers will continue to revise TEKS-based assessments for each nine week grading period and develop lesson plans using the backwards design process.	Teacher Leaders	Certificate of training attendance for core area teachers	Lesson plans to identify TEKS (with an understanding of content, context and concept); posting of TEKS on board during lesson	Ongoing
Staff will be trained in 5 “best practices” to increase student learning in the classroom and allow for more effective instruction.	Principal	Staff Sign-In Sheet for PD Agenda/Presentation for staff development	Classroom Walk-through Data; classroom observations; discussion/feedback on use of best practices in PLCs	August 2013
Teachers will use the writing process to assess student learning in all classes on the MFHS campus. Whenever possible, teachers will use writing that will assist students in EOC tested writing styles.	Principal, Teacher Leaders	Training for teachers on types of EOC writing; training how to incorporate writing into all curriculum areas	Grades/student work for writing assignments in all curriculum areas; discussion/feedback on use of writing in the classroom and how it is affecting student learning	Ongoing
Observation:				

Next Steps:				

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: As a campus, we will meet collaboratively at least once a week to review data, align curriculum, share instructional strategies and develop interventions for student learning.

Current State: Currently, teachers are meeting in department PLCs during Late Start Thursdays; however, there is not a predetermined framework/guide to facilitate PLCs in a consistent manner with consistent practices. Also, since there are not designated teacher leaders for each elective area and elective classes can differ so much within departments, a common framework would drive a consistent model of PLCs campus-wide. Data: Currently, PLC products are lesson plans that are being submitted for the week. Agenda items are discussed on a core area department level for each week’s meeting, but a framework is not provided to ensure that all departments are following similar procedures.				Desired State: Common PLC framework that will focus on academic support & success for all students through review of student work, teacher reports and refinement of instructional practices/curriculum. All actions should focus on the school’s fundamental purpose. All teachers will utilize the Late Start Thursdays to participate in PLCs with departmental, grade level and cross-curriculum teams on specified dates. Vertical team meetings will be planned departmentally on district wide staff development days. Writing will be the focus that supports learning in all areas of instruction on the campus. Data: PLC agenda & minutes, PD agendas for vertical team meetings, development of FCP, RtI Meeting Agendas, Tier 2/3 Interventions provided to at-risk students			
Initiating	Implementing	⊗ Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Consistent framework will be provided to guide all PLCs on campus.	Teacher Leaders	PLC agenda/guide	Minutes/agenda from PLC; decreased failure rates in classes	August 2013			
All administrators, teacher leaders and core area teachers	Principal, APs, Teacher Leaders,	Data Talk 9-week schedule, Eduphoria	Strengths, weaknesses & action plan in relation to data	Each 9 weeks grading period			

will participate in the Data Talk process to review TBA data.	Core Area Teachers	data disaggregation		
Departmental PLCs each week during Late Start Thursdays to plan instruction, review student learning and develop interventions for students.	Principal, APs, Teacher Leaders, Teachers	Completed PLC Minutes from PLC agenda	EOC scores, TBA scores, classroom grades, lesson plans, formative assessments, RtI forms for at-risk students	August 2013 - May 2014
RtI (Student Success) Team will meet each three-week grade reporting period to identify at-risk students in core areas and develop interventions for academic/behavior support.	RtI Team Administrator, RtI Team	RtI Meeting Agendas, RtI Intervention Action Plans for at-risk students	EOC scores, TBA scores, classroom grades, attendance, discipline referrals, teacher feedback forms	September 2013; ongoing throughout school year
PLCs will be planned throughout the year focusing on incorporating writing across the curriculum in ALL classrooms.	HS Administration, Teacher Leaders (especially English), Teachers	PLC Agendas	Lesson plans with writing assignments for assessment; student products in written form from the classroom	Ongoing
Observation:				
Next Steps:				

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: Information taken from relevant data (formative assessments, TBAs, state assessments, classroom grades, etc.) will drive instruction, spiraled TEKS/SEs and the RtI process with a goal of 85% student mastery.

Current State: Although the goal for “No Child Left Behind” (NCLB) on testing was 95%, there were still classes in which less than 80% of students were demonstrating mastery of learning based on nine-week/semester grades. Teachers need training to utilize RtI strategies (especially Tier 1 strategies) to help students who struggle with their academic coursework and learning. Looking at TBA data, there were some improvements that were noted as the year progressed, but the level of student mastery did not always reach 85% in all classes (even when looking at the EOC passing standards for Satisfactory performance).

Data: State Assessment results; Nine-week/semester grades (failure rates) by teacher/class; Teacher Monitoring Notebooks (Assessment Data, tutorial logs, parent communication logs)

Desired State: Common RtI process on the high school campus and throughout 6th – 12th grades to provide adequate support for all students to be academically & behaviorally successful. Teachers have documentation of all Tier 1 interventions attempted in the classroom as well as documentation of any Tier 2/3 interventions throughout the school year. Success of interventions will be monitored and documented in the minutes of RtI meetings.

Data: Lesson Plans with instructional strategies/differentiated learning, RtI documents identifying students who are struggling, student lists for Tier 2 interventions, RtI meeting agendas & minutes

 Initiating	 Implementing	 Developing	 Sustaining	 Initiating	 Implementing	 Developing	 Sustaining
Action	Person Accountable	Observable	Data	Date			
Teachers will review students’ grades/TBAs during each nine-week grading period. Based on this teacher data, successful strategies as well as interventions	Core Area Teachers, Teacher Leaders, Campus Administrators	Teacher Monitoring Notebooks, RTI Summary Checklist, Monitoring Conferences	Increase in TBA scores in all core-area subjects; increase in passing percentages (student learning); Monitoring Conference reports	Oct 2013 - May 2014			

to improve will be discussed in PLCs.				
Teachers, Teacher Leaders and campus administrators will participate in Data Talks to discuss the results of TBAs.	Core Area Teachers, Teacher Leaders, Campus Administrators	Data Talk schedule and Summary of Talk	Summary of Data Talk Discussion Points and Action Plan for the next grading period	Oct 2013 - March 2014 (three times throughout school year)
Teachers trained to effectively use Tier 1/Tier 2 (RtI) strategies to improve student learning in the classroom.	Principal, Teacher Leaders	Training for teachers in PLCs/staff development	Increased number of students demonstrating student mastery (higher passing percentages for 9 weeks/TBAs); strategies documented on lesson plans; documentation of strategies on RtI Summary Report	Aug/Sept 2013; continued professional development throughout the school year
Observation:				
Next Steps:				

**Marble Falls Independent School District
Campus Improvement Plan
Falls Career High School
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

*The mission of Marble Falls ISD is to inspire and empower all students
to lead extraordinary lives and embrace the possibilities of the 21st century
through relevant, engaging learning experiences
led by inspirational and nurturing educators.*

Marble Falls ISD District Goals 2013 - 2014

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President

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State Board of 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. 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.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: 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 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Formative Evaluations: Student, Parent & Staff feedback

[illegible]

	Publish "The Beacon" Student Authored Newsletter (hard copy & web based).	Campus budget.	Lusby	Quarterly
	Create campus climate where all parents are welcome, valued, respected and included Activities: • Open house • Holiday gathering • Blood Drive • Graduation • Yearbook	Surveys, sign in sheets, mailings, web site. Campus Budget	Faculty	Quarterly
	Communicate concerns to parents by the registrar, office staff and/or administration calling homes of absent students to inform of absences and process for returning to campus.	N/A	Tennison, Little, Mentor teachers	Ongoing throughout the year
	Develop relationships with community employers for potential student internships &/or employment.	Campus Budget & donations.	Little, Born, Lusby,	Ongoing throughout the year.
	Create opportunities for community to become involved in a school mentor program.	Lion's Club	Long, Born	Ongoing throughout the year.
	Work with students to develop a Service Learning Project to satisfy this Falls' graduation requirement.	Campus Funds	Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary	Throughout the school year
	Create local partnerships, (Lion's Club, Exxon/Mobil, Edwards Risk Management, Kiwanas, Blazing Star Masonic Lodge, Rotary clubs, Master Gardeners, etc.) to develop student service projects and scholarships.	Resources: N/A	Principal & staff	Throughout the school year.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Performance Objectives: Students will explore and understand career path options and formulate a post graduation plan

Formative Evaluations: PGPs and Student Data Files

Summative Evaluations: Student Surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Early Release for work & apprenticeships	None	Mentor Teachers & Little	Throughout the year
	Field Trip to TSTC in Waco	Bus	Born	March or April
	Guest speakers to include various technical certification programs, apprenticeships and career paths	TSTC, Trade Unions, Local business owners	Born	Throughout the year
	Mentor Meetings to develop and implement post graduation plan and career path	Born, Mentor Teachers, Student Y: drives	Born, Mentor Teachers	Monthly

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Performance Objectives: Students will complete coursework in a timely manner and be successful on standardized testing

Formative Evaluations: Student/Mentor progress checks & weekly staff meetings

Summative Evaluations: Standardized Test Performance & Course Completion Rates

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Coordinate reading remediation program/class with partial credit in English &/or elective credits	Customized OdysseyWare Courses and Literature Lessons	Saenz	Ongoing throughout the year
	Baseline Math Skills Assessment and Remediation as needed with partial credit in Math Models, Algebra I &/or Geometry	I-Station Math assessment & remediation	Patterson	Ongoing throughout the year
	Monthly Progress Check followed by Parent Meetings and tiered response contracts signed with students who are not making adequate progress towards course completion	Student Data Files containing goals for course completion and assessments; Student Contracts for Performance	Mentor Teachers & Born	Monthly
	Research Paper and Presentations for English & Social Studies Courses	Student Laptops, Assembly Room Projector & Sound System	Saenz & Long	Ongoing throughout the year
	Insert portions of research paper as lessons in OdysseyWare Units (subject & sources; thesis statement; outline; rough draft; etc.)	OdysseyWare	Saenz	Ongoing throughout the year

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Performance Objectives: To address the deficits of EPIC students and repair problematic relationships at home campus

Formative Evaluations: Student compliance in EPIC & Transition plans

Summative Evaluations: Recidivism Rate to EPIC

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Hire behavior specialist for EPIC to address behavioral and emotional deficits in group & individual settings and to develop transition plans for students which address student's challenges and create a path for redemption on their home campus	District Funds	Little, Blaylock	Fall 2013

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Performance Objective: Students will use technology to research and create presentations for academic coursework and career topics

Formative Evaluations: Presentation Rubric Feedback from audience

Summative Evaluations: Staff evaluations

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Meet with Instructional Tech. Staff to schedule student and staff training designed to optimize available technology resources and integrate them into the classrooms	District Its	Born, Mentor Teachers	Ongoing
	Student laptops to replace tethered Extenda stations	None (offered free with Odysseyware contract)	Little, Mentor Teachers	Daily checkout
	Use customized computer based courseware for curriculum and to supplement student teacher communication.	Oddseyware with teacher customization by class and student	Teaching Staff	Ongoing throughout the year
	Use distance learning for enrichment	Distance Learning Hardware & Campus Budget	Teaching Staff	Throughout the year as budget allows.
	Use digital video camera, digital music & voice recorder for student projects	Digital camera, Digital Video camera, Digital voice recorder	Saenz, Fletcher, Born	Throughout the year

	Classroom Implementation of MOBI (Interactive virtual tablet)	MOBIs & Classroom Projectors, Campus budget	: IT Trainer & Classroom Teachers	Throughout the year
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Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: All students and staff will feel socially, emotionally and physically safe at school

Formative Evaluations: Assembly and Mentor Group discussions

Summative Evaluations: Student and Staff Surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Weekly assembly to address social, emotional skill development & healthy lifestyle strategies	Dating Violence, Integrity, Suicide Prevention, Predator Prevention, Character Development Presentations, Curriculums, & Lessons	Born	Weekly
	Weekly Mentor Meetings between students and staff. Weekly Staff meetings to review student progress	Mentor Teachers Student Led meetings using virtual Data Files from student Y: drives	Mentor Teachers,	Weekly
	Continue use of the ALERT Now System—keeps families informed of campus and district issues (weather, important dates, emergency procedures etc.)	District Funds	Little	Ongoing throughout the year

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: UIL is not applicable to Falls however, All Falls Students will participate in Community Service Learning

Formative Evaluations: Student and Interest Staff Surveys

Summative Evaluations: Service Learning Essays

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Cultivate and maintain local partnerships, (Lion’s Club, Exxon/Mobil, Edwards Risk Management, Kiwanas, Blazing Star Masonic Lodge, Rotary clubs, Master Gardeners, etc.) to develop student service projects and scholarships.	Resources: N/A	Principal & staff	Throughout the school year.

Marble Falls ISD – Shared Vision

Learning as Our Fundamental Purpose – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011)

- Continued development and implementation of TEKS based formative assessments on prioritized TEKS and SE at least three times a year.
- Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12.
- Use CScope, Kilgo and FCP documents to plan curriculum, examples include YAG, VAD, IFD and FCP Notebook.
- Students can articulate the learning objective in relation to the posted SE?
- Every student will have a voice within the lesson cycle.
- Instruction aligns to the contextual level of state assessment.

Building a Collaborative Culture Through High-Performing Teams – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis.
- Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members.
- Campus administrative teams will actively participate in collaborative team meetings.

Focus on Results – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will create a data wall associated with discipline, attendance, TBA, and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year.
- Information taken from relevant data will drive instruction, spiraled TEKS/ SE's, and the R.T.I processes.
- All campuses will participate in the Data Talk model led by the Academic Programs Department.
- Student grades are an indicator of mastery of Student Expectations (SE).



1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: Increase course completions for low performing students to a minimum of 3 credits per semester.

Current State: Average Student Course Completion (not including optional flexible students) was less than 2 credits during the Fall Semester of 2012. The majority of our students have learning gaps that must be remediated to insure their success in both coursework and standardized testing and many have emotional or behavioral issues that slow their progress. Data: Credits earned by student compilation report for Fall of 2012				Desired State: Bring up the average semester course completions per student while remediating academic deficits Data: Credits earned by student compilation report for Fall of 2013			
 Initiating	 Implementing	 Developing	 Sustaining	 Initiating	 Implementing	 Developing	 Sustaining
Action	Person Accountable	Observable	Data	Date			
Baseline Reading Fluency and Comprehension Testing for low performing students in the first 2 weeks of enrollment.	Part Time Reading Specialist	Reading Fluency & Comprehension Scores	• Baseline Skills Assessment, • EOC Performance & • Course Completion Rates in Math	Ongoing with enrollment			
Coordinate reading remediation program/class with partial credit in English &/or elective credits	1. Part Time Reading Specialist & 2. English Teacher	Course Progress Rate	• Baseline Skills Assessment, • EOC Performance & • Course Completion Rates in Math	Ongoing with enrollment			

Baseline Math Skills Assessment and Remediation as needed with partial credit in Math Models, Algebra I &/or Geometry	Math Teacher	Math Skills Assessment & Course completion rates in Math Models, Algebra I &/or Geometry	• Baseline Skills Assessment, • EOC Performance & • Course Completion Rates in Math	Ongoing with enrollment
6 week Progress Check followed by Parent Meetings and tiered response contracts signed with students who are not making adequate progress towards course completion	1. Mentor Teachers & 2. Born	Student Contracts for Course Completion w/ Tiered Responses for breach.	• Student Data Files containing goals for course completion and assessments; • Student Contracts for Performance	Every 6 weeks
Research Paper and Presentations for English & Social Studies Courses	English Teacher Social Studies Teacher	Student Papers & Presentations	Course Completions and EOCs in Writing and Soc. Studies	Ongoing
Insert portions of research paper as lessons in OdysseyWare Units (subject & sources; thesis statement; outline; rough draft; etc.)	English Teacher Social Studies Teacher	Student Work	Course Completions and EOCs in Writing and Soc. Studies	Ongoing
Observation:				
Next Steps:				

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 2: Improve student clarity and sophistication in thought and communication.

Current State: “Culture of presentations” has helped students with formal oral communication at Falls, but writing is still approached by students as a foreign language. Data: Research papers, OdysseyWare essays, and EOC writing scores.				Desired State: Have a “culture of writing” with students helping and critiquing each other’s writing in the same way that we have a student culture toward oral presentations. Data: Improved research papers, OdysseyWare essays, and EOC writing scores.			
Initiating	Implementing	Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Make 3-4 person peer review sessions of paper/essay rough drafts be a process in the paper writing process.	English Teacher / Social Studies Teacher	Scheduled peer paper/essay critiques monitored (at first) by teachers	Research Papers. OdysseyWare Essays EOC writing scores Scholarship essays	4x per course			
Replace chosen unit tests with required (short) papers explaining part of material from that unit (or promoting its relevance) and then teaching it to a class. This will also function as an interim length paper between OW essays and research papers.	English Teacher	Interim length papers and presentations	Unit test teaching (or relevance) paper Research paper OW scores EOC writing scores	Ongoing			
Observation:							
Next Steps:							

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: Optimize staff communication to create a consistent set of expectations for students.

Current State: Weekly Staffing on Student Progress, Scheduling & Assessments. Staff participation and presentations for Texas Association of Alternative Educators (TAAE) Data: Weekly and Impromptu Staff Meeting Attendance				Desired State: Continue to build consistency and communication about student progress. Empower staff to seek out & share professional development opportunities. Continued development and implementation of what works for alternative learners both academically and developmentally. Data: Staff Survey; Target Behavior Checklists; Student Contracts and Course Progress.			
Initiating	Implementing	Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Weekly Staff Meetings	Little/Born	Staff Meeting Notes	Staff Meeting Notes	Weekly			
Use of Shared N: drive to communicate student progress academically (Credits Earned Sheets; work product contracts) & Behaviorally (Target Behavior Checklists; behavior contracts). Staff updates to these folders are e-mailed.	All Staff	- Red Flag Folders & Coursework Folders for each student - E-Mails alert other staff members of additions to these folders	Red Flag Folders & Coursework Folders for each student	Daily			

Daily Morning Assemblies	All Staff	Announcements and Presentations	Staff Meeting Notes, e-mails	Daily
Mentor Time	Born & Teachers	Weekly Schedule	Student Data Files containing goals for course completion and career/higher education readiness.	Weekly
Observation:				
Next Steps:				

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 2: Encourage staff to seek out and share professional development opportunities

Current State: Staff participation and presentations for Texas Association of Alternative Educators (TAAE) Data: TAAE & Continuing Education Participation				Desired State: Continue weekly staff meetings & encourage impromptu staffing as needed; TAAE participation and presentation at annual conference & summary sharing of other workshops attended. Data: Summary Notes from Staff Meetings and Workshops attended by staff.			
Initiating	Implementing	Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Attend or Present to TAAE members	All Staff	TAAE Membership	Attendance for TAAE Annual Conference	February			
Any Staff Member can ask for a staffing on students as needed	All Staff	E-mail summary of meeting conclusions	E-mails	Throughout Year			
Observation:							
Next Steps:							

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: Students meeting all testing requirements prior to completion of all course credits.

Current State: Maintain Student Improvement rates on Standardized Testing. Data: 90.7% of our students passed or improved their TAKS Assessment scores during Oct 2012 & March 2013				Desired State: Keep standardized pass/improvement rates at or above 90% Data: TAKS & EOC results for campus			
Initiating	Implementing	Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
TAKS Prep Classes for all students not showing strong ability on pre-assessments	Math Teacher English Teacher Science Teachers	Class Schedules	TAKS Scores	September-October; Feb-March; April-May			
EOC Review Sessions Prior to EOC Testing	Math Teacher English Teacher Science Teachers Soc. S. Teacher	Class Schedules	EOC Scores	Nov.-Dec. April-May			
Observation:							
Next Steps:							

MARBLE FALLS MIDDLE SCHOOL



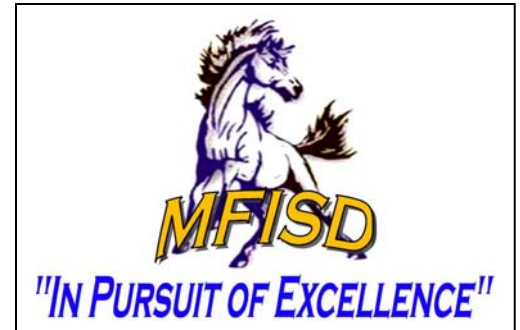
2013 – 2014

CAMPUS IMPROVEMENT PLAN

Building Tomorrow's Future Today!

MARBLE FALLS MIDDLE SCHOOL

Campus Improvement Plan 2013-2014



DISTRICT GOALS

MFISD:

- GOAL I:** *WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.*
- GOAL II:** *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*
- GOAL III:** *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*
- GOAL IV:** *WE WILL ENSURE ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*
- GOAL V:** *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*
- GOAL VI:** *WE WILL EXEMPLIFY STRENGTH OF CHARACTER.*
- GOAL VII:** *WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.*

MISSION STATEMENT FOR MFISD:

THE MISSION OF MFISD IS TO INSPIRE AND EMPOWER ALL STUDENTS TO LEAD EXTRAORDINARY LIVES AND EMBRACE THE POSSIBILITIES OF THE 21ST CENTURY THROUGH RELEVANT, ENGAGING LEARNING EXPERIENCES LED BY INSPIRATIONAL AND NURTURING EDUCATORS.

Marble Falls ISD Board of Trustees

Rick Edwards	Place 5	President
Karl Westerman	Place 2	Vice-President
Kelly Fox	Place 7	Secretary
Tommy Chaney	Place 4	Member
Craig Mabray	Place 3	Member
Kevin Naumann	Place 6	Member
Mike Savage	Place 1	Member

CEIC/Title MEMBERS 2013-2014

<u>Name</u>	<u>Position</u>	<u>Term</u>
John Schumacher	Principal	On-going
Krissy Sralla	C & I Coordinator	On-going
Brenda Belk	At-large professional	On-going
Deb Weis	MFMS teacher	May 2014
Katherine Corley	MFMS teacher	May 2013
TBD	MFMS teacher	May 2015
Kathy Fletcher	Parent representative	May 2014
Jennifer Burdett	Parent representative	May 2012
David Crail	Business representative	May 2014
TBD	Community representative	May 2014
TBD	Staff Title representative	May 2015
Leona Moore	Staff Title representative	May 2015
Heather Rodgers	Staff Title representative	On-going
Kris Obermeyer	Staff Title representative	On-going
TBD	Staff Title representative	May 2015
TBD	6 th Parent Title representative	May 2016
TBD	7 th Parent Title representative	May 2015
TBD	8 th Parent Title representative	May 2014
TBD	Spanish Translator	On-going
Melissa Fields	District-level representative	On-going
TBD	DEIC MS liaison	May 2014
Megan Goodman	DEIC MS liaison	May 2013
TBD	DEIC MS liaison	May 2015

CEIC/Title Meeting Dates:

September	26
November	14
January	23
March	20
May	1

(Meet in Ernest Seitz Library @ 4:05)

District & Campus Goal I: ***WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.***

Performance Objective: **Marble Falls Middle School will develop and build strong, vital relationships within our diverse communities.**

Formative Assessments: **Advisory roster, Skyward call logs, parent and volunteer feedback.**

Summative Assessments: **Surveys, local questionnaires and volunteer roster**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• COMMUNICATE CONSISTENTLY WITH PARENTS AND VOLUNTEERS ○ Principal “Check-up” visits with parents and caregivers ▪ Surveys ▪ Email ▪ Phone Calls ▪ Skylert Call System ○ Advisory ○ ELL Parent Meetings ○ Community Resources Available to Parents and Students • PROMOTE HOME/SCHOOL CONNECTION LINK ON MFISD WEBSITE THROUGH: ○ Skylert Call System ○ Skyward Gradebook ○ Posted CEIC Minutes ○ PTO Meetings ○ Marquee ○ Announcements ○ Open House ○ Campus Calendar on MS web page ○ Teacher web pages • PROVIDE PARENT ORIENTATIONS: ○ Parent, Principal Team Meetings ○ Current Event Issues ○ ESL Rosetta Stone Classes • ESTABLISH EFFECTIVE TRANSITIONAL ACTIVITIES: ○ 5th to 6th Grade End of the Year School Transition Day ○ New to Middle School Parent Meeting ○ 8th to 9th Grade Transitional	Responsible: Administration, Staff Resources: Campus/Title Funds Timeline: As Needed Responsible: Administration, PTO, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed Responsible: Administration, Staff, and Community/Parent Volunteers Resources: District/Campus Funds Timeline: As Needed Responsible: Administration and Counselors Resources: District/Campus Funds Timeline: As Needed

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District & Campus Goal II: *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*

Performance Objective: Marble Falls Middle School will be innovative in the applications of technology to enhance student immersion.

Formative Assessments: Staff, student feedback, local questionnaires, teacher use reports, and technology work orders.

Summative Assessments: Campus inventory, STAR charts, and STAAR Scores.

✓	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• INSTRUCTIONAL TECHNOLOGY WILL COMMENSURATE WITH THE DEMANDS OF THE 21ST CENTURY LEARNER: ○ Incorporate Multi-Media Classes ○ Professional Development for Staff • UPDATE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT ○ Ignite Learning ○ AR Reading ○ Woodcock-Munoz Scoring CD ○ On-line ELA textbooks ○ Measuring Up ○ iStation ○ Think Through Math • ESTABLISH CAMPUS-BASED COHORT OF TEACHERS WHO EXCEL IN TECHNOLOGY AND WILL ASSIST TEACHERS IN THE AREA OF INSTRUCTIONAL TECHNOLOGY AND CURRICULUM INTEGRATION:	Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed Responsible: Administration and Technology Cohort Teachers Resources: District/Campus Funds Timeline: As Needed Responsible: Administration, Staff, and Technology Cohort Teachers Resources: District/Campus Funds Timeline:

District & Campus Goal III: *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*

Performance Objective: Marble Falls Middle School will cultivate opportunities to increase student participation that extends beyond the classroom.

Formative Assessment: Campus report

Summative Assessment: End of the year report.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• ESTABLISH A PARENT VOLUNTEER PROGRAM ○ Student Council ○ No Place for Hate • PROVIDE STUDENT MENTORING GROUPS TO ENCOURAGE STUDENT PARTICIPATION: ○ Student Council ○ Stampede Spirit Club ○ UIL Academics • UTILIZE COMMUNITY VOLUNTEERS, BUSINESSES AND GUEST SPEAKERS FROM COMMUNITY THAT WILL ENHANCE LEARNING EXPERIENCES	Responsible: Administration, Staff and Parents Resources: Campus Funds Timeline: As Needed Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed

District & Campus Goal IV: *WE WILL ENSURE THAT ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*

Performance Objective: Marble Falls Middle School will ensure that all students will receive exceptional instruction through inspired learning experiences.

Formative Assessment: Teacher observations, Grade reports, Short-Term CSCOPE Assessment, Math and Reading AR Evaluations, SuccessMaker Profiles, Study Island Exams, RTI and CST Reviews, and Skills Based Assessments.

Summative Assessment: Eduphoria Report, RPTE, TELPAS, LEP, STAAR Field Test Assessments.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• IMPLEMENT INSTRUCTIONAL & CURRICULUM COLLABORATION MEETINGS (PROFESSIONAL LEARNING COMMUNITIES): - o Instructionally driven agenda to focus PLC discussion - o Determine staff development focusing on differentiated learning, Pre-AP and ELL strategies RTI Intervention - o Align instruction and STAAR standards - o Strategies for supporting Academically Fragile Students and development of an enrichment plan for increasing commended performance - o Engaging instruction using technology - o Weekly review of team folders • IMPLEMENT AN AFTER-SCHOOL ACADEMIC LEARNING OPPORTUNITIES FOR ACADEMIC DEVELOPMENT - o ACE Grant - o UIL Academics - o Green Light Tutoring • CONDUCT SHORT TERM COMMON ASSESSMENTS AND TEKS BASED ASSESSMENTS - o Differentiate instruction on RTI Tiers • MONITOR ESL AND ELL MONITORING PROGRAM - o Improve STAAR scores by providing professional development - o SIOP Training - o Use of Title III Funds for professional development and outreach to communicate with ELL learners • IMPLEMENT THE FOLLOWING STRATEGIES TO PROMOTE INDIVIDUAL SPECIAL EDUCATION STUDENT GROWTH:	Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: As Needed Responsible: C&I Administrator and ACE Grant Coordinator Resources: District/Campus/Title/Grant Funds Timeline: As Needed Responsible: Administration and Teachers, Resources: District/Campus/Title Funds Timeline: As Needed Responsible: Administration, Central Office Bilingual Coordinator, and Campus ESL Coordinator Resources: District/Campus/Title Funds Timeline: As Needed Responsible: Administration, Counselors,

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	- o Review IEP's with inclusion and resource teachers for most effective and least restrictive environment placements - o Continue weekly meeting with District SPED Coordinator - o Increase the number of strategically planned inclusion classes • CORE INTERVENTION SPECIALISTS: - o Tier II & III Pull Out Interventions - o Upgrade Math Title Paraprofessional position to a Math Teacher to work inclusively with Math Discovery Classes	Nurse, and Staff Resources: District/Campus/Title Timeline: As Needed Responsible: Administration and SPED Staff Resources: N/A Timeline: Year
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District & Campus Goal V: *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*

Performance Objective: **Marble Falls Middle School will promote personal wellness and healthy choices.**

Formative Assessment: **Cafeteria reports, counseling and staff reports**

Summative Assessment: **End of the year cafeteria, counseling, staff and PEIMS reports**

V	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	● PROVIDE PROFESSIONAL DEVELOPMENT FOR HEALTH TEACHER ● PROVIDE SUPPORT OF HEALTH AND WELLNESS INFORMATION ○ Healthy snack alternatives in cafeteria ○ Training for athletic instructors to teach student athletes to make eating choices that enhance performance ● END OF THE YEAR FITNESS EVALUATION FOR PHYSICAL EDUCATION STUDENTS ● INVITE GUEST SPEAKERS FROM ORGANIZATIONS THAT SPECIALIZE IN: ○ Prevention of Drugs and Alcohol Use ○ Learning to make healthy choices ○ Bullying prevention and intervention	Responsible: Administration and Health Instructor Resources: Campus Timeline: As Needed Responsible: Assistant Principal and Staff Resources: N/A Timeline: As Needed Responsible: Physical Education Staff Resources: District/Campus Funds Timeline: May 2011 Responsible: Administration, Counselors, and Staff Resources: District/Campus/Title Funds Timeline: As Needed

District & Campus Goal VI: WE WILL EXEMPLIFY STRENGTH OF CHARACTER.

Performance Objective: Marble Falls Middle School will model and exemplify strength of character.

Formative Assessments: Monthly student and staff ballots and disciplinary reports.

Summative Assessments: End of the year reports and PEIMS Data

✓	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• IMPLEMENTATION OF CHARACTER EDUCATION WITHIN CURRICULUM ○ Student Council ○ Advisory Class ○ No Place for Hate ○ Stampede Spirit Club • CONTINUE SUBWAY CHARACTER COUNTS PROGRAM • ADVISORY CLASSES ○ Buddy lunches with advisory teachers ○ Reward/Acknowledge positive modeling of strength of character traits • WALL OF EXCELLENCE: ○ Teacher of the Month ○ Student of the Month ○ Teacher of the Year	Responsible: Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed Responsible: Administration and Staff Resources: N/A (Donated by Subway) Timeline: As Needed Responsible: C&I Administrator, Counselors and Staff Resources: Campus/Title Funds Timeline: As Needed Responsible: Administration Resources: Campus Funds Timeline: Monthly

District & Campus Goal VII: WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.

Performance Objective: Marble Falls Middle School will provide a safe and drug-free environment

Formative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator monthly reports.

Summative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator end of the reports.

✓	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• SCHEDULE AGE APPROPRIATE STUDENT AWARENESS GUIDANCE LESSONS OF CURRENT SOCIAL ISSUES SUCH AS: ○ Alcohol/Drug Awareness ○ Bullying Prevention and Intervention ○ Suicide Prevention ○ Gender Talks ○ Student Resource Officer Meetings ○ Crime Stoppers Program ○ No Place for Hate • SAFE AND DRUG FREE DISTRICT COORDINATOR FUNDED BY TITLE RESOURCES ○ Security Audits ○ Safety Walk-Through and Drill Procedures ○ Drug Dog Checks • IMPLEMENT AND PRACTICE PURPOSE DRIVEN SAFETY DRILLS ○ Fire ○ Tornado ○ Weather Disaster ○ Lockdown ○ Door Checks • INVESTIGATE AND RESEARCH PROGRAMS FOR FUTURE IMPLEMENTATION: ○ Habitudes ○ Capturing Kids Hearts ○ Watch Dogs Program	Responsible: Administration, Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed Responsible: Administration, Counselors, Staff, and Safe and Drug Free Coordinator Resources: Timeline: As Needed Responsible: Assistant Principal, Staff, and Safe and Drug Free Coordinator Resources: N/A Timeline: Monthly Responsible: Administration and Staff Resources: N/A Timeline: April 2011

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: Student learning is 100% aligned to state mandated standards.

Current State: Overall posting of TEKS/SE's have become a part of the culture at MFMS		Desired State: 100% Fidelity		
Data:		Data:		
☐ Initiating	☐ Implementing	☒ Developing	☐ Sustaining	☐ Initiating
				☐ Implementing
				☐ Developing
				☐ Sustaining
Action	Person Accountable	Observable	Data	Date
Teachers will post and use TEKS/SE in lessons every day.	Teachers	TEK/SE Posted	Walk Through Observations	On-Going
Students will articulate their understanding of the TEKS.	Administration Teacher Leaders Teachers	Student Feedback	Walk Through Observations	On-Going
All aspects of every lesson are contextually aligned with the TEKS and taught at the appropriate time according to the Year At a Glance (YAG).	Administration Teacher Leaders Teachers	YAG, Kilgo	Walk Through Observations Assessment Results (CBA & TBA)	
Observation:				
Next Steps:				

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 2: Teachers incorporate research-based best practice strategies to enhance student learning.

Current State: Implementation of Best Practices. Data:		Desired State: Developmental and Sustained Practices of Best Practices and Differentiated Learning Strategies. Data:		
☐ Initiating	☒ Implementing	☐ Developing	☐ Sustaining	☐ Initiating ☐ Implementing ☐ Developing ☐ Sustaining
Action	Person Accountable	Observable	Data	Date
Teachers will participate in Professional Development on research-based best classroom practices (e.g. a book study, collaborative discussion groups, and formal professional development).	Administration Teacher Leaders Teachers	Professional Development	Documentation of Professional Development	May 2014
Research based best practices will be used in the classroom daily.	Teachers	Student Results	Classroom Walk-Throughs	
Observation:				
Next Steps:				

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 3: Student assessments are 100% aligned to campus-developed YAG and to state mandated standards.

Current State: Each Core subject has implemented the CBA’s and TBA’s.				Desired State: Align each CBA and TBA to the contextual and conceptual rigor level of STAAR.			
Data:				Data:			
 Initiating	 Implementing	 Developing	 Sustaining	 Initiating	 Implementing	 Developing	 Sustaining
Action	Person Accountable	Observable	Data	Date			
Common assessments are collaboratively created and/or edited. These assessments are contextually aligned with TEKS/SE’s and will be given at the end of every 3 -4 weeks.	Teachers Teacher Leaders	CBA	Common Assessment Data	Every 3-4 Weeks			
TEKS based assessments are collaboratively created and/or edited. These assessments are contextually aligned with TEKS/SE’s and will be given at the conclusion of the 9 weeks.	Teachers Teacher Leaders	TBA	TEKS Based Assessments	At the end of each 9 Week grading period			
Observation:							
Next Steps:							

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: Regular, sufficient, protected time is dedicated to collaboration with the goal of learning for all.

Current State: Common Planning periods have been implemented. Data:		Desired State: Teachers will utilize common planning periods to collaborate on best practices, intervention and enrichment. Data:		
☐ Initiating	☒ Implementing	☐ Developing	☐ Sustaining	☐ Initiating ☐ Implementing ☐ Developing ☐ Sustaining
Action	Person Accountable	Observable	Data	Date
Each core subject teacher will be provided a common planning period with other core subject teachers from the same grade level.	Teachers Teacher Leaders Administrators	Teachers will use this time for lesson planning (reviews, assessments, and daily work for next unit.	Master Schedule and lesson plans	On going
Teachers will use the common planning period to participate in professional learning communities.	Teachers Teacher Leaders Administrators	Teachers/Teacher Leaders will evaluate student work and reflect on previous lessons and upcoming lessons. -Create PLC calendar	PLC and Teacher Reflection Logs	On going
Teachers will collaborate to design, implement, and archive effective TEKS based lessons for all learners.	Teachers Teacher Leaders	Teachers/Teacher Leaders will discuss and design TEKS based lessons	PLC and Teacher Reflection Logs	On going
Observation:				
Next Steps:				

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions.

Goal 1: Results of each grade level assessment will by show an increase as compared to the previous year’s assessment.

Current State:				Desired State: STAAR results of 95% passing rate			
Data:				Data:			
Initiating	Implementing	⊗ Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Teachers and teacher leaders will compare results of the current year’s assessment versus the previous year’s assessments during PLC time.	Administration Teacher Leaders Teachers	Comparison	Formative Assessments	On going			
Teacher leaders will create a data wall that will show the results of the assessments from both the previous year and current year.	Teacher Leaders	Data Wall	Data Wall	On going			
Observation:							
Next Steps:							

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions.

Goal 2: Results of assessments will be a useful indicator of progress in responding to all students' learning needs.

Current State: Implemented intervention for fragile students based on CBA and TBA data. Data:		Desired State: Data:		
 Initiating	 Implementing	 Developing	 Sustaining	 Initiating  Implementing  Developing  Sustaining
Action	Person Accountable	Observable	Data	Date
Based on results, interventions will be established for fragile and reluctant students.	Teachers Teacher Leaders	Eduphoria Data	CBA & TBA Data	On going
Teachers will use data to create lessons that will spiral SEs back in to lessons to reinforce.	Teachers Teacher Leaders	Formative Assessments	Formative Assessments	On going
Observation:				
Next Steps:				

**Fund Totals
2013-2014**

SOURCE	AMOUNT	DESCRIPTION
Title I	\$	Staff Salaries
Title I Allotment	\$	Instructional Support/Development
Title 1 Additional Allotment	\$	Instructional Support/Development
Title III Allotment	\$	Professional Development
State Comp. Education	\$	For At-Risk Students

Supplies and Materials
Professional Development

MFES

MARBLE FALLS ELEMENTARY
CAMPUS IMPROVEMENT PLAN

2013 - 2014



Marble Falls Elementary

Campus Improvement Plan 2011-2013

District Goals

- Goal I:** We will build strong, vital relationships within our diverse communities.
- Goal II:** We will embrace innovative applications of technology with primary focus on student immersion.
- Goal III:** We will cultivate opportunities for student participation that extend beyond the classroom.
- Goal IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.
- Goal V:** We will promote personal wellness and healthy choices.
- Goal VI:** We will exemplify strength of character.
- Goal VII:** We will provide a safe and drug-free environment.

These are both District “targeted” goals and Campus “targeted” goals.



The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.



Marble Falls Independent School District Board of Trustees 2013-2014

Rick Edwards	Place 5	President
Karl Westerman	Place 2	Vice- President
Kelly Fox	Place 7	Secretary
Tommy Chaney	Place 4	Member
Craig Mabray	Place 3	Member
Kevin Naumann	Place 6	Member
Mike Savage	Place 1	Member

“Together We Grow!”

Comprehensive Needs Assessment

Marble Falls Elementary

- **Target STAAR Scores at Grades 3-5 in order to reduce the achievement gap for all students.**
 - **Mathematics**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Alignment Emphasis at Grades PK-5
 - **Reading**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Alignment Emphasis at Grade PK-5
 - **Writing**
 - Hispanic
 - Emphasis at Grade 4
 - **Science**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Emphasis at Grade 5
 - **STAAR – Accommodated / STAAR M / STAAR Alt (All Tests)**
 - Achieve 95% or greater passing rate on STAAR Accommodated, STAAR M, and STAAR Alt.
- **Raise Rigor of PK-5 Instruction**
 - Consistent monitoring and feedback reflecting instruction
 - Research and incorporate “best practices” for instruction
 - Provide professional development opportunities for teachers
 - Conduct Instructional Walkthroughs utilizing Mosaic
- **Increase attendance rate (Above 97%)**
 - Provide incentives to students on a quarterly basis
 - Communicate value of attendance to parents, students, and staff
- **Provide a safe, positive learning environment for students, staff, and parents**
 - Teacher / Student recognition and rewards
 - Events to showcase parent appreciation and promote cultural diversity
 - Encourage teachers to take “leadership” roles on campus
 - Reinforce safe and secure procedures on campus that strengthen campus security.

“Together We Grow!”

District & Campus Goal 1: We will build strong, vital relationships within our diverse communities.

Performance Objective: MFES will actively involve parents and various members of our school community in the education of our children through conferences, campus events, and volunteers programs.

Summative Assessment: Parent sign in sheets, DEIC Survey Results, Campus Survey Results, Campus Volunteer Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
1.1	MFES will provide multiple communication resources to parents. These resources are designed to keep parents informed and updated on campus activities, campus services, and district wide information. Parents will be able to access information through: Sky Alert System MFES Campus Web Page MFES Students Folders / Agenda Books MFES Social Media Accounts (Twitter) MFES Campus Newsletter – Pony Express Campus Phone Calls Skyward Family Access Event Surveys to gauge effectiveness of communications	Campus funds District funds Planning time Technology Resources	District Office Principal Classroom Teachers PTO Members	Ongoing
1.2	Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2013 April 2014
1.3	Family STAAR Information Night for 3-5 parents	Campus Funds Flyers	Principal 3-5 Literacy Specialist Math Specialist	October 2013 January 2013
1.4	Campus will produce and distribute campus newsletter titled “Mustang Express” which will give grade level information and important dates and events happening on campus.	Campus Funds	Principal Classroom Teachers	Each month beginning September 2013
1.5	Folders / Planners will go home each night with students as a form of communication. Monday Folders will include campus information that is sent home weekly.	Campus Funds for Folders and Planners	Principal Classroom Teachers	Daily
1.6	Campus will hold quarterly “Family Nights”. Events will promote cultural diversity based on campus demographics.	Campus Funds Title I Funds \$1000	Principal Classroom Teachers	Quarterly
1.7	A relationship will be made with local media so that they are invited to attend and cover school news and report to the community.	Contacts to local media	Principal	Ongoing

“Together We Grow!”

1.8	Recruit Volunteers through PTO and campus efforts to aide in campus planning, reading, and social support.	Volunteer Coordinator	Principal Classroom Teachers Title I support staff	Ongoing
1.9	Form relationship with the various civic organizations in Marble Falls to support community involvement in education	Time for meeting with civic groups	Principal	Ongoing

District & Campus Goal 2: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: MFES will support the innovative application of technology so that students gain the skills necessary to function in the 21st century.

Summative Assessments: Student Tech Assessment Data, Teacher Tech Assessment Data, Technology Inventory, Campus Technology Meeting Minutes.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
2.1	The level of skills demonstrated in the classroom will be raised by increasing the use of digital technology tools (I.e., digital cameras, handheld devices, scanners, probes, etc.) to access, analyze, & evaluate information, solve problems, & communicate in multiple formats with diverse audiences.	Technology Funds Digital Hardware Staff Development Copyright laws	Principal Campus Tech Manager Librarian Classroom Teachers	Ongoing
2.2	Provide instruction and appropriate technology so that students will demonstrate mastery of basic skills at progressive levels of difficulty in core curriculum areas.	Technology Funds SuccessMaker Study Island	Technology Dept. Principals Tech Manager Literacy and Math Specialist	Weekly
2.3	Attend professional staff development and opportunities for students to utilize multiple formats for communications with diverse audience	Technology Funds Computer Software / Hardware World Wide Web Computer Hardware	Technology Dept. Principals Tech Manager	Daily
2.4	Monitor Computer Lab Usage	Technology Funds	Principals Tech Managers	Monthly
2.5	Maintain a replacement schedule (hardware, software and infrastructure) to provide students with learning opportunities, utilizing the latest technology available.	State and Federal Funds	Technology Dept. Tech Manager Principal	Annually
2.6	Students will create various technology based projects to be shared with the Marble Falls community.	Time for project planning and development Software and Hardware to meet students needs	Principal Classroom Teachers Campus Tech Manager District Personnel	December 2011

District & Campus Goal 3: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: MFES will provide students with experiences that promote learning outside of the classroom. These experiences will give student the opportunity to lean and apply knowledge outside of the regular school setting.

Summative Assessments: UIL Team Roster, Field Trip Schema, Destination Imagination Team Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
3.1	Encourage students to participate in extracurricular activities such as UIL and Destination Imagination that promote higher levels of thinking.	Extra duty pay Funds for instructional materials Funding for team fees	Central Office Staff Principal Classroom Teachers	Weekly
3.2	Provide instruction and extra-curricular opportunities for students to participate in activities that foster higher level thinking skills	GT funds Staff Development Time for curriculum planning / integration	Challenge Lab Facilitator Principal	Ongoing
3.3	Provide students with field trip experiences that are selected based on grade level TEKS.	Field Trip Funds	Principal Classroom Teachers	Spring 2014

District & Campus Goal 4: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: MFES will deliver consistent exemplary services in all areas of the curriculum to include LEP, Special Education, GT, At- Risk / Title I, Dyslexia, Student Success Initiative (SSI).

Summative Assessments: AEIS Report, Classroom Data, DEIC Survey results, STAR results, PDAS Evaluations, Student sign in Sheets.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
4.1	Assure that all staff attends staff development provided at the campus and district level that is specific to the needs of diverse student groups and allows staff to maintain Highly Qualified standards. Topics include, but are not limited to: Effective Practices for - At-Risk Students - Gifted Students - LEP Students - Special Education Students	Funds for Professional Development Title I funds Title III funds	Principal Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
4.2	Provide additional instructional support to teachers in mathematics and reading through a Title I funded math specialist, PK-2 Literacy Specialist, and 3-5 Literacy Specialist, and paraprofessional staff	Title I funds Compensatory Funds	Central Office Staff Principal	Daily
4.3	Utilize Challenge Lab teacher to provide enrichment and reinforcement of higher order thinking skills to students in all classrooms	GT Funding	Central Office Staff Principal Challenge Lab Teacher	Daily
4.4	Classroom Teachers, with support of Challenge Lab Teacher and Content Specialists will provide enrichment activities for all students	Campus funds Ideas and activities for use in differentiation of instruction.	Challenge Lab Teacher Content Specialists Classroom Teachers	Daily
4.5	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
4.6	Use the Wilson Program for identified dyslexic students	Wilson materials Staff to implement program	Literacy Specialist Principal	Weekly
4.7	Provide extended year to students needing to pass STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2012
4.8	Increase amount of direct instructional assistance provided	Compensatory funds	Principal	Daily

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	to students through the learning lab open before school		CM Mastery Aide	
4.9	Implement the components of the Student Success Initiative to include: ▪ Parental notification of at-risk status (Gr. K-5) ▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 10 TAKS scores in reading and / or math ▪ Implement research-based teaching strategies and at grades PK-5 ▪ Periodically measure student progress and adjust instruction accordingly. ▪ Establish Grade Placement Committees for grade 5	SSI Guidelines TPRI Assessment	Principal Teachers	Weekly
4.10	Instructional TEAMS consist of administration, specialists, and classroom teachers will conduct Instructional Walkthroughs resulting in open dialogue and recommendation on instructional improvement.	Walkthrough Schedule Monitoring form Time for debriefing	Principal Content Specialist Classroom Teachers	Monthly
4.11	Literacy & Math Specialists will work with teachers and continue to develop teacher awareness and competencies by reviewing use of the Kilgo strategies, Six Trait Writing, Balanced Literacy, and others that have proven successful.	Common planning time	Teachers Principal Literacy Specialists Math Specialist	Ongoing
4.12	Staff will be trained to facilitate and monitor RTI in content areas. RTI plan will be developed and utilized when working with At Risk students.	RTI Planning time Training Time Campus Funds	Principal Literacy Specialists Math Specialist Classroom teachers	RTI Plan September 2011 Training August 2011
4.13	Grade level team meetings will be held weekly as needed during common planning periods. The meetings will include regular sharing of successful strategies/techniques in place and working well, problem-solving to develop and share new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.	Common planning time	Principal Team Leaders Literacy Specialists Math Specialist Special Ed. Staff	Wednesdays
4.14	Using the comprehensive needs assessments, the Title I staff will plan jointly with classroom teachers to discuss the needs of students served in Title I in order to help them attain mastery in reading, writing and math. These students needs will be addressed by Title I staff using the inclusion	Planning time Title I Teachers Teachers Title I Aides	Principal Teachers Title Staff	Weekly

“Together We Grow!”

	model and/or pullout in the students' classroom.			
4.15	Implement the literacy program as defined in district and campus initiatives. • Provide additional staff development • Purchase needed resources • Monitor instruction • Provide support for staff to implement the strategies	Literacy resources Professional Resources Title I	Literacy Specialists Math Specialist Principal Teachers	Ongoing
4.16	Continue to increase the amount of time all students spend in actual reading by: · all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time) · choral reading · student reading aloud with a tape, story or book · students keeping daily logs of reading time at home and at school · paired reading within and across grade levels · students keeping a cumulative log of titles read during the year · all students actively participating in the Accelerated Reading program as appropriate · duo-log reading having books available for students in waiting areas	Big books, books, tapes of books, reading logs, AR books and tests Title I funds \$1000	Principal Teachers Librarian	Daily
4.17	Develop test familiarity and test taking skills by using activities from various STAAR focuses ancillary materials.	· Title I funds \$1000	Classroom Teachers (Grades 3-5) Special Program Classroom Teachers Principal	Daily
4.18	Provide a balanced literacy program in each classroom grades K - 2 based upon scientifically based reading research which is in accord with campus guidelines for literacy instruction and instructional time allocations, which a) provide extensive phonics instruction using Foundations b) provide systematic spelling instruction based on identified spelling patterns; c) include fluency activities in daily instruction; d) incorporate resources from the state reading academics and instructional strategies in the TPRI Intervention Guide	professional development for all teachers Literacy Specialists to provide support Instructional materials including leveled libraries TPRI Intervention Guides	Curriculum Dept. Principal Literacy Specialists Literacy Consultant Teachers	Ongoing

4.19	Identify students who are at-risk. Determine the appropriate intervention strategies to assist students in meeting mastery. Interventions may include but are not limited to: • RTI • Extended Day • Tutorials • Title I Assistance • Counseling • Special Education Services • Content mastery • Computer based remediation software • Differentiated Instruction • SSI Tutorials • Extended Year	Local Assessments Student Data Title I Funds \$10,000 State and Federal Funding sources if available	Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers	Weekly
4.20	Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.	Leveled Readers / Guided Reading library. Title I Funds \$1000	Title I support staff Principal Classroom Teachers	Ongoing
4.21	In grades 3-5, regularly chart student progress by charting tested objectives in reading and math. Review data and adjust instruction.	Local and State Assessment Data	Principal Teacher	Monthly
4.22	Each grade level will develop a STAAR plan using the results of data gathered each grading period. The plan will include intervention strategies and the use of test-taking strategies.	STAAR data Planning Time	Principal Title 1 Staff Teachers Special Ed. Staff	Annually but adjusted as needed
4.23	District Benchmark Tests will be administered according to District testing schedule. The results will assist teachers in planning for STAAR: • grouping for instruction based on identified needs • reinforce objectives • reinforce use of strategies	Benchmark Tests Reports with student data	Central Office Staff Principal Teachers Special Program Staff	January 2012
4.24	Utilize and review uniform reading strategies. Strategies will be introduced to 2 nd graders during the second semester and will be continued through 5 th grade	Collaboration time for Reading teachers in grade 2-5	Principal Literacy Specialist Classroom Teachers	Ongoing
4.25	Encourage small group remediation within classroom setting to reinforce all content areas. Groups no larger than 4 students	STAAR formatted resources, Reading resources targeting the 5 components of	Principal Title I support staff Classroom Teacher	Daily

“Together We Grow!”

		reading		
4.26	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading resources	Title I support staff Principal	Weekly
4.27	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
4.28	Require Science and Math “Word Walls” and journals to reinforce consistent science / mathematics vocabulary and conceptual understanding in grade K-5	Science / Mathematics vocabulary list by grade level journaling notebook	Principal Classroom Teachers	Ongoing
4.29	Benchmark assessments will be administered as per the district testing calendar and district assessment procedures.	District-provided assessments and reports generated through DMAC and Campus Analysis	Central Office staff Principal Teachers	Each 9 weeks
4.30	Teacher-made assessments will also be reviewed for TEKS content, complexity, & context.	Assessment materials	Principal Teachers Content Specialists	Ongoing, following each academic unit
4.31	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
4.32	Utilize formal and informal (mini) assessment data to guide instruction and remediation	Benchmark assessments Informal assessments	Title I Support Staff Principal Classroom Teachers	Weekly
4.33	Information from computer software will be utilized to reinforce student learning. Programs will be facilitated through general and special education classrooms. (i.e. Read Naturally, Lexia, Think Through, iStation, Rosetta Stone)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
4.34	Encourage / Enforce individual student conferences with students regarding writing as related to 6+1 Traits.	Title I support	Classroom Teachers Principal	Ongoing
4.35	Utilize reading selections to reinforce writing concepts	6+1 Trait Crates Title I support staff	Classroom Teachers Literacy Specialists Principal	Weekly
4.36	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
4.37	95% of GT students at 3-5 grades will be commended on all sections of STAAR testing	Enrichment time	Classroom Teacher Challenge Lab Facilitator Principal	Annually

“Together We Grow!”

4.38	All staff must meet Highly Qualified status for all assigned roles. Internet postings, job applications, and job fairs will be utilized to recruit Highly Qualified candidates.	Posting requirements Job Fair opportunities	Principal	August 2011 or as need because of vacancy.
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District & Campus Goal 5: We will promote personal wellness and healthy choices.

Performance Objective: MFES will maintain the availability and use of our current facilities to provide a quality educational environment that meets the needs of our students and community.

Summative Assessments: DEIC Surveys, Campus Teacher, Staff and Parent Surveys, Facility usage forms

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
5.1	MFES master schedule will meet or exceed the required number of minutes per week required for Physical Education (150 minutes per week).	MFES Master Schedule	Principal	Weekly
5.2	Encourage students to make healthy choices by providing healthy snack option during lunch periods.	Healthy Snacks	Principal Food Service	Ongoing
5.3	Include healthy food and/or physical activity ideas for parents through campus newsletter.	Newsletter	Assistant Principal PE Teacher	Twice Monthly
5.4	Recess time on a daily basis will be scheduled to meet the age-appropriate frequency and number of minutes per day.	MFES Master Schedule	Principal	Daily

District & Campus Goal 6: We will exemplify strength of character.

Performance Objective: MFES will increase provide opportunities for staff and students to recognize good character traits of students and staff.

Summative Assessment: DEIC Survey Results, Campus Survey Results, STAR Student Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
6.1	Implement campus wide Character Education Program: Character Counts with No Place for Hate Events and Activities.	Character Counts No Place for Hate Materials Class Schedule	Counselor	Monthly
6.2	Implement STAR Student Program for students PK-5 in order to reinforce responsibility and character.	STAR Student Awards	Principal Registrar Teachers	Ongoing
6.3	Provide What-a-Character incentive tickets to student exemplifying strong character traits.	What-a Character Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets

District & Campus Goal 7: We will provide a safe and drug-free environment.

Performance Objective: MFES will maintain a safe, drug free environment that is conducive to learning.

Summative Assessment: PEIMS Discipline Reports, DEIC Survey Results, Campus Surveys

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
7.1	Continue to analyze discipline statistical data at the campus and district level at the end of each grading period to determine trends effective/non-effective practices including application of consequences and training needs.	Discipline Statistics	Principal	Monthly
7.2	Each teacher will follow classroom discipline plan. A copy will be sent home to parents.	Planning time Completed Plan	Classroom Teachers Principal	August 2011
7.3	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers	October 2011 February and April 2012
7.4	MFES will utilize security software to monitor visitors on campus	Security Software	Title IV Coordinator Principal Office Staff	Ongoing
7.5	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus	District training	Principal Title IV Director Counselor	Ongoing
7.6	MFES will conduct monthly fire evacuation drills and monitor effectiveness of evacuation plan.	Fire Evacuation Maps and Procedures	Principal	Monthly
7.7	MFES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	October 2011 – January 2012
7.8	MFES will conduct Disaster drills each nine weeks and monitor effectiveness of disaster plan	Disaster Procedures	Principal	Each nine week period
7.9	MFES will require all visitors to have “car tags” displayed in car window when picking up students at school dismissal.	Car Tags Parent Information	Principal MFES Staff	Ongoing

2013-2014 Action Plan
Campus: Marble Falls Elementary

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: All teachers will provide daily instruction that is aligned to the state standards so every student will be fully prepared to reach his/her potential.

Current State: Some teachers provide daily instruction that is aligned to state standards. Not all students are fully prepared to meet their potential resulting in too many students in tiers two and three. Data: RTI, PLC minutes, TBA	Desired State: Every teacher will provide lessons that are aligned to the state standards while reducing the number of students in RTI by 50%. Data: Assessment data
☐ Initiating ☐ Implementing ☒ Developing ☐ Sustaining	☐ Initiating ☐ Implementing ☐ Developing ☒ Sustaining

Action	Person Accountable	Observable	Data	Date
100% of teachers will post the daily focused SE for each subject	Teachers Resource Teachers	Walkthroughs	Mosaic report	
100% of teachers will communicate the daily focused SE for each subject throughout the lesson	Teachers Resource Teachers	Walkthroughs	Mosaic report	
Provide daily opportunities for student to use TEKS aligned academic vocabulary in all subject areas	Teachers Resource Teachers Academic Specialists	Walkthroughs	Formative Assessments	
Provide daily reteach and enrichment that are aligned with grade level TEKS	Teachers Resource Teachers Teacher Leader Academic Specialists	Students in groups Student products	Campus Remediation Time	
Provide professional development on the use of IStation, TTM, writing workshops, guided reading, and methods of using academic vocabulary	Principal Assistant Principal Teacher Leader Academic Specialists	Implementation of learning from PD	Sign in sheets	In-service days

2013-2014 Action Plan
Campus: Marble Falls Elementary

PK - third grade teachers will implement Foundations daily	Teachers Resource Teachers Reading Specialist	Fundation supplements seen during walkthroughs	Weekly dictation tests and unit tests	
PK – fifth grade teachers will implement the practice of guided reading weekly	Teachers Resource Teachers Reading Specialist	Walkthroughs	Running records	
PK – fifth grade teachers will conduct the practice of writing workshops weekly	Teachers Resource Teachers Reading Specialist	Walkthroughs	Writing products	
Provide Rosetta Stone program time weekly to LEP students	Teachers	Para Schedule Walkthroughs	Mosaic Report	
Provide professional development on monitoring LEP students and Sheltered Instruction	Leslie Talamantes	Professional Development Calendar	TELPAS data	
Weekly, use a Multi-sensory approach to building numerical fluency	Math Specialist Teacher Leader Teachers	Walkthroughs	PLC planning recaps	
Use the Math TEKS problem solving processes in weekly lesson plans	Math Specialist Teacher Leader	Posting of the problem solving strategies		
Observation:				
Next Steps:				

2013-2014 Action Plan
Campus: Marble Falls Elementary

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: As a campus we will all collaborate to align instruction, review assessments, and discuss interventions to guide lesson planning.

Current State: As a campus, planning includes team member who plan using the grade level YAG, TEKS, SEs, and common data. Currently teachers see PLC as another meeting instead of a standard method of operation. Data: Current Team Planning meetings				Desired State: As a campus, planning includes all team members; it routinely includes the use of grade level YAG, TEKS, SEs, and common data to make instructional decisions for the purpose of promoting student achievement while focusing on the “why” of teaching. Data: Meeting Minutes			
Initiating	✕ Implementing	Developing	Sustaining	Initiating	Implementing	✕ Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Set norms for all collaborative meetings including a focus on the “why”	Principal Assistant Principal Academic Specialists Teacher Leader Teachers	Teams will recap the actionable items of the meeting so everyone has a common understanding from the meeting	Activities that demonstrate a community of professional learners an expectation list	August 28, 2013 Weekly			
Collaborate using data to guide targeted lesson planning.	Principal Assistant Principal Teachers Resource Teachers Teacher Leaders	Activities created that are aligned to the TEKS/SE Teams schedule with Teacher Leaders	Minutes Walkthrough Visits	Weekly			

2013-2014 Action Plan
Campus: Marble Falls Elementary

Establish a PLC observer option to add to discussion during team recaps at least once per 6 weeks.	Principal Assistant Principal Academic Specialists Teacher Leader Teachers	Teachers will recap the actionable items of the meeting so everyone has a common understanding from the meeting	Minutes	
Implement a classroom remediation time dedicated to spiraling TEKS for tier 2 small groups	Principal Assistant Principal Team Leaders Academic Specialists Teacher Leader	Time appears on classroom schedule	Activities created that will be used during remediation time for Tier2 students	2X per week
K-2 will use the new math TEKS to teach the math standards 3-5 will use the side by side comparison to teach both standards with a teaching focus on the current TEKS to close the gap	Principal Assistant Principal Teacher Leader Math Specialist	Weekly PLC recaps	Lesson Plans TBA's	Weekly
Summer book study to encourage common vocabulary and focus on team planning and collaboration	Principal	Distribution of "The Energy Bus" Incorporate Energy theme into back-to-school training and weekly updates	Weekly updates	Weekly
Observation:				
Next Steps:				

2013-2014 Action Plan
Campus: Marble Falls Elementary

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: All teachers will use data to make instructional decisions for all students.

Current State: Staff understands that data guides instructional decision-making. The depth and consistency of what data is used and when varies by staff member. Data: STAAR, TBA, DRA, TPRI				Desired State: Analyze data to determine student needs to guide spiraling, remediation and pacing to provide targeted interventions and enrichment to the aligned TEKS. Data: TBA results, STAAR, DRA, TPRI, Teacher observations, informal assessments, grades			
 Initiating	 Implementing	 Developing	 Sustaining	 Initiating	 Implementing	 Developing	 Sustaining
Action	Person Accountable	Observable	Data	Date			
Weekly monitoring of student discipline, attendance and assessment trends	Principals Assistant Principal Teacher Leaders Specialists Teachers	Data wall PLC recaps	Attendance reports PEIMS data TBA's STAAR DRA TPRI	Weekly			
Use data to group students for whole group, small group and individual remediation	Teacher leaders Teachers	RTI updates Eduphoria Item Analysis	Formative Assessments Summative Assessments	Monthly			
Professional development will be provided through Eduphoria	Principal Instructional Technologist Teacher Leaders	Eduphoria report use in PLC's	TBA's STAAR DRA TPRI	TBD			
Teacher Leaders will assist teachers	Teachers	Remediation Lessons	Gap assessments				

2013-2014 Action Plan
Campus: Marble Falls Elementary

in providing targeted remediation lessons and materials	Resource Teachers Teacher Leader Academic Specialists	Walkthroughs	Walkthrough data	
Observation:				
Next Steps:				

MARBLE FALLS



COLT ELEMENTARY

2012 - 2013

CAMPUS IMPROVEMENT PLAN

"Together We Grow!"

Marble Falls ISD Mission Statement:

The mission of MFISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

District and Campus Goals

- GOAL I:** We will build strong, vital relationships within our diverse communities.
- GOAL II:** We will embrace innovative applications of technology with primary focus on student immersion.
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- GOAL V:** We will promote personal wellness and healthy choices.
- GOAL VI:** We will exemplify strength of character.
- GOAL VII:** We will provide a safe and drug-free environment.

MFISD Board of Trustees

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Kevin Naumann	Vice-President
Craig Mabry	Secretary
Mike Savage	Member
Dr. Kelly Fox	Member
Tommy Chaney	Member
Karl Westerman	Member

“Together We Grow!”

2012-2013 Colt Elementary School CEIC Members

Name	Position	Term
Powell, Keith and Richert, Mark	Administration	On-going
Smathers, Jodye	Counselor	On-going
Weihs, Lenore	Librarian	On-going
Otero, Nancy	Teacher	May 2015
Hardaway, Katherine	Teacher	May 2013
Johnson, Debby	Teacher	May 2013
Bridges, Julie	Teacher	May 2013
Thompson, Connie	Teacher	May 2015
Gray, Holley	Teacher	May 2014
Taylor, Cindy	Teacher	May 2015
Layton, Terry	Paraprofessional Representative	May 2014
Narvaez, Darlene	Parent Representative	May 2015
Jones, Keith	Business Representative	May 2015
Jones, Pauline	Community Representative	May 2015
Fields, Melissa	District Representative	May 2013
Sparks, Becky	DEIC Liaison	May 2015
Helms, Christina	Special Education Representative	May 2015
Schumacher, Kathy	Title I Representative	May 2013

“Together We Grow!”

**Responsible for Colt Elementary CIP Implementation
2012 - 2013**

Title/Position	Name
Administration	Keith Powell, Mark Richert
Counselor	Jodye Smathers
Librarian/Media Specialist	Lenore Weihs
Nurse	Sandra Pollock
Office Staff	Mary Ratliff, Frances Najera
Teachers	CES Staff
Instructional Assistants	CES Staff
PTO	President
Assistant Superintendent C&I	Dr. Janice Mauldin
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Stacey Cox
Campus LSSP	Danielle Sims
G/T Campus Coordinator	Karen Maples
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner

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Academic Performance Indicators and Goals

All Students	2009	Gain	2010	Gain	2011	Needed Gain	2012
3 rd Grade Math	83%	12%	95%	-2%	93%	7%	100%
3 rd Grade Reading	95% (94% in March)	3%	98%	-5%	93%	7%	100%
4 th Grade Math	95%	-1%	94%	1%	95%	5%	100%
4 th Grade Reading	96%	-2%	94%	0%	94%	6%	100%
4 th Grade Writing	96%	1%	97%	0%	97%	3%	100%
5 th Grade Math	93%	5%	98%	-3%	95%	5%	100%
5 th Grade Reading	98% (89% in March)	2% (86% in April)	100%	-6%	94% (88% in April)	6%	100%
5 th Grade Science	89%	6%	97%	-5%	92%	8%	100%

3 rd Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	80%	--	--	--	--	--	100%
Hispanic	94%	-4%	90%	4%	94%	6%	100%
White	81%	17%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	90%	6%	96%	-4%	92%	8%	100%
Bilingual	92%	-13%	79%	--	--	--	100%

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3rd Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	99%	--	--	--	--	--	100%
Hispanic	86%	13%	99%	-5%	94%	6%	100%
White	96%	2%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	97%	-1%	96%	-4%	92%	8%	100%
Bilingual	99%	-6%	93%	--	--	--	100%

4th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	99%	--	--	--	100%
Hispanic	88%	2%	90%	2%	92%	8%	100%
White	98%	-5%	93%	3%	96%	4%	100%
Eco. Disadvantaged	90%	7%	97%	-6%	91%	9%	100%
Bilingual	--	--	78%	--	--	--	100%

4th Grade Writing	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	99%	--	--	--	100%
Hispanic	90%	1%	91%	3%	94%	6%	100%
White	98%	0%	98%	0%	98%	2%	100%
Eco. Disadvantaged	95%	2%	97%	3%	100%	0%	100%
Bilingual	--	--	99%	1%	100%	0%	100%

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5th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	--	--	--	--	100%
Hispanic	93%	3%	96%	4%	100%	0%	100%
White	94%	6%	100%	-2%	98%	2%	100%
Eco. Disadvantaged	90%	8%	98%	-9%	89%	11%	100%
Bilingual	--	--	--	--	--	--	100%

5th Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	80%	---	---	--	--		100%
Hispanic	98%	-9%	89%	-8%	81%	19%	100%
White	84%	12%	96%	0%	96%	4%	100%
Eco. Disadvantaged	96%	2%	98%	-10%	88%	12%	100%
Bilingual	--	--	--	--	80%	20%	100%

5th Grade Science	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	--	--	--	--	100%
Hispanic	83%	9%	92%	-14%	78%	22%	100%
White	92%	7%	99%	-3%	96%	4%	100%
Eco. Disadvantaged	82%	15%	97%	-10%	87%	13%	100%
Bilingual	--	--	--	--	83%	17%	100%

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DRA/EDL on Grade Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
Kindergarten (2-4)	95%	-2%	95%		80%	20%	100%
First Grade (16-20)	57%	-20%	57%		48%	52%	100%
Second Grade (28-30)	63%	-13%	63%		72%	28%	100%

DRA/EDL at Fluency Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
Kindergarten (no rate)	NA	-	NA	-	NA	-	NA
First Grade (47-74 wpm)	-	-	60%	-15%	45%	55%	100%
Second Grade (94-124 wpm)	-	-	31%	38%	69%	31%	100%

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2012-2013 Comprehensive Needs Assessment

(1) Working to improve passing and commended state assessment scores in Grades 3-5.

- Third Grade Math
 - Hispanic passing rate
 - Low SES passing rate
 - Hispanic commended rate
 - Females passing rate
 - Low SES commended rate
- Third Grade Reading
 - Low SES passing rate
 - Hispanic commended rate
- Fourth Grade Reading
 - Low SES passing rate
 - Hispanic commended rate
 - Low SES commended rate
 - Bilingual commended rate
- 4th Grade Writing
 - Low SES commended rate
 - Low SES passing rate
- Fifth Grade Reading
 - Hispanic passing rate
 - Low SES passing rate
 - All student commended rate
 - Male commended rate
 - Hispanic commended rate
 - Bilingual commended rate
- Fifth Grade Math
 - Bilingual passing rate
 - Low SES passing rate
 - Hispanic commended rate
 - Bilingual commended rate
- Fifth Grade Science
 - Bilingual commended rate

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- Low SES passing rate

(2) Improve first and second grade DRA results in on grade level and fluency level measures.

(3) Increase student attendance rate to at least 97%. (2009-2010 final avg. - 95.66%)

4(5) Staff survey results

- Increase opportunities to recognize staff
- Appropriately enforce all campus rules.
- Campus rules are consistently enforced.
- Appropriately address all discipline referrals in a timely manner.

Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: Parent and staff end-of-year surveys will demonstrate a 90% or higher approval rating.

Formative Assessment: Volunteer List; Volunteer Sign-In sheets; file of newsletters sent home; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; file of media communications

Summative Assessments: Parent Survey, Staff Survey, final Volunteer List and sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
399	Communicate consistently with parents.	CES teachers	Title III(translations)	Minimum - twice monthly
	Class and/or grade level newsletters and notices (translated in Spanish as appropriate) sent home and posted on teachers' web pages.	CES teachers	Folders (donated)	Weekly
	Designated day of week for campus and district-wide communication in identified folder to establish consistency.	PTO Board, CES admin	Meeting calendar, agendas	Monthly
	Provide parents and caregivers information on special programs at monthly PTO meetings (Title I, Title III, RTI, Special Education, Character Counts, etc.).	PTO Board, CES admin	PTO, CES funds	As needed
	Provide a translator at parent meetings (Spanish).	Classroom teachers, J. Tellez	Current phone numbers	Daily (after 10am)
	Call homes of absent students to communicate concern and procedures for returning to school.	CES admin	Title I (district level)	As needed
	- Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) - Provide monthly issues of Home-School Connection Parent Newsletter ; includes hints and information	K. Schumacher	Title I (100% salary)	Monthly

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	for parenting, activities, homework tips, etc. (Eng/Sp) • Provide real-time parent access to student grades and attendance records through GradeBook, TxConnect. • Encourage teachers to work on Rosetta Stone to begin to develop Spanish language skills to improve parent communication. • Hold parent conferences at the end of 1st and 3rd nine weeks. • Continue Family Reading Night to encourage families to read and take AR tests together one night a month • Provide learning activities for families at annual Family Science Night. 2012-2013 theme: TBA. Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses. • Meet the Teacher Night with registration and information tables in cafeteria. (Transportation, Nurse, Cafeteria). • Conduct fall open house to extend opportunities for parents to meet teachers. Use time to arrange parent conferences as needed. Develop and maintain a volunteer program. • Recruit and build campus PTO Board and general membership. • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. • Continue to recruit community members to participate in volunteer opportunities on and off	MFISD Technology, CES teachers CES admin CES teachers L. Weihs P. Clymer, CES Science Committee CES admin CES admin PTO Board PTO Board (Mark Magee)	District funds Title I (stimulus) Planning time, early release days Library funds Campus, Title I, community donations PTO funds	Daily On-going By Oct. 14 and March 9 Second Tuesday, monthly March, 2013 Aug. 19 Sept. 22 (mid 1st nine weeks) On-going Oct. 2012
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	campus. - Establish a "coordinator" to recruit and organize volunteers. Spotlight campus activities to inform and encourage participation and/or sponsorship. - Invite local media to Colt Elementary events and/or submit photos and stories as they occur. Connect and enlist community resources available to parents and students. - Utilize local partnerships to provide needs and resources for the student body and staff (Rotary Club Dictionaries, Seriff Foundation School Supplies, Edwards Risk Management, Walmart, Payless gift cards, etc.) - Provide resource information (brochures, etc.) in foyer of campus. Increase opportunities to recognize staff and celebrate campus accomplishments. - Establish Hospitality Committee to coordinate donations, gifts, luncheons, etc. - Celebrate staff news at the start of monthly meetings (babies, graduations, etc) - Place messages of appreciation and encouragement in staff mailboxes. - Provide special treats (snacks, desserts, etc) in staff lunchroom. - Organize staff luncheons to celebrate birthdays. - Establish a procedure for staff to recognize one another (Kudos, Atta-ways, etc).	CES admin, PTO Board PTO Board (Nancy Floyd) CES admin, M.Ratliff J. Smathers, PTO Board CES admin, M. Ratliff CES admin.	Campus funds	On-going Beginning Aug. 20 and then on-going On-going On-going/as needs are identified On-going (check regularly to keep current) Monthly (minimum)
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District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: A minimum of 25% of student instruction will utilize or integrate technology.

Formative Assessment: Lesson plans; class observations; student projects; Technology Fair participation; CES Technology Committee reviews; sign up sheet for computer lab flex times;

Summative Assessment: STAR report; CES Technology Committee review; final computer lab usage report; report of student software usage; student survey; staff survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
402	Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient. • Provide continuing staff development (including PD 360 and Atomic Learning). • Send teacher representatives to the State Computer Education Conference in Austin, Texas (one primary, one intermediate)	District Tech.		One Tues per month (minimum) April 2013
	Instructional technology will be commensurate with the demands of the 21st century learner. Ensure effective and consistent use of instructional technology. • Integrate technology in all content areas: teacher and student created electronic projects, distance learning collaborations, multi-media projects, Power Points, Webquests, graphs & charts created through Excel, graphic organizers through Kidspiration, etc.	CES teachers, CES Tech Committee	CES funds	On-going
	• Research software, identify funding sources, and purchase one or more of the following: Inspiration, Enchanted Learning (web-based and campus wide),	CES Tech Committee, CEIC	CES funds, Title I, district funds	On-going (prioritized by

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Timeline XF. - Research hardware, identify funding sources, and purchase one or more of the following: projectors for identified areas, document cameras for each classroom, microscope attachment for document camera in the science lab, Palm Pilots for TPRI testing, wireless laptops for each teacher, tablet lab with 30 tablets. - Research and provide distance learning opportunities. - Upgrade teacher computer stations to include effective processing speed, projectors, and document cameras. - Campus Technology Committee will regularly review teacher and campus technology needs. - Students will use MP3 devices to record and listen to stories as part of the language arts curriculum. Conduct a student-directed technology showcase. - Establish a "Technology Fair" to highlight student and staff applications of technology. - Purchase a class set of digital cameras for student use - Increase the number of student stations in the classroom from a minimum of 4 to 6. - Implement filter criteria that is conducive to on-line learning. - Ensure understanding of new staff policy regarding electronic communication. - Extend and evaluate use of on-line learning opportunities.	CES Tech Committee, CEIC CES teachers IT Assistant, CES Admin IT Assistant, CES Admin D. Gordon, J. Mayfield (CES teachers) CO staff, IT Assistant, CES Admin IT Assistant, CES Admin District Tech CES admin	CES funds, Title I, district funds CES/district funds, Title I Legacy grant Title I, Title II, CES funds Title I, Title II, CES funds District Technology	committees) On-going (prioritized by committees) On-going (target by end of year) As scheduled Weekly December 2010 Target: end of year August 2012

	Utilize computer-based interventions in conjunction with and monitored by teachers to address students' academic needs. Programs include but are not limited to: • SuccessMaker • Lexia • Study Island • Reading A to Z • Razz Kids • Key Skills • Brain Pop • Type to Learn • Easy Tech • United Streaming (Think Central)	CES Tech Committee Reading/math specialists, CES teachers	Title I, CES funds, Sp Ed funds	As scheduled Daily
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District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: Parent/Student/Staff surveys will show a 90% or more approval rating.

Formative Assessments: Student log during family nights; Volunteer List; Volunteer/Student Sign-In sheets; file of newsletters sent home; student planners; student attendance at special events on campus; student - community participation in special events on campus; file of media communications that relate to student involvement

Summative Assessments: Parent/Student Survey, Staff Survey, final Volunteer List, sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
405	Establish a parent volunteer program. - Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. - Actively recruit through signs, newsletters, and WatchDOGS visibility throughout the campus. - Identify and recruit parents and community to work with students, help with special activities and programs, and assist teachers.	PTO Board (Mark Magee)	PTO funds	Oct. 2012
		PTO Board	PTO funds	On-going
		PTO Board (Nancy Floyd), CES admin and staff		On-going
	Actively inform all students and parents about district-wide and campus-wide student participation opportunities. - Invite local media to Colt Elementary events and/or submit photos and stories for promotion and as they occur. - Include information on web site, grade level newsletters, and parent newsletters from PTO. - Continue Family Reading Night to encourage families to read and take AR tests together one night a month.	CES admin, M. Ratliff IT Assistant, CES Admin, CES teachers, PTO L. Weihs	Library funds CES funds, Title I, donations	On-going Updated weekly/ monthly as needed Second Tues monthly

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	• Provide learning activities for families at annual Family Science Night. 2012-2013 theme: TBA. • Coordinate volunteer resources to host a "Marbleous Falls Festival."	P. Clymer, CES Science Committee PTO Board	PTO funds, donations	March 2013
	Establish an environment of shared success throughout the campus.			October 2012
	• Hold monthly rallies to build a sense of community through common celebration of accomplishments and shared events.	CES admin		
	Continue development and establishment of the Colt Learning Garden.			Last Friday monthly
	• Provide opportunities for students and/or grade levels to plant and care for themed gardens.	CES teachers, CES Science Committee		
	• Maintain garden design with community sponsorship, volunteers, and students.	P. Clymer, CES Science Committee	Lowe's grant, Edwards donation	Integrated into curriculum weekly
	Research and plan the implementation of a student mentoring group.	J. Smathers, CES CEIC		On-going
	Coordinate			Bi-monthly meetings, implement in 2012- 2013

District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.

Formative Assessment: Teacher observations, grade reports, CScope assessments, benchmarks, STAR and STAR Early Literacy, TPRI/Tejas Lee, DRA/EDL, TEMI, running records, CAI progress monitoring

Summative Assessment: AEIS including all TAKS and TELPAS, EOY TPRI/Tejas Lee, DRA/EDL

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Teachers will engage in purposeful staff development opportunities to meet identified needs of the campus. - Update and/or train staff to implement math, reading, and behavior RTI models (including interventions, modifications and monitoring) for any identified populations, especially bilingual, Hispanic, and gender-specific targeted areas. - Provide professional development opportunities to expand knowledge of changing content and instructional strategies in science. - Provide opportunities to expand and develop strategies in the teaching of students identified as ELL. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.	CES admin, L. Baty, R. King	District funds (PD360) , Title I, Title III	August 2012 As identified and available As identified and available
	- Utilize CSCOPE to ensure TEKS coverage, monitoring through 9-week assessments, and provide grade level, campus and district alignment. - Year at a Glance and IFDs - Use guiding questions and performance	CES admin	Campus funds	Daily use; bi-weekly checks

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- indicators to enhance learning. - Utilize strategies for students who are at risk for failure in reading, math, and/or science: - RTI (Response to Intervention) including small groups, - math/reading specialist support, Read Naturally - TEA-Time (Tutor, Enrich, Accelerate) - Content Mastery - Math, reading, and science academies (flexible grouping) - Computer-assisted intervention including SuccessMaker, Rosetta Stone, Study Island, Lexia - Scheduled and consistent monitoring (assessment calendar, campus and district developed tasks, TEMI, STAR, STAR Early Literacy, etc.) - Reading and math specialists will provide inclusion and/or pull-out support for identified students, including students identified with characteristics of dyslexia; utilize and oversee programs including Lexia, Read Naturally, Success Maker for identified students. - Utilize strategies for students in special education: - Identification of students for special education contingent upon proper documentation based on campus RTI model - Utilize inclusion support to extend the limits of LRE - SuccessMaker - Utilize strategies for students needing behavioral support beyond the campus-wide plan : - RTI (aligned with campus discipline plan) - Campus LSSP	CES admin, math and reading specialists	Campus funds, Title I (materials and salaries), Title III, SCE (salaries)	Daily
			Daily
			Spring 2013
			On-going
	Reading and math specialists	Title I and SCE (salaries), district funds	Per Assessment Calendar
			Daily
	S. Cox, CES admin	Campus funds, Title I, sp ed funds	As needs are identified
		Title I, sp ed	As needs are

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	○ BEST program ○ Send staff to research-based training as needed/available • Utilize strategies for students participating in a bilingual program: ○ Team bilingual teachers (K, 4/5) for specific and specialized content delivery following one-way dual language model. Specific language skill instruction one period per day. ○ Utilize Rosetta Stone to further language development of students (Spanish-English) and staff (English-Spanish), ○ Bilingual reading specialist provides inclusion and/or pull-out support for identified students, including students with characteristics of dyslexia. ○ Provide professional development opportunities; utilize Title III funds to pay for registration, materials as needed, and substitutes for attendees ○ Recruit highly qualified bilingual teachers and staff (English-Spanish) • Utilize strategies for students who are economically disadvantaged: ○ Provide school supplies throughout the school year ○ Payless gift cards to buy school shoes ○ Holiday assistance for families in need ○ Continue to provide a "clothes closet" for students ○ Coordinate services from community programs to assist families ○ Maintain openings for preK program for eligible students	CES admin, C. Bertirotti	funds	identified
		CES admin, R. King	Sp Ed funds Sp Ed funds Title I, Title III, SCE (King 100%), campus funds	Fall 2011 Daily Daily On-going Spring 2012
		CES admin, J. Smathers	Donations	As needs are identified

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	- Utilize strategies for students participating in a GT program: - Cluster GT students with GT certified teachers - Challenge Lab to serve GT students and provide enrichment opportunities for all students - Monthly meetings with GT Coordinator and Challenge Lab staff - Professional Development for administrators and staff - Identify and provide services to children that qualify for the migrant program. - Utilize strategies for students participating in ESL program: - One teacher per grade level will attend the ESL Academy and take the ESL certification test until 100% of staff is certified. - Allow students to work on Rosetta Stone to further develop English language skills. (purchased with Title I stimulus) - Allow teachers to work on Rosetta Stone to begin to develop Spanish language skills. (purchased with Title I stimulus) - Aide in transition for students: - PreK parent take-home packets - Kindergarten Round-up - PPCD inclusion with gradual increase of time in PreK classroom 5th grade orientation at MFMS - Regularly monitor student progress in the areas of reading and math to determine level of tiered	CES admin, K. Maples	District funds, SCE (Maples 100%), campus funds	As registered
		A. Jacobs, J. Smathers CES admin, ESL teachers	Campus funds, Title I, District funds	Weekly schedule One Monday per month As available On-going Summer 2013
				Daily As available
		CES staff, J.	Campus funds, SCE (Ramirez 100%), sp ed funds	Spring 2013

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	intervention needed ○ Establish monitoring frequency based on RTI plan and student needs. ○ Utilize current universal screeners including STAR, STAR Early Literacy, TEMI ○ Research and consider addition and use of math universal screener - STAR Math from Renaissance. ○ Include monitoring reports from CAI programs including Study Island, SuccessMaker, and Lexia. ● Provide effective early literacy instruction and intervention for grades K-5 ○ Balanced literacy model ○ Professional development in research-based strategies ○ RTI (frequent monitoring) ○ TEA-Time built into daily schedules (instructional assistants monitor while teachers work with small groups) ● Use scheduled planning meetings (GC) to address student concerns and curriculum/assessment issues. ○ PK through 5th grade ○ Bilingual ○ Vertical alignment (math, language arts, science) ○ Special education ● Utilize strategies to increase science school-wide achievement. ○ Continue to establish alignment of science vocabulary. ○ Implement aligned science vocabulary in grades K-5. ○ Include "Word of the Week" in daily morning	Tellez, J. Smathers, C. Helms J. Smathers, MFMS Counselors Math and reading specialists, CES admin CES Staff, CES admin CES admin, teachers, math and reading	Campus funds, Title I, SCE Title I (materials and salaries), SCE (salaries)	Daily (IEP specific) May 2012 As identified in RTI plan Per Assessment Calendar January 2013 On-going (weekly for GC meetings) Daily Per RTI tier Daily as scheduled Monthly as scheduled
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District & Campus Goal V: We will promote personal wellness and healthy choices.

Performance Objective: There will be a group of staff members who consistently go to yoga classes; there will be a 20% increase in the number of students competing/finishing races; a plan will be in place for the implementation of the health curriculum.

Formative Assessments: Staff sign-in log for yoga classes; file of health fliers; student list of "marathon" completions; participation list of all runs; submit ideas of implementation of health curriculum.

Summative Assessment: Sign in sheets; list of participating students in health programs; Staff/Student/Parent surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Provide health information, support programs, and in-services for staff. - Distribute district wellness bulletin to staff - After school yoga classes will be made available to all interested staff. Offer health and wellness information to staff, parents, and caretakers. - Notify families of opportunities such as free dentist visits on campus, Care-a-Van locations, etc. Post connection to MyPyramid.gov on CES website for parent access Encourage and ensure healthy snack alternatives for students. - Use NCLB information and guidelines to direct staff and families regarding FMNV and acceptable foods for snacks and classroom use. Promote health through exercise programs and activities.	CO staff D. Johnson, PE teacher S. Pollock IT Assistant, CES Admin CES admin, District Food Services	Staff (personal) Federal guidelines	Monthly Weekly beginning Oct. On-going September 2012 Send out in Aug; include on CES website and PTO bulletins

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District & Campus Goal VI: We will exemplify strength of character.

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO teacher reprimands.

Formative Assessment: Student planners; discipline referrals; staff write-ups/reprimands; Star Student Wall; membership in student organizations

Summative Assessments: PEIMS discipline report; staff survey; PDAS; student survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus. - Monthly classroom visits by counselor using Character Counts curriculum. - Continue to build collection of books in library that teach, illustrate, model traits	J. Smathers L. Weihs, J. Smathers L. Weihs, J. Smathers	CES funds, Title IV Library funds, Title IV	Monthly On-going Late October/early November
	Establish and recognize a culture of exemplary character. - Character Counts Pillars displayed in common areas - Character Counts Pledge recited each day during announcements - Colt Character Award (STAR Students and STAR Teachers) - Recognize Colt Kids for Character at PTO	CES admin J. Smathers, CES staff J. Smathers, PTO Board	PTO funds, donations	Daily On-going Monthly (Character Counts timeline)

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	meetings, as special Helpers in classrooms, and in newspaper. • Sponsor Pennies for Patients and other community service projects. • Sponsor canned food drive for community • Student Leadership Opportunities ○ Student Council ○ Safety Patrol ○ National Honor Society ○ Library Assistants	J. Smathers CES admin, K. Maples, L. Weihs, sponsors TBA J. Smathers	Campus funds	Spring 2013 On-going Nov. 2012
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District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO breaches of campus security.

Formative Assessment: Front office sign in/sign out documentation, PEIMS discipline reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact

Summative Assessments: PEIMS and V-Soft reports

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review and modify the District/Campus Crisis Management Flow Chart and plan to establish procedures campus and district-wide. Red Ribbon Month activities will feature and celebrate making safe and healthy choices. - Celebrate healthy choices through slogans and dress themes. - Invite local emergency response teams (fire, police, etc) to help educate students in safety. Firmly establish drug free awareness by designating one day each month to wear red. Train/update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). - V-Soft procedures	C. Coleman, CES admin J. Smathers CES admin L. Weihs, J. Smathers J. Smathers	Title IV	October 2012 October 2012 October to first week in November Monthly

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	○ Insert alerts/caution flags as identified	J. Tellez, M. Ratliff		August 2012 and on-going
	Utilize additional walkie-talkies to expand communication on campus.	CES admin	Campus funds, Title I	On-going (and as needs arise)
	Appropriately enforce all campus rules. • Teachers will be included and/or informed regarding consequences for student misbehavior.	CES admin		On-going
	Consistently enforce all campus rules. • Ensure understanding of the campus discipline plan through staff development and conferences. • Establish expectation that every student area has a STOP Station.	CES admin		On-going
	Appropriately address all discipline referrals in a timely manner.			
	Provide staff development opportunities in strategies when working with "hard to manage" children. • Site based • Research based seminars as available • Utilize /LSSP as consultant in classrooms • CPI for selected staff	CES admin, LSSP, sp ed staff District sp ed staff	Title I, sp ed funds Sp ed funds	On-going As needed
	Comply with regularly scheduled safety audits and utilize walk-throughs to identify areas for repair and/or improvements.	CES admin, M. Phillips, C. Coleman	Title IV, district and campus funds	Fall and spring audits

2011-2012 Federal and State Funding

Title I - \$17,000 (based on last year's plan)

- **Payroll -**
 - Kathy Schumacher, math specialist - 100%
 - Margo Lane, reading specialist - 100%
 - Janessa Tellez and Memie Villarreal, bilingual paraprofessionals - 100%
- **Staff Development - \$5000**
- **Supplies and Materials (including technology) - \$12,000**

Title II-D -

- **Technology -**

411 -

Title III - \$10,320.00

- **Payroll - \$2185.00**
 - After school tutorials (up to 109 hrs)
- **Contracted Services - \$3,000.00**
 - LPAC administrative paperwork (up to 2% or \$315.00)
 - Additional tutoring during school day (up to 200 hrs.)
 - Translations of written communication to parents (\$20.00 per hr)
- **Supplies and Materials - \$4,135.00**
- **Staff Development - \$1000.00**
 - Registration fees
 - Substitutes for teachers
 - Teacher travel
 -

Title IV -

“Together We Grow!”

- **Supplies and Materials -**

State Compensatory Education - (Based on last year's plan)

- **Salaries**
 - Rachel King, bilingual reading specialist - 100%
 - Karen Maples, gifted/talented teacher - 100%
 - Paraprofessionals Layton, Pool, Palacio - 100%

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Teacher lesson plans will align and be relevant to the TEKS

Current State: Data reflects that not all lesson plans are aligned to the content, context, and concept of the TEKS. Data: May 1, 2012 - Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings	Desired State: All teachers align lesson plans with the content, context, and concept of the TEKS. Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	K - 5th grade reading/math and 3rd - 5th grade science Student Expectations will be written/posted verbatim daily.	Campus Administration Teacher Leader	Administrator and Teacher Leader walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th grade reading/math and 3rd - 5th grade science Student Expectations, as posted, will be discussed and/or understood by both the students and teacher.	Campus Administration Teacher Leader	Administrator and Teacher Leader walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th activities will be aligned to the posted Student Expectations.	Campus Administration Teacher Leader	Administrator and Teacher Leaders walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th lesson plans will be posted in CScope and will align to the TEKS and Student Expectations.	Campus Administration	Monitored by administrator	100% by January 2013

Observed:
Next Step:

“Together We Grow!”

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Teachers understand the appropriate conceptual level of lessons and Student Expectations

Current State: Data reflects misconceptions that lessons and adopted resources are aligned to the TEKS at the appropriate depth and complexity of the Student Expectations. Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings	Desired State: Lessons and resources are aligned to the TEKS. Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Teachers use the district's year-at-a-glance document to pace and plan lessons.	Teacher Campus Administration Teacher Leader	Lesson Plans	100% January 2013
K-5	Teachers collaborate with colleagues to develop appropriately aligned TEKS based lessons.	Teacher Campus Administration Teacher Leader Team Leader	G.C. Meetings, Grade level Meetings, Lesson Plans	100% January 2013
K-5	Teachers use resources that support the appropriately aligned TEKS based lesson.	Teacher Campus Administration Teacher Leader	Classroom Observations/Walkthroughs (formal and informal), Grade Level Meetings	100% January 2013

Observed:
Next Step:

"Together We Grow!"

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Three: Students will understand their role in the learning process, track their academic progress, and have a place to record their data.

Current State: Students do not consistently track their academic progress. Data: Observations	Desired State: All Students will have a basic understanding of their academic progress and the TEKS needed to master. Data: Student Data Folders
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Each grade level will create graphs to help students understand their progress.	Teacher, Teacher Leader, Campus administration	Students can verbally give an account for their progress in the classroom and can point to a graph that shows their progress	100% January 2013
K-5	Each grade level will help their students create procedures to track progress	Teacher, Teacher Leader, Campus Administration	Students can verbally give an account for their progress in the classroom and can point to a graph that shows their progress	100% January 2013

Observed:
Next Step:

“Together We Grow!”

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Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Four: Classroom grades reflect student performance on district and state assessments.

Current State: Data suggest that the student grades do not reflect TEKS mastery. Data: DMAC reports, report cards, state assessment reports	Desired State: Data will be analyzed so that student classroom grades will reflect TEKS mastery. Data: DMAC reports, report cards, state assessment reports
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Targeted Group	Action	Person Accountable	Observable	Data
K - 5	Teachers will select grades from lessons that are aligned to the TEKS.	Teacher Campus Administration	District assessment data will reflect classroom grade	DMAC reports, report cards, state assessment reports
K - 5	Following each district assessment, teachers will analyze data and spiral back into instruction TEKS that were not mastered.	Teacher Campus Administration Teacher Leader	Grade Level Meetings, Observations, Lesson Plans, District Assessment	DMAC reports, report cards, state assessment reports

Observed:
Next Step:

“Together We Grow!”

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Campus: Colt Elem
A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Campus staff understands the RTI process

Current State: Staff needs more training on the RTI framework.	Desired State: Staff understands the RTI framework
Data: GC Meetings, Discussions, Student Data	Data: GC Meetings, Discussions, Student Data

Targeted Group	Action	Person Accountable	Observable	Data
K - 5	Staff will receive training on the RTI framework.	Campus Administration Counselor Reading/Math Specialists	In-Service Training will be provided to staff.	Before start of new school year.

Observed:
Next Step:

“Together We Grow!”

Campus: Colt Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Staff successfully implements the RTI framework

Current State: The RTI framework is not followed with fidelity. Data: GC meetings, Discussions, Lack of data discussion protocol or system.	Desired State: The RTI framework is followed with fidelity. Data: GC Meetings, Discussions, Data discussion protocol or system.
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Teachers bring appropriate documentation driven by TEKS to GC Meetings.	Teachers	Proper Student Documentation driven by the TEKS is filed.	100% by January 2013

Observed:
Next Step:

“Together We Grow!”



**Marble Falls Independent School District
Campus Improvement Plan
Spicewood Elementary
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

*The mission of Marble Falls ISD is to inspire and empower all students
to lead extraordinary lives and embrace the possibilities of the 21st century
through relevant, engaging learning experiences
led by inspirational and nurturing educators.*

Marble Falls ISD District Goals 2013 - 2014

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President

Karl Westerman – Place 2 Vice-President

Kelly Fox, Ph. D. – Place 7 Secretary

Tommy Chaney – Place 4 Member

Craig Mabray – Place 3 Secretary

Kevin Naumann – Place 6 Member

Mike Savage – Place 1 Member

State Board of 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. 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.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: 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 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Performance Objective: SWE will actively involve parents and community in the education of our students.

Formative/Summative Assessments: Parent newsletters; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; media communications; survey results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Communicate consistently with parents. • Call parents to welcome the students back to school • School wide and class newsletters and notices sent home and posted on teachers' web pages • Keep web pages current • Provide information on special programs at monthly PTO meetings • Increase usage of student planners • Call homes of absent students to communicate concern and procedures for returning to school • Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) • Provide real-time parent access to student grades and attendance records through Skyward Family Access • Provide issues of Home-School Connection Parent Newsletter • Hold parent conferences at the end of 1st nine weeks Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses. • Meet the Teacher Night with information table for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities • Information Night/Open House to extend opportunities for parents to meet teachers and learn expectations for the year	Classroom Teachers Principal, Teachers All SWE Staff PTO, Principal All SWE Staff Classroom Teachers Principal Classroom Teachers Office Staff Classroom Teachers, Specialists Principal, All SWE Staff, PTO Principal, All SWE Staff, PTO	Phone Numbers Campus Funds Planning Time Agendas, flyers Planners Phone Numbers District Funds District Funds Title Funds Planning Time Meeting Time Meeting Time	Week before school starts Ongoing Ongoing Monthly Ongoing Daily As needed Daily Ongoing October 2013 August 2013 September 2013, March 2014

	Develop and maintain a volunteer program.	Principal, All SWE Staff, PTO	Time to make contacts	Ongoing
	- Recruit and build campus PTO Board and general membership - Increase parent and community members to serve as volunteers	Office Staff, PTO	Time to make contacts	Ongoing
	Spotlight campus activities to inform and encourage participation and/or sponsorship.	Office Staff	Time to make contacts	Ongoing
	Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur.			
	Connect and enlist community resources available to parents and students.	Office Staff, PTO	Time to make contacts	Ongoing
	Utilize local partnerships to provide needs and resources for the students and staff (Spicewood Lions Club, Community Library, Spicewood Arts Society, School Supply Drive, Payless Gift Cards)			
	Increase opportunities to recognize staff and celebrate campus accomplishments.	Principal	Meeting Time	Ongoing
	- Celebrate staff news at the beginning of faculty meetings - Place messages of appreciation and encouragement in staff mailboxes. - Announcements at Morning Meeting - Provide special treats in lounge - Sunshine Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc.	Principal Principal Principal Office Staff Sunshine Committee	Meeting Time Campus Funds Meeting Time Campus Funds Campus Funds	Ongoing Ongoing Ongoing Ongoing Ongoing

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Performance Objective: All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.

Formative/Summative Assessments: Teacher observations/walk throughs, grade reports, TBA assessments, STAR reports, TPRI, DRA, running records, classroom data, AEIS report including all STAAR and TELPAS, End of Year assessment results, PDAS Evaluations, Survey Results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Teachers will engage in purposeful professional development to meet identified needs of the diverse student groups such as gifted students, ELL students, At-Risk, Special Education students, etc. • Train staff to implement reading, math and behavior RtI including interventions, modifications and monitoring. • Provide opportunities for staff to increase their knowledge and skills in “best practices” - balanced literacy, hands on learning, multi-sensory instruction, instructional centers, use of math manipulatives, lab based science, technology integration.	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds, Title Funds, Staff Development Time	Ongoing
	Teachers will use instructional strategies to differentiate in order to meet the needs of their diverse populations. • Utilize planning documents to ensure TEKS coverage and grade level, campus and district alignment. • Reading and math specialists will provide inclusion and/or pull out support for identified students. Oversee programs such as Lexia, Successmaker, Istation, and Think Through Math. • Utilize strategies for students participating in our GT program. Classroom Teachers, Challenge Lab Teachers and Content Specialists will provide enrichment activities for all students and Challenge Lab Teachers will provide enrichment for identified GT students. • Utilize strategies for students who are at-risk such as RtI, reading/math specialist support, content mastery, content academies, and computer assisted interventions. • Utilize strategies for students in Special Education such as identification, inclusion, resource, and computer assisted interventions. • Utilize strategies for students identified as dyslexic through the Wilson program.	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds	Ongoing

	- Identify and provide services to children that qualify for an ESL program. Regularly monitor student progress in reading and math to determine the level of tiered instruction needed. RtI plans will be developed for students based on needs. - Use of universal screeners including STAR Reading, STAR Math, TPRI - Use of progress monitoring tools through STAR programs, running records, Education City, Successmaker, Lexia, Istation, Think Through Math, and Measuring Up. Analyze formal and informal assessment data to help guide instruction and remediation. Use grade level team meetings to address student concerns and curriculum/assessment issues as well as ongoing professional development. Opportunities for peer observations and collaboration with other staff members via classroom visits. Honor students who achieve excellence. - Recognize students who achieve “A” and “A-B” honor roll in the office, through Morning Meeting and submit names to local media. - Recognize students who achieve “perfect attendance” in the office, through Morning Meeting and submit names to local media.	All SWE Staff	District Funds, Campus Funds	Ongoing
		All SWE Staff	Assessment Data, Time to Analyze	Ongoing
		All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds, Time for Meetings	Ongoing
		All SWE Staff, Other Elementary Campuses	Time for Observations	Ongoing
		Office Staff	Campus Funds, Lists of Honor Students and Achievements	Ongoing

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Performance Objective: A minimum of 50% of student instruction will utilize or integrate technology.

Formative/Summative Assessment: Lesson plans; class observations/walk throughs; student projects; SWE Technology Committee reviews; sign up sheet for computer lab flex times; STAR report; final computer lab usage report; report of student software usage; Surveys Results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient. • Increase Technology Proficiencies in Productivity Tools such as Word, Excel, PowerPoint, Outlook, Troubleshooting Tools, and Technology Integration • Provide continuing staff development (examples – smart board, clickers, ipad, Eduphoria, Project Share, PD360, Atomic Learning, components of Office, programs as needed, etc.) • Send teacher representatives to the Texas Computer Education Conference in Austin	Technology Dept, Campus IT, Principal, Teachers	District Funds, Campus Funds	Ongoing
	Ensure effective and consistent use of instructional technology. • Integrate technology in core curriculum areas • Monitor lab usage • Increase use of technology tools • Increase use of distance learning opportunities • Utilize computer-based interventions such as Successmaker, Lexia, Education City, Think Through Math, Istation, etc.	Technology Dept, Campus IT, Principal, Teachers	District Funds, Campus Funds Lab Usage Report	Ongoing
	Purchase Technology Tools to meet current needs. • Smart boards in special area classrooms • Additional classroom ipads • Projector in science lab	Principal	Campus Funds, PTO	2013-2014 School Year

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: SWE will provide a positive and supportive learning environment.

Formative/Summative Assessments: Front office sign in/sign out documentation, V-Soft reports, PEIMS reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact, survey results

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	All SWE Staff	Crisis Mgmt Plan	Annually
	Red Ribbon Week activities will feature and celebrate making safe and healthy choices.	Counselor, All SWE Staff	Campus Funds	October 2013
	Update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). Use V-Soft Procedures	Office Staff	District/Campus Funds	Ongoing
	Utilize additional walkie-talkies to expand communication on campus (ex: fire drills, recess).	All SWE Staff	Campus Funds	Ongoing
	Key and Code for off campus evacuation site – Spicewood Community Library	Office Staff	Key/Code	Ongoing
	Burnet County Sheriff's Office on SWE campus	District/Campus Office Staff	District Funds	Ongoing
	Increased emphasis on campus wide discipline procedures.	All SWE Staff	Posters, Instructional Time	Ongoing
	Discipline plan and procedures will be reviewed during team meetings to determine effective/ineffective practices.	Principal, Teachers	Discipline Plan, Planning Time	Discipline Reports
	Analyze discipline data to determine effective/ineffective practices.	Principal	Discipline Data	Monthly

	Consistently enforce all campus rules.	All SWE Staff	Visual Aids Team Mtg Review	Ongoing
	Continue implementation of crisis, bullying and violence prevention strategies	All SWE Staff	District Funds, Campus Funds, Title Funds	Ongoing
	Provide staff development opportunities in strategies when working with “hard to manage” children.	Principal, LSSP	Staff Development Time	As Needed
	Conduct facility walk-throughs to identify areas for repair and/or improvements.	Principal, District Maintenance Director	Work Orders	Monthly
	Conduct monthly fire drills and evaluate effectiveness	Principal	School Map, Fire Drill Procedures	Monthly
	Conduct Lock Down drills once a semester and evaluate effectiveness	Principal	Lock Down Procedures	Fall 2013, Spring 2014
	Conduct Disaster drills once a semester and evaluate effectiveness	Principal	Disaster Procedures	Fall 2013, Spring 2014

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: SWE will provide opportunities for students to learn outside of the classroom.

Formative/Summative Assessments: Sign in sheets from PTO meetings; information flyers; parent newsletters; media communications related to student involvement, UIL participants, field trip plans, sign in sheets from club meetings, survey results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Encourage participation in extracurricular activities such as choir, journalism, Safety Patrol, Student Council, and UIL	All SWE Staff, Specific club sponsors	Campus Funds, donations, information flyers	Ongoing
	Showcase clubs and organizations to create interest and opportunities.	Club sponsors	PTO meetings, Morning Meeting, announcements	Ongoing
	Provide field trip experiences.	Principal, Teachers	Campus Funds	Trip will coincide with grade level TEKS it supports

Marble Falls ISD – Shared Vision

Learning as Our Fundamental Purpose – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011)

- Continued development and implementation of TEKS based formative assessments on prioritized TEKS and SE at least three times a year.
- Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12.
- Use CScope, Kilgo and FCP documents to plan curriculum, examples include YAG, VAD, IFD and FCP Notebook.
- Students can articulate the learning objective in relation to the posted SE?
- Every student will have a voice within the lesson cycle.
- Instruction aligns to the contextual level of state assessment.

Building a Collaborative Culture Through High-Performing Teams – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis.
- Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members.
- Campus administrative teams will actively participate in collaborative team meetings.

Focus on Results – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will create a data wall associated with discipline, attendance, TBA, and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year.
- Information taken from relevant data will drive instruction, spiraled TEKS/ SE's, and the R.T.I processes.
- All campuses will participate in the Data Talk model led by the Academic Programs Department.
- Student grades are an indicator of mastery of Student Expectations (SE).



2013-2014 Action Plan
Campus: Spicewood Elementary

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: All faculty will utilize “best practice” strategies to reach the conceptual level of TEKS/SE’s

Current State: Teachers are providing daily instruction that is aligned to TEKS/SE’s, but not all students can articulate learning objectives. Some lessons reach a deep conceptual level.

Data: Observations, walk-throughs, team meetings

Desired State: All teachers provide lessons aligned to TEKS/SE’s and all students are able to articulate learning objectives. All lessons reach the conceptual level required for deep thinking.

Data: Observations, walk-throughs, team meetings

 Initiating	 Implementing	 Developing	 Sustaining	 Initiating	 Implementing	 Developing	 Sustaining
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Action	Person Accountable	Observable	Data	Date
Continue to implement and build upon: posting SE’s on board, utilizing aligned planning documents, administering TBA’s	Principal Teacher Leader Classroom Teachers	SE’s on board Planning documents TBA’s	Walk-throughs	Ongoing
Use a variety of question stems to reach a deeper conceptual level (how, why, open ended, inference, etc)	Principal Teacher Leader Classroom Teachers	SE’s Lesson Plans Lessons	Walk-throughs	Ongoing
Clarify meaning of verb in individual SE’s in order for students to be able to articulate learning objectives	Principal Teacher Leader Classroom Teachers	SE’s Lessons	Team Meetings	Ongoing
Use same vocabulary vertically throughout all grade levels to ensure deeper understanding of concepts over multiple years	Principal Teacher Leader Classroom Teachers	Lesson Plans Lessons	Walk-throughs	Ongoing
Observation:				

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2013-2014 Action Plan
Campus: Spicewood Elementary

Next Steps:				
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2013-2014 Action Plan
Campus: Spicewood Elementary

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: 100% of faculty and staff will engage and interact within a community of professional learners.

Current State: Teachers meet, plan, interact, support and discuss. Data: Meeting agendas, activities, interactions				Desired State: All faculty and staff interact as a professional learning community, supporting each other, and always behaving in the best interest of colleagues and students. Data: Meeting agendas, activities, interactions			
Initiating	Implementing	Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
All teachers will participate regularly in vertical planning to increase student mastery across grade levels.	Principal Teacher Leader	Scheduled on calendar Reflection sheet	Meeting agendas	Every 9 Weeks			
The campus will provide weekly opportunities for teachers to observe other teacher’s classrooms.	Principal Teacher Leader	Scheduled on calendar Observation	Reflection sheet	Weekly			
Each grade level will meet at least one day a week for grade level planning.	Principal Teacher Leader Grade Level Teachers	Scheduled on calendar Lesson Plans	Lesson Plans	Weekly			
Observation:							
Next Steps:							

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2013-2014 Action Plan
Campus: Spicewood Elementary

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: All faculty will use data to target individual students' needs by SE.

Current State: Most staff understand our campus data and use it to guide instruction. Students review data on a limited basis.

Data: TBA, STAAR, DRA, TPRI, STAR Reading, STAR Math, computer software programs, classroom assessments

☐ Initiating ☐ Implementing ☐ Developing ☐ Sustaining

Desired State: All staff and students will analyze data to guide instruction and target specific needs through intervention and enrichment.

Data: TBA, STAAR, DRA, TPRI, STAR Reading, STAR Math, computer software programs, classroom assessments

☐ Initiating ☐ Implementing ☐ Developing ☐ Sustaining

Action	Person Accountable	Observable	Data	Date
Continue to analyze student data (data talks/data walls) for accountability and to guide instruction.	Principal Teacher Leader Teachers/staff	Data Talk meeting Lessons	Data Walk-throughs	Ongoing
Planned intervention/pullout scheduling prior to the beginning of the year.	Principal Teacher Leader Teachers/staff	Schedule	Calendar	Ongoing
Student data folders will be used to target individual students' needs by SE.	Principal Teacher Leader Teachers/students	Use of data folders	Walk throughs	Ongoing
Observation:				
Next Steps:				

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**Marble Falls Independent School District
Campus Improvement Plan
Highland Lakes Elementary
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

The mission of Marble Falls Independent School District is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

2013-2014 Marble Falls District Goals

MFISD has:

- GOAL I: We will build strong, vital relationships within our diverse communities.**
- GOAL II: We will embrace innovative applications of technology with primary focus on student immersion.**
- GOAL III: We will cultivate opportunities for student participation that extend beyond the classroom.**
- GOAL IV: We will ensure all students receive exceptional instruction through inspired learning experiences.**
- GOAL V: We will promote personal wellness and healthy choices.**
- GOAL VI: We will exemplify strength of character.**
- GOAL VII: We will provide a safe and drug-free environment.**

These are both District “targeted” goals and Campus “targeted” goals.

Beliefs

Proposed as the district's fundamental convictions, values, and characters

We believe that....

- Safety is paramount.
- Every individual has unique needs and potential.
- Positive self-worth is critical to healthy development.
- Open communication promotes success.
- Relationships are vital.
- Parent and family involvement profoundly influences a child's life.
- Knowledge fosters independence and self-sufficiency.
- Good character traits are essential to a productive society.
- All people are innately responsible for their actions.

Objectives

Proposed as the desired and measurable end results for the district

- Every student will achieve extraordinary academic success.
- Every student will actively pursue learning throughout life.
- Every student will exhibit strength of character.
- All students will realize their uniqueness as citizens and contribute to the well being of their community.

Parameters

Proposed as the established guidelines within which the district will accomplish its mission

- *We will* stress safety throughout the district.
- *We will* honor relationships and treat all people with dignity and respect.
- *We will* model and expect impeccable character.
- *We will* be responsible stewards of our resources.
- *We will* practice and promote open communication.
- *We will not* compromise excellence.

Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President	Mike Savage – Place 1 Member
Kevin Naumann – Place 6 Vice-President	Karl Westerman – Place 2 Member
Craig Mabray – Place 3 Secretary	Tommy Chaney – Place 4 Member
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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.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: 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 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Highland Lakes Elementary School
CEIC Members
2013-2014**

Name	Position
Michael Pittard	Administration, Chair
TBA	5 th Gr. Teacher
TBA	4 th Gr. Teacher
Mary Ann Stanton	3 rd Gr. Teacher
Christina Hartley	2 nd Gr. Teacher
Stephanie Butler	1 st Gr. Teacher
TBA	Kindergarten Teacher
Kim Smythe	Pre-Kindergarten Teacher
TBA	Special Education Representative
Nora Carrizales	Title I Specialist
TBA	Parent Representative
TBA	Parent Representative
TBA	Business Representative
Linda Mezger	Community Representative

*Due to changes of staff at every grade level, new membership for CEIC will be elected at the beginning of the school year.

Highland Lakes Elementary School conducted a Curriculum Audit in the spring of 2013. The resulting summaries and identified targeted needs resulted in the Action Plan found on pages 32-37 of the Campus Improvement Plan for 2013-14.

Responsible for Highland Lakes Elementary CIP Implementation 2013-2014

Title/Position	Name
Administration	Michael Pittard/Stacy Lashbrook/Mark Richert
Counselor	Katy Brickey
Librarian/Media Specialist	Shannon Wilson
Nurse	Shannon O'Connor
Office Staff	Linda Tellez/Debbie Nelson
Teachers	HLES Staff
Instructional Assistants	HLES Para Staff
Instructional Technologist/Tech Cohort	Marcy Mueller/Kasey Belk /Christina Hartley
PTO	Michelle Boshears
Elementary Director C & I	Lee Courville
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Julie Skero
Campus LSSP	Dr. Leslie Doan
Student Services Director	Central Office Staff
G/T District/Campus Coordinators	Lee Courville/D'Ann Ross
District Technology	Kevin Wier
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner
ACE Grant Site Coordinator	Joshua DeLoach

District & Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objectives:

1. Campuses will communicate consistently with parents.
2. Each campus will hold a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.
3. Each campus will develop and maintain a volunteer program.
4. Campuses will establish effective transitional activities.
5. The district will provide a list of community resources available to parents and students.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

1. Parent & Staff survey to determine effectiveness
2. Chart parent response and involvement as a baseline for future reference
3. Record of parent involvement

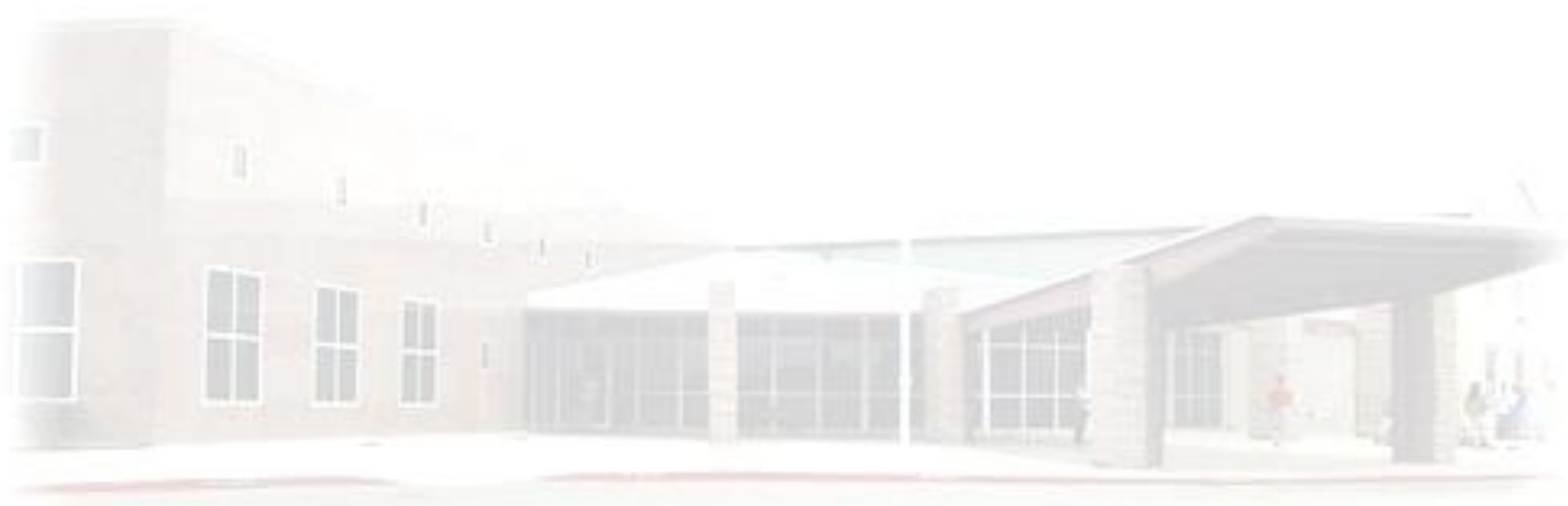
✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Communicate consistently with parents ❖ Schedule parent orientation prior to the beginning of school ❖ Maintain an up-to-date web page that includes: ○ Calendar of campus & district events ○ Campus information	Campus Funds Campus Funds	Campus Administration Assistant Principal for Operations/Campus Secretary	August 23rd, 2013 @ 6:30pm Weekly: August 2013-May 2014

	○ Class & grade level info. ○ Special events ○ PTO news ○ CEIC minutes and other pertinent information ○ SkyAlert ○ Newsletters ○ NutriKids and Grade Connection			
	❖ Provide a campus newsletter once a month highlighting campus news and coming events	Campus Funds	Administration	Monthly: beginning in September
	❖ Student planners will be utilized for ongoing communication between home & school for attendance, assignments, celebrations, concerns, etc.	Campus Funds	HLES Staff	Daily: August 2013-May 2014
	❖ Provide parents and caregivers information on special programs at PTO meetings ○ September- Open House ○ October- SSI/STAAR ○ November – TBA ○ January – AEIS Report	Campus Funds	Administration, PTO, and HLES staff	Monthly

	○ March – Public School Week ○ May – Board Elections			
	❖ Call home of absent students to communicate concern and procedures for returning to school		HLES staff	Daily as needed: August 2013-May 2014
	❖ Use Sky Alert to keep families informed of campus and district issues		Administrator	August 2013-May 2014 per needed basis
	❖ Provide parent access to student grades and attendance records through Parent Access	Campus budget	District Administrators/ Campus Registrars	August 2013-May 2014
	❖ Translation both written and orally in English and Spanish	Campus budget	Administration/ Bilingual Staff	August 2013-May 2014
	Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses			
	❖ Meet the Teacher Night with registration and information tables	Campus budget	All campus staff	August 23, 2013: 5:30-6:30 p.m.
	❖ Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to	Campus budget	All HLES classroom teachers	September 10 from 5:30-6:00 p.m. for PK-2 & 6:30-7:00 p.m. for

	provide additional information ❖ Conduct parent conferences Develop and maintain a volunteer/enrichment program ❖ Increase parent and community members to serve as volunteers, reading partners, mentors, tutors, etc. by providing an interest form during registration, as well as at PTO and community functions. ❖ Establish a coordinator to recruit and organize volunteers Establish effective transitional activities ❖ HLES will plan to implement a smooth transition between grade levels, taking into consideration growth & development, parent, and student understanding and needs.	21st Century Grant Funds Campus Funds	All HLES classroom teachers Grant Site Coordinator/Campus Secretary/PTO/Administration Grant Site Coordinator/Campus Secretary/PTO/Administration Counselor	3rd-5th Ongoing & October 18, 2013 & Feb. 3 and 4, 2014 September 2013-June 2014 Fall 2013 Spring 2014
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	Provide a list of community resources available to parents and students ❖ The district will produce and provide a list of community resources to HLES school counselor that may be disseminated to parents		District Administration/ Counselor	Ongoing
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District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objectives:

1. The district filter criteria will be conducive to online learning.
2. Specialized training based on individual needs will be provided with the expectation that all staff will be technologically proficient.
3. Instructional technology will be commensurate with the demands of the 21st century learner.
4. A campus-based cohort of teachers who excel in technological learning will assist district instructional technologists with curriculum integration.
5. A technical support response system will be established to meet district and campus needs.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Implement a filter criterion that is conducive to online learning ❖ Ensure understanding of district policy regarding electronic communication and online resources		District and Campus Administrators and all staff	Ongoing
	Specialized staff training will be implemented to ensure staff understanding of technology applications ❖ Provide continuing staff development	District/Campus budget	District Instructional Technology Staff and	Ongoing

	increase instructional usage within the classroom Technical support response system will be established to meet district and campus needs. ❖ HLES will designate staff that will work with the District Technology Department in meeting the needs of the campus	Campus/District Budget	Designated Staff IT/Campus Secretary/District Technology Department	Ongoing
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District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives:

1. The district will actively inform all students and parents about district-wide student participation opportunities.
2. Each campus will establish a parent volunteer program.
3. Each campus will establish a student mentoring group to encourage student participation.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Maintain an up-to-date web page that includes: ○ Calendar of campus & district events ○ Campus information ○ Class & grade level info. ○ Special events ○ PTO news ○ Club and Organization information		Campus Secretary, Sponsors, and Staff	Ongoing
	Showcase Clubs and organizations to create interest and opportunities. ❖ Provide regular student	Activity and Campus funds	HLES staff and	Ongoing

	showcases in Morning Meeting, afterschool, and other presentation opportunities. ❖ Public School Week in March will be student led by all student groups and organizations at HLES. ❖ In partnership with the 21st Century Grant and Andy Roddick Tennis Foundation, we will provide opportunities for our students to take part in enrichment programs that they might not necessarily be able to do otherwise because of logistics and cost. Establish a parent volunteer program ❖ Re-establish Watch Dog Program Establish a student mentoring group to encourage student participation ❖ HLES will develop and implement a program of student leadership that will encourage student participation	21st Century Grant Funds Activity Funds	students Site Coordinator Administration HLES Staff HLES Staff Member Counselor/Student Council Sponsors/ Students	Ongoing Ongoing Ongoing
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District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives:

1. Every campus will honor students who achieve excellence.
2. Teachers will engage in purposeful professional development opportunities based on our district's strategic plan.
3. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.
4. Teachers will provide authentic learning experiences for students using a variety of technologies.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Honor students who achieve excellence ❖ Recognize students who display positive character traits in and out of class with morning announcements and other presentations (bulletin boards, etc)	Campus Budget	Counselor, Administrators, all staff	Ongoing
	❖ Recognize students who achieve "all A's and "A-B" honor roll through local media, certificates, morning meeting, and other reward opportunities/presentations	Campus Budget	Counselor, Administrators, all staff	Ongoing

	○ Literacy Team interventions ○ Individual/small-group tutoring ○ Dyslexia ○ CST ○ 504 Accommodations ○ RTI Intervention/Assessment ❖ Utilize a flow chart of available interventions to support educational services (RTI) ❖ Grade Level Collaboration for grade-level teachers to meet with administration to discuss students and curriculum ❖ Use benchmark and other available data to monitor student progress. ○ Disaggregate data from STAAR, TBA's, TPRI, and other assessments to identify areas of need ○ Conduct regular reviews of assessment results and classroom performance to determine progress toward academic goals			
	❖ Review campus special	Professional Development	Administrators, Counselor, and all teaching staff	Ongoing
			Special Education	August/Sept.

	the needs of their diverse populations - Grade Level Collaboration to ensure TEKS objectives and Student Expectations are aligned. - All lesson plans will consistently include differentiated instruction that also meets required Special Education modifications, ELP strategies. - Based on campus wide needs assessments, HLES will utilize Title 1 funds to provide opportunities for all students to meet the states proficient and advance levels of student performance. HLES will use effective methods and instructional strategies that are based on scientific research. Strategies will address the needs of all students on campus	Campus Budget Title 1 funds (Professional salaries-\$166,790; Paraprofessional salaries-\$85,361 & supplies costs \$20,000)	District , Campus Administration, Grade level staff, and Counselor Teacher Leader, Curriculum Administrator, All Teaching staff District/Campus Administration, Instructional Coach, Grade level staff, Specialists, Title staff	Ongoing Ongoing September 2013 - June 2014
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	particularly with a focus on low achieving and at risk students. ○ HLES will utilize Title 1 funds to provide additional supplemental programs and materials in order to ensure student success. Title 1, Part A funds for Highland Lakes Elementary will purchase supplemental teaching materials in accordance data and feedback from classroom teachers and Title math and reading specialists. ○ The Success Maker program for Title support and the integration of the Rosetta Stone program for ESL support will be utilized in planned lessons and objectives for targeted students. ○ HLES will increase the commended performance	Title 1 funds (Professional salaries-\$166,790; Paraprofessionals salaries-\$85,361 & supplies \$20,000)	District/Campus Administration, Instructional Coach, Grade level staff, Specialists, Title staff	September 2013 - June 2014
		Guided Reading, Literacy library, RTI process	District/Campus Administration, Grade level staff, Specialists, Title staff	Ongoing
		Campus Budget	District , Campus Administration, Grade level staff,	Ongoing

	percentage in all state administered tests. Differentiated instruction strategies will be strongly emphasized, monitored and shared with the teaching staff during GLC. Teachers will take full advantage of the PD in order to explore and implement ideas and curriculum enrichment that will provide support for their students being able to increase their mastery of the subject area. ○ HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success.	Title 3 funding (Salaries and Services-\$13,000 & supplies/travel-\$11,021)), professional and contracted services, LPAC paperwork, supplies and materials	and Counselor Campus Administration, MFISD Bilingual director, Bilingual teaching staff, Title staff	September 2013 - June 2014
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District & Campus Goal V: We will promote personal wellness and healthy choices

Performance Objectives:

1. Health information, support programs, and in-services for staff will be provided.
2. Health and wellness information will be offered for parents and caretakers.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Provide health information, support programs, and in-services for staff ❖ Distribute district wellness bulletin to staff Offer health and wellness information to staff, parents, and caretakers ❖ Notify families of opportunities for free health services and screenings • Texas Mobile Dentistry • Flu Vaccinations • Department of Health • Seton Care Van • Annual Vision & Screening	District email	District Wellness Coordinator/Nurse Nurse	Ongoing Ongoing

	❖ Growth and Development presentation with 4th and 5th grade students ❖ One-on-One program for identified students/families for an individualized health program		Nurse, HLES staff	Ongoing
			Nurse, HLES staff	Ongoing



District & Campus Goal VI: We will exemplify strength of character.

Performance Objectives:

1. We will ensure a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the district.
2. We will establish and recognize a culture of exemplary character.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus ❖ Classroom visits by counselor using Character Counts curriculum ❖ Guidance groups will address the character of respect to self and others in discussion with anti-bullying ❖ Model character in action and discussions in and out of class by HLES staff	Campus Budget	Counselor Counselor All HLES staff	Ongoing Ongoing Ongoing

	❖ Character Ed. curriculum will be discussed in morning announcements, school wide assemblies, and teaching strategies in the academic school day.	Campus Budget	Counselor, all HLES staff	Ongoing
	Establish and recognize a culture of exemplary character			
	❖ Recognition of positive character traits exhibited by students on campus during morning announcements and bulletin boards	Campus Budget	Counselor, all HLES staff	Ongoing
	❖ Recognize and honor selected students for the Student of the Month. These students will be selected on the basis of demonstrating good citizenship and showing behavior that supports their school, fellow students, and staff.		Campus counselor, HLES teacher staff	Monthly
	❖ The school principal will recognize students who demonstrate strength of character and award them with a Principal's Assistant Certificate awards throughout the course of the school year.		Campus counselor, Administration, and HLES teacher staff	Ongoing
	❖ HLES students will be spotlighted in local papers and		Campus counselor, Administration, and	Ongoing

	the campus newsletter for good deeds and a commitment in working hard and supporting their campus.		HLES teacher staff	
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District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective:

Highland Lakes Elementary School will provide a safe, drug-free campus.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

1. Parent & staff surveys to determine program effectiveness
2. Decrease in number of accident reports filed by school nurse

✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Safety ❖ Provide playground and school safety training for all students ❖ Provide parking area safety training and communication for drop off and pick up procedures. ❖ Provide Yellow Dino presentation in the dangers of strangers and other adult situations ❖ Utilize local emergency, rescue units for information on safety (i.e. fire, EMT, sheriff)		Administration and all staff Administrators and all staff Counselor Administrators, Counselor, and HLES staff	August/September 2013 – during the first two weeks August 2013 September/October 2013 lasting 4 weeks October 2013

	Drug Prevention ❖ Use Red Ribbon Week to educate students about the dangers of drugs ❖ Grade Level Counseling Groups will meet in guidance to discuss the dangers and effects of tobacco, alcohol, and drugs	Campus Budget	Counselor, all HLES staff	October 2012
			Counselor - Counseling Groups	Ongoing
	Crisis Intervention ❖ Conduct one weather and one lock-down drill each semester, along with accompanying staff training, in addition to regularly scheduled fire drills. ❖ Provide staff development to staff personnel on violence prevention techniques ❖ Apply strategies to diffuse possible violent situations toward self/others by utilizing the district Crisis Plan for violence		All HLES staff	Fire 1 x per month (some announced, some not) Lockdown: Sept. '14 and Jan. '11 Weather: Oct. '5 and Feb. '15
		District Trainer	Counselor, all HLES staff	Fall 2013
			Counselor, all HLES staff	Ongoing as needed
	❖ Instruct selected staff personnel on Crisis Prevention Intervention ❖ Acknowledge and investigate all threats		Counselor, selected HLES staff	August 2013
			Administration, Counselor	Ongoing as needed

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: 100% of instruction, student work, and assessment is aligned with the TEKS

Current State: Staff follows scheduled Grade Level Collaboration weekly for planning purposes of alignment, lesson plans, and assessments. Most sessions are focused, but 100% consistency of purpose is still needed. Student performance improved in the areas of Math, but Reading data showed student performance in Reading K-5 is still behind average standards. Student understanding of taught TEKS/SE’s still shows many students are not able to grasp and apply learning objectives successfully. Data: TPRI, DRA, STAAR, TBAs, Observations, Agenda, Walkthroughs, Teacher Leader meetings				Desired State: All Grade Level Collaboration (GLC) meetings will be consistent in appropriate planning for alignment purposes of the TEKS/SE’s and student needs. Improvement in Reading, Math, Writing, and Science will demonstrate student success above average standards and state averages. Student voice will show students understanding and application of taught TEKS/SE’s. Data: TPRI, DRA, STAAR, TBAs, Observation, Agenda, Walkthroughs, Teacher Leader Meetings				
Initiating Implementing		Developing Sustaining		Initiating Implementing		Developing Sustaining		
Action	Person Accountable	Observable	Data	Date				
Continue common planning times devoted to discussing, developing, and implementing	Teachers Teacher Leader Curriculum AP	Academic Binder (i.e. TEKS/SEs, YAG, Kilgo	Posted TEKS/SE Walk Through Feedback Agenda/Minutes	Weekly				

TEKS alignment, instructional materials, and assessments at the contextual and conceptual level.	Principal	Question Stems, Lesson Plans, Data, and Interventions)	Assessments Results	
Every student will have a voice within the lesson cycle.	Teachers	Students will be able to articulate learning objective	Walk Through Feedback Multiple Teacher Data Points (i.e. popsicle sticks, cooperative learning, journal writing response, dry erase boards, etc.)	Daily
Use a variety of question stems to reach a deeper conceptual level (how, why, open ended, inference, etc)	Teachers	SE's Lesson Plans Lesson Activities	Walk Through Feedback Student Voice @ appropriate understanding level	Daily
Use same vocabulary vertically throughout all grade levels to ensure deeper understanding of concepts over multiple years	Teachers Teacher Leader Curriculum AP Principal	Lesson Plans Lesson Activities Grade and Vertical Level Collaboration Meetings	Walk Through Feedback	Ongoing
Observation:				
Next Steps:				

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: 100% of the faculty and staff will engage and interact within a community of professional learners

Current State: Grade level team members participate in scheduled planning meetings weekly. Other meetings involving Interventionists occur with grade level team members, but remain inconsistent.				Desired State: All faculty and staff interact as a professional learning community, in and out of scheduled meetings, in the best interest of students and their academic achievement.			
Data: Meetings and Agenda				Data: Meetings, agenda, activities, and interactions			
Initiating	Implementing	Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Common Planning time for horizontal and vertical team meetings with all appropriate team members.	All Staff	Regularly scheduled meetings on school calendar. GLC (Grade Level Collaboration) – Weekly VLC (Vertical Level Collaboration) – per nine weeks	School Calendar Academic Binder: Team Protocols focusing on student learning – Alignment, materials, assessments, current grades, intervention progress, and identification of student needs. Data disaggregation and sharing	Ongoing			

		TIC (Teacher/Interventionist/SPED Collaboration) - Weekly RTI (Response to Intervention) –		
The campus will provide opportunities each nine weeks for teachers to observe other teacher's classroom.	Principal Curriculum AP	Scheduled on Calendar Reflection sheet		Ongoing
Observation:				
Next Steps:				

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: Student learning is continually reviewed using data to differentiate instruction.

Current State: Staff understands that data results should guide instructional decisions for students. Consistency of review and how to use the data varies by staff members and grade level. Data: Collaborations meetings and RTI planning				Desired State: All staff will continually review data in light of instructional decisions to be made for student progress. Data will be viewed in different venues and methods to appropriately guide differentiation of students’ needs. Data: Data Wall, Eduphoria, Collaborative Meetings, RTI plans and schedules, Lesson Plans, and Student Data Folders			
Initiating	Implementing	Developing	Sustaining	Initiating	Implementing	Developing	Sustaining
Action	Person Accountable	Observable	Data	Date			
Data Wall will be displayed in a common area for teachers to use during collaborative time to guide instruction and updated continuously throughout the year.	Curriculum AP Teachers Teacher Leader	“DATA WALL”	Attendance (staff and students) Discipline TBAs STAAR TPRI/DRA Tejas Lee/EDL	Ongoing			
Assessments will be analyzed with grade level team members	Teachers Teacher Leaders	Assessments and grades will show no	Student Assessment data/comparison chart (i.e. progress	Ongoing			

and shared with administration and appropriate stake holders	Administration	more than a 10 point differential. TEKS/SEs will be monitored for success rate of 95% and consistency across grade level.	reports, report cards, TBAs, and STAAR) Check list of SEs Academic Binder	
Planned Intervention/pullout will be scheduled prior to beginning of the school year and updated appropriately as changes occur.	Teachers Interventionists Curriculum AP Teacher Leader Counselor Principal	RTI/Class schedule		Ongoing
Student data folders will be used to target individual students' needs by SE.	Teachers Students Teacher Leader Curriculum AP Principal	Data Folders	Walk Through Collaborative meetings (both staff to staff and staff to students)	Ongoing
Observation:				
Next Steps:				

ORDER CALLING SCHOOL BUILDING BOND ELECTION

STATE OF TEXAS §
COUNTIES OF BURNET AND TRAVIS §
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT §

WHEREAS, the Board of Trustees (the “Board”) of the Marble Falls Independent School District (the “District”) has, among others, the power to issue bonds for the construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof); and

WHEREAS, the Board has determined that it is necessary and convenient to call and conduct an election to obtain voter authorization for the issuance of such bonds; and

WHEREAS, pursuant to Section 31.092, Texas Election Code, as amended, the District has contracted with Burnet County and Travis County (the “Counties”) to conduct the Election and to perform certain election services for the District in connection with the Election, including all of the supervisory and administrative duties relating to the conduct of the Election, pursuant to election services contracts between the District and each County (the “Election Services Contracts”);

IT IS, THEREFORE, ORDERED BY THE BOARD OF TRUSTEES OF THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. Call of Election; Date; Eligible Electors; and Hours. An election (the “Election”) shall be held on Tuesday, November 5, 2013 (“Election Day”), which is seventy-one (71) or more days from the date of the adoption of this order, within and throughout the territory of the District at which all resident, qualified electors of the District shall be entitled to vote. The Board hereby finds that holding the Election on such date is in the public interest. The hours during which the polling places are to be open on Election Day shall be from 7:00 o’clock a.m. to 7:00 o’clock p.m.

Section 2. Voting Precincts; Polling Places; Election Officers. Except as otherwise provided herein, the boundaries and territory of the respective County election precincts that are wholly or partially within the territorial boundaries of the District are hereby designated as the voting precincts of the District for the Election. The precinct numbers for the District's election precincts shall be the corresponding County precinct number of each precinct. The Election Day polling places shall be as shown in Exhibit A. The Board will appoint the persons to serve as the precinct judges and alternate judges for the Election at a subsequent meeting of the Board.

In the event that the Superintendent shall determine from time to time that (a) a polling place hereafter designated shall become unavailable or unsuitable for such use, or it would be in the District’s best interests to relocate such polling place, or (b) a presiding judge or alternate presiding judge hereafter designated shall become unqualified or unavailable, the Superintendent is hereby authorized to designate and appoint in writing a substitute polling place, presiding judge or alternate presiding judge, giving such notice as is required by the Election Code and as deemed sufficient.

Section 3. Proposition. At the Election there shall be submitted to the resident, qualified electors of the District the following proposition (the “Proposition”):

PROPOSITION

Shall the Board of Trustees (the “Board”) of the Marble Falls Independent School District (the “District”) be authorized to issue bonds of the District, in one or more series or installments, in the amount of \$6,550,000 for the construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof), which bonds shall mature, bear interest and be issued and sold in accordance with law at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds, and the costs of any credit agreements (including credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds), all as authorized by the constitution and laws of the state of Texas and the United States of America?

Section 4. Ballots. The ballots shall conform to the requirements of the Election Code and shall have written or printed thereon the following:

OFFICIAL BALLOT

PROPOSITION

[] For

The issuance of \$6,550,000 school building bonds for the construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof), and levying of the tax in payment thereof

[] Against

Section 5. Voting. Voting in the Election, including early voting, shall be by the voting system adopted by the Commissioner’s Court of each respective County. Each voter desiring to vote in favor of the Proposition shall mark the ballot indicating “FOR” the Proposition, and each voter desiring to vote against the Proposition shall mark the ballot indicating “AGAINST” the Proposition. Voting shall be in accordance with the Election Code.

Section 6. Early Voting. Early voting, both by personal appearance and by mail, will be conducted in accordance with the Election Code and shall be conducted at the locations, dates and times as designated by the County and the County election officer. Such locations, dates and times are further identified on Exhibit B hereto.

The Board hereby appoints Barbara Agnew as the early voting clerk. The mailing address to which ballot applications and ballots voted by mail may be sent is as follows: Barbara Agnew, Elections Administrator, 220 S. Pierce St., Burnet, TX 78611.

For the use of those voters who are entitled by law to vote early by mail, the early voting clerk shall provide each voter with a ballot with instructions to mark the ballot indicating his or her vote “FOR” or “AGAINST” the Proposition.

Section 7. Conduct of Election. The Election shall be conducted by election officers, including the precinct judges and alternate judges or clerks appointed by the Board, in accordance with the Election Services Contracts, the Education Code, the Election Code and the Constitution and laws of the State of Texas and the United States of America.

Section 8. Bilingual Election Materials. All notices, instructions, and ballots pertaining to the Election shall be furnished to voters in both English and Spanish and persons capable of acting as translators in both English and Spanish shall be made available to assist Spanish language speaking voters in understanding and participating in the election process.

Section 9. Delivery of Voted Ballots; Counting; Tabulation; Canvassing of Returns; Declaring Results. The ballots shall be counted by one or more teams of election officers assigned by the presiding judges, each team to consist of two or more election officers. After completion of his responsibilities under the Election Code, including the counting of the voted ballots and the tabulation of the results, the presiding judge shall make a written return of the Election results to the District in accordance with the Election Code. The Board shall canvass the returns and declare the results of the Election.

If a majority of the resident, qualified electors of the District voting at the Election, including those voting early, shall vote in favor of the Proposition, then the issuance and sale of the bonds described in the Proposition shall be authorized in the maximum amount contained therein, and the bonds shall be issued and sold at the price or prices and in such denominations determined by the Board to be in the District’s best interest.

Section 10. Training of Election Officials. Pursuant to the Election Code, a public school of instruction for all election officers and clerks may be held as arranged or contracted by the County.

Section 11. Notice of Election. Notice of the Election, stating in substance the contents of this order (the “Election Order”), shall be published one time in the English and Spanish languages, in a newspaper published within the District’s territory or, if none is published in the District’s territory, in a newspaper of general circulation in the District’s territory, at least ten (10) days and no more than thirty (30) days prior to Election Day. Notice of the Election shall also be given by posting, not later than the twenty-first (21st) day before Election Day, a substantial copy of this Election Order, in both English and Spanish, on the bulletin board used for posting notices of meetings of the Board.

Section 12. Notice of Meeting. The Board officially finds, determines, recites and declares that written notice of the date, hour, place and subject of the meeting at which this Election Order is adopted was posted on a bulletin board located at a place convenient to the public at the District’s administrative offices for a least seventy-two (72) hours preceding the scheduled time of the meeting; that a telephonic or telegraphic notice of such meeting was given to all news media who have consented to pay any and all expenses incurred by the District in connection with providing such notice, both as required by the Open Meetings Law, Chapter 551, Texas Government Code, as amended; and that such meeting was open to the public as

required by law at all times during which this Election Order and the subject matter thereof was discussed, considered and formally acted upon.

Section 13. Authority of the Superintendent. The Superintendent shall have the authority to take, or cause to be taken, all reasonable or necessary actions to insure that the Election is fairly held and returns properly counted and tabulated for canvass by the Board, which actions are hereby ratified and confirmed.

Section 14. Authorization to Execute. The President or Vice President of the Board is authorized to execute and the Secretary of the Board is authorized to attest this Election Order on behalf of the Board; and the President or Vice President of the Board is authorized to do all other things legal and necessary in connection with the holding and consummation of the Election.

Section 15. Effective Date. This Election Order is effective immediately upon its passage and approval.

[Signature page follows.]

PASSED AND APPROVED _____, 2013.

President, Board of Trustees
Marble Falls Independent School District

ATTEST:

Secretary, Board of Trustees
Marble Falls Independent School District

(SEAL)

EXHIBIT A

ELECTION DAY POLLING LOCATIONS

Burnet County

Election Precinct No.

Polling Place

6, 19, 20

Marble Falls Courthouse Annex
810 Steve Hawkins Parkway
Marble Falls, Texas

9

Highland Haven Community Center
118 Blackbird Drive
Highland Haven, Texas

3, 18

Granite Shoals Fire Station
8410 RR 1431 W.
Granite Shoals, Texas

4

Spicewood Community Center
7901 CR 404
Spicewood, Texas

Travis County

Election Precinct No.¹

Polling Place

308

Briarcliff P.O.A. Community Center
22801 Briarcliff Drive
Briarcliff, Texas

370

Round Mountain Community Center
14340 Round Mountain Road
Leander, Texas

371

Lago Vista High School
8039 Bar-K Ranch Road
Lago Vista, Texas

¹ Travis County polling locations are preliminary and subject to change until approved by the Travis County Commissioner's Court.

EXHIBIT B

EARLY VOTING POLLING LOCATIONS AND TIMES

VOTE EARLY AT ONE OF THE FOLLOWING LOCATIONS:

BURNET COUNTY COURTHOUSE
220 S. PIERCE, BURNET, TEXAS

MONDAY, OCTOBER 21 THRU WEDNESDAY, OCTOBER 23	8:00 AM – 5:00 PM
THURSDAY, OCTOBER 24	7:00 AM -- 7:00 PM
FRIDAY, OCTOBER 25	8:00 AM – 5:00 PM
MONDAY, OCTOBER 28 THRU WEDNESDAY, OCTOBER 30	8:00 AM – 5:00 PM
THURSDAY, OCTOBER 31	7:00 AM -- 7:00 PM
FRIDAY, NOVEMBER 1	8:00 AM – 5:00 PM

MARBLE FALLS COURTHOUSE ANNEX
810 STEVE HAWKINS PARKWAY, MARBLE FALLS TEXAS

MONDAY, OCTOBER 21 THRU WEDNESDAY, OCTOBER 23	8:00 AM – 5:00 PM
THURSDAY, OCTOBER 24	7:00 AM -- 7:00 PM
FRIDAY, OCTOBER 25	8:00 AM – 5:00 PM
MONDAY, OCTOBER 28 THRU WEDNESDAY, OCTOBER 30	8:00 AM – 5:00 PM
THURSDAY, OCTOBER 31	7:00 AM -- 7:00 PM
FRIDAY, NOVEMBER 1	8:00 AM – 5:00 PM

BOND ELECTION
(ELECCIÓN DE BONOS)

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
(DISTRITO INDEPENDIENTE ESCOLAR DE MARBLE FALLS)

NOVEMBER 5, 2013 *(5 de noviembre de 2013)*

☐ For

The issuance of \$6,550,000 school building bonds for the construction, acquisition, and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof), and levying of the tax in payment thereof.

☐ Against

☐ A favor

La emisión de \$6,550,000 de bonos de edificios escolares para la construcción, adquisición y equipo de edificios escolares en el Distrito (incluyendo la rehabilitación, renovación, expansión y mejora de los mismos), y la recaudación de impuesto en pago de los mismos.

☐ En contra

CONTRACT FOR ELECTION SERVICES

THIS CONTRACT FOR ELECTION SERVICES (this "Contract") is made and entered into by and between the ELECTIONS ADMINISTRATOR OF BURNET COUNTY, TEXAS ("Contracting Officer") and the Local Political Subdivision set forth on the signature page of this Contract (the "LPS") pursuant to the authority under Section 31.092(a) of the Texas Election Code.

RECITALS

WHEREAS, the LPS expects to order an election during the term of this Contract and during any renewal term of this Contract (the "Election");

WHEREAS, the LPS desires that certain election services for the Election be provided by the Contracting Officer pursuant to Chapter 31, Subchapter D of the Texas Election Code and;

WHEREAS, the Contracting Officer and the LPS desire to enter into a contract setting out the respective responsibilities of the parties;

NOW, THEREFORE, the parties to this Contract agree as follows with respect to the coordination, supervision, and conduct of the Election.

I. GENERAL PROVISIONS.

- A. The purpose of this Contract is to maintain consistency and accessibility in voting practices, polling places, and election procedures to best assist the voters of the LPS. For purposes of this Contract the term "Election" will include any resulting recount or election contest. It will also apply to any election to resolve a tie.
- B. The Contracting Officer is hereby appointed to serve as the LPS's Election Officer and Early Voting Clerk to conduct the Election for those areas of the LPS located in Burnet County. As Election Officer and Early Voting Clerk, the Contracting Officer will coordinate, supervise and conduct all aspects of administering voting in connection with the Election in compliance with all applicable law except as otherwise provided in this Contract.
- C. The LPS agrees to commit the funds necessary to pay for election-related expenses for the LPS's election.
- D. The Contracting Officer has the right to enter into agreements with other entities at any time and may require that authorities of LPSs holding elections on the same day in all or part of the same territory to enter into a joint election agreement as authorized in Chapter 271 of the Texas Election Code. The LPS agrees to enter into a joint election agreement required by Burnet County.

II. RESPONSIBILITIES OF CONTRACTING OFFICER. The Contracting Officer shall be responsible for performing the following services and furnishing the following materials and equipment in connection with the election:

- A. ***Nomination of Presiding Judges and Alternate Judges.*** The Contracting Officer shall recruit and appoint Election Day presiding and alternate judges, central accumulation station

judges, and the Early Voting Ballot Board (EVBB) presiding judge, all of which shall meet the eligibility requirements in Subchapter C of Chapter 32 of the Texas Election Code.

B. *Notification to LPS.* The Contracting Officer shall provide the LPS with the most up-to-date list of presiding and alternate judges three weeks before the statutory deadline to order the election and again three weeks before Election Day. LPS acknowledges that the information provided may not be final or complete.

C. *Notification to Presiding and Alternate Judges; Appointment of Clerks.*

1. The Contracting Officer shall notify each presiding and alternate judge of his or her appointment. The notification will also include the assigned polling location, the date of the election training(s), the date and time of the election, the rate of compensation, the number of clerks the judge may appoint, the eligibility requirements for election workers, and the name of the presiding or alternate judge as appropriate.
2. The election judge will make the clerk appointments in consultation with the Contracting Officer. If a presiding judge or the alternate judge does not speak both English and Spanish, and the election precinct is one subject to Sections 272.002 and 272.009 of the Texas Election Code, the Contracting Officer shall ensure that a bilingual election clerk is appointed. The Contracting Officer shall notify the clerks of the same information that the judges receive under this section.

D. *Election Training.* The Contracting Officer shall be responsible for conducting election training for the presiding judges, alternate judges, clerks, and Early Voting deputies in the operation and troubleshooting of the direct record electronic (DRE) voting system and the conduct of elections, including qualifying voters, issuing ballot style codes, maintaining order at the polling location, conducting provisional voting and counting votes.

E. *Logic and Accuracy Testing.* In advance of Early Voting (including the sending out of any mail ballots), the Contracting Officer, the tabulation supervisor, and other members the Contracting Officer designates for the testing board shall conduct all logic and accuracy testing in accordance with the procedures set forth by the Texas Election Code and under guidelines provided by the Secretary of State's office. The Contracting Officer shall also be responsible for the publication of the required notice of such testing.

F. *Election Supplies.* The Contracting Officer shall procure, prepare, and distribute to the presiding judges for use at the polling locations on Election Day (and to the Early Voting clerks during Early Voting) the following election supplies: election and early voting kits (including the appropriate envelopes, lists, forms, name tags, posters, and signage described in Chapters 51, 61, and 62, and Subchapter B of Chapter 66 of the Texas Election Code) seals, sample ballots, thermal paper rolls for use in the Judge's Booth Controllers (JBCs), batteries for use in the JBCs and eSlates, labels for the electronic poll books, and all consumable-type office supplies necessary to hold an election.

G. *Registered Voter List.* The Contracting Officer shall provide lists of registered voters required by law for use on Election Day and for the Early Voting period.

H. Notice at Previous Polling Place. The Contracting Officer shall post notices of a change in a polling place at the entrance to the previous polling location. Section 43.062 of the Texas Election Code provides that the notice shall state the location has changed and give the location of the new polling place.

I. Election Equipment. The Contracting Officer shall prepare and distribute the Direct Record Electronic (DRE) voting system components from Hart InterCivic, Inc. ("Hart") for the election. This voting system includes the equipment referred to as "eSlates" and "Judge's Booth Controllers" (JBCs). Each polling location will have at least one voting machine that is accessible to disabled voters and provides a practical and effective means for voters with disabilities to cast a secret ballot.

J. Ballots. The Contracting Officer or designee shall be responsible for the preparation, printing, programming and distribution of English and Spanish ballots and sample ballots, including the mail ballots, based on the information provided by the LPS, including names of the candidates, names of the offices sought, order of names on the ballot, propositions on the ballot, and the Spanish translation of the offices and any propositions. The ballot will be prepared in these formats: DRE, paper and auditory.

K. Early Voting. In accordance with Sections 31.096 and 32.097(b) of the Texas Election Code, the Contracting Officer shall serve as Early Voting Clerk for the election.

1. The Contracting Officer shall supervise and conduct early voting by mail and by personal appearance and shall secure personnel to serve as Early Voting Deputies.
2. Early Voting by personal appearance for the election shall be conducted during the hours and time period and at the locations as determined by the Contracting Officer.
3. The Contracting Officer shall receive mail ballot applications on behalf of the LPS. All applications for mail ballots shall be processed in accordance with Title 7 of the Texas Election Code by the Contracting Officer or deputies at the Records Building, located behind the Burnet County Courthouse Annex at 1701 E. Polk St., Burnet, TX. Applications for mail ballots erroneously sent to the LPS shall be faxed promptly to the Contracting Officer for timely processing then the original application shall be forwarded to the Contracting Officer for proper retention.
4. Early voting ballots shall be secured and maintained at the Records Building at 1701 E. Polk St., Burnet, TX and in accordance with Chapter 87 of the Texas Election Code. The Early Voting Ballot Board shall meet at the same location unless posted differently.

L. Election Day Polling Locations. The Election Day polling locations are determined by the Contracting Officer in consultation with the LPS and in accordance with the Texas Election Code. The Contracting Officer shall arrange for the use of all Election Day polling places and shall arrange for the setting up of the polling location including tables, chairs and voting booths.

M. Election Day Activities.

1. The Contracting Officer and staff shall be available from 6:00 am until the completion of vote counting on Election Day to render technical support and assistance to voters and

election workers.

2. The Contracting Officer and staff shall prepare and conduct Election Night intake of election equipment, supplies and records.
3. The Contracting Officer and designee shall serve as central counting station manager and tabulation supervisor, counting the votes in conjunction with the Early Voting Ballot Board and the Central Counting Station judges.

N. Election Night Reports. The Contracting Officer shall prepare the unofficial and official tabulation of precinct results under Section 66.056(a) of the Texas Election Code. The unofficial tabulation of Early Voting precinct results and Election Day precinct results shall be made available to the LPS via e-mail as soon as they are prepared and may be released under law, but no earlier than 7:05 pm on Election Day. The tabulation reports may also be provided to other counties as necessary for the election.

O. Provisional Votes/Determination of Mail Ballots Timely Received under Section 86.007(d) of the Texas Election Code. The Contracting Officer, serving as voter registrar, shall retain the provisional voting affidavits and shall provide factual information on each of the provisional voters' status. The Contracting Officer shall reconvene the EVBB after the election within the time set forth in Section 65.051 of the Texas Election Code for the purpose of determining the disposition of the provisional votes. At the same time, the EVBB will review mail ballots timely received under Section 86.007(d) of the Texas Election Code to determine whether such will be counted and to resolve any issues with such ballots.

P. Canvass Material Preparation. Promptly after determination of the provisional votes and resolution of any mail ballots, the Contracting Officer shall work with the EVBB to tally the accepted provisional votes and resolved mail ballots, amend the unofficial tabulations, and submit new unofficial tabulations to the LPS. The reports will serve as the canvass materials for the LPS.

Q. Custodian of Election Records. The election records will be submitted to the LPS except for those records that must be maintained by the Contracting Officer as Voter Registrar in accordance with Section 66.051 of the Texas Election Code. The Contracting Officer is hereby appointed the custodian of voted ballots (which in the case of the ballots cast on the DRE voting system consists of the DVD backup) and shall preserve them in accordance with Chapter 66 of the Texas Election Code and other applicable law. The Contracting Officer shall also maintain custody of the records pertaining to the operation of the JBCs and eSlates.

R. Recount.

1. If required by law, the Contracting Officer shall perform a partial manual count of electronic voting system ballots in accordance with section 127.201 of the Texas Election Code. A recount may also be requested in accordance with Chapter 212 of the Texas Election Code.
2. The LPS shall advise the Contracting Officer if a recount is required by law or requested and the Contracting Officer and the LPS shall discuss how such recount is

to be conducted. The LPS shall reimburse the Contracting Officer for the cost of such count which is not included in the original invoice.

S. *Schedule for Performance of Services.* The Contracting Officer shall perform all election services in accordance and compliance with the time requirements set out in the Texas Election Code.

T. *Contracting with Third Parties.* In accordance with Section 31.098 of the Texas Election Code, the Contracting Officer is authorized to contract with third parties for election services and supplies. The cost of such third-party services and supplies will be paid by the Contracting Officer and reimbursed by the LPS.

U. *Department of Justice Preclearance for General Elections.* If required by law, any changes to the general conduct of voting in Burnet County will be pre-cleared through the United States Department of Justice by the Contracting Officer with copies of the submission and response e-mailed to the LPS.

III. RESPONSIBILITIES OF THE LPS. The LPS shall perform the following responsibilities:

A. *Applications for Mail Ballots.* The LPS shall date stamp and then as promptly as possible fax to the Contracting Officer all applications for mail ballots that it receives. Promptly thereafter, the LPS shall deliver or send by mail the original mail ballot applications to the Contracting Officer.

B. *Election Orders, Election Notices, and Canvass.* The LPS shall be responsible for preparing, adopting, publishing, and posting all required election orders, resolutions, notices and other documents, including bilingual materials, evidencing action by the governing authority of the LPS necessary to the conduct of the election. The LPS shall be responsible for conducting the official canvass of the election.

C. *Map/ Annexations.* The LPS shall provide the Contracting Officer with an updated map and street index of its jurisdiction in an electronic or printed format and shall advise the Contracting Officer of any annexations or de-annexations.

D. *Department of Justice Preclearance for Special Elections.* If required by law, the LPS shall be individually responsible for obtaining appropriate preclearance from the United States Department of Justice for any special elections.

E. *Ballot Information.* The LPS shall prepare the text for the LPS's official ballot in English and Spanish and provide to the Contracting Officer as soon as possible at the end of the period for ordering the election or filing for candidacy. The ballot information shall include a list of propositions showing the order and the exact manner in which the candidates' names and the propositions are to appear on the ballot. The LPS shall promptly review for correctness the ballot when requested by the Contracting Officer to do so prior to finalization and shall approve by e-mail or by signature in person.

F. *Precinct Reports to the Texas Secretary of State.* Based on information provided by the Contracting Officer, the LPS shall prepare and file all required precinct reports with the Texas Secretary of State.

G. **Annual Voting Report.** The LPS shall be responsible for filing its annual voting system report to the Texas Secretary of State as required under Chapter 123 *et seq.* of the Texas Election Code.

IV. SPECIAL PROVISIONS RELATING TO ELECTION WORKERS

A. **Number of Election Workers at Election Day Polling Locations.** It is agreed by the Contracting Officer and the LPS that there will be at least three election workers at each Election Day polling location: the presiding judge, an alternate judge, and at least one election clerk appointed by the presiding judge. The number of necessary clerks is derived from the number of elections at the poll and the number of registered voters for that poll.

B. **Compensation for Election Workers.** The Contracting Officer shall compensate all election workers in accordance with the Contracting Officer's established compensation policies, in accordance with the Texas Election Code and using the rates set by Burnet County Commissioners Court for county elections. The Contracting Officer shall pay the workers and be reimbursed by the entities sharing the polling location unless a polling place is open for only one LPS holding an election. In this case, the LPS shall pay the election workers directly.

V. PAYMENT

A. **Charges and Distribution of Costs.** In consideration of the joint election services provided by the Contracting Officer, the LPS will be charged a share of election costs and an administrative fee. The costs distribution is set forth in the Joint Election Agreement. The cost estimate is set forth in the Cost Estimate.

B. **Administrative Fee.** The Contracting Officer shall charge a fee equal to 10% of the LPS's share of the cost of the election or a minimum of \$75.00.

C. **Equipment Rental Fee.** Per Section 123.032(d) of the Texas Election Code, the Burnet County Commissioners Court has set the equipment rental fee at \$150 per JBC and per eSlate. There is no charge for Early Voting rental of equipment. If the County acquires additional equipment, different voting equipment, or upgrades existing equipment during the term of this Contract, the charge for the use of the equipment may be reset by the Burnet County Commissioners Court.

D. **Fixed Lump Sum Price for Districts other than Cities, School Districts and Central Texas Groundwater Conservation District.** A LPS that is not a city, school district or the Central Texas Groundwater Conservation District shall pay the Contracting Officer the fixed lump sum price of \$500.00 to administer its election. The only item not included in the lump sum price is the cost of any recount.

E. **Payment.** The Contracting Officer's invoice shall be due and payable to the address set forth in the invoice within 30 days from the date of receipt by the LPS.

VI. TERM AND TERMINATION

A. **Initial Term.** The initial term of this Contract shall commence upon the last party's execution

hereof and shall continue thereafter in full force and effect for one year, subject to the termination rights set forth herein.

- B. *Renewal.*** Subject to the termination rights set forth herein, this Contract shall automatically renew for a one-year term.
- C. *Termination.*** If either party wishes to terminate this Contract for convenience or for cause the party must provide thirty (30) business days' written notice to the other party and allow for discussion of the desired outcome and options to reach the desired outcome. In the event of termination, it is understood and agreed that only the amounts due to the Contracting Officer for services provided and expenses incurred will be due and payable.

VII. MISCELLANEOUS PROVISIONS

- A. *Nontransferable Functions.*** In accordance with Section 31.096 of the Texas Election Code, nothing in this Contract shall authorize or permit a change in:
 - 1. The authority with whom or the place at which any document or record relating to the election is to be filed;
 - 2. The officers who conduct the official canvass of the election returns;
 - 3. The authority to serve as custodian of voted ballots or other election records; or
 - 4. Any other nontransferable function specified under Section 31.096 or other provisions of Texas law.
- B. *Cancellation of Election.*** If the LPS cancels its election pursuant to Section 2.053 of the Texas Election Code, the Contracting Officer shall be entitled to receive an administrative fee of \$75. The Contracting Officer shall submit an invoice for the administrative fee as soon as reasonably possible after the cancellation, and the LPS shall make payment therefore in a manner similar to that set forth in **V. PAYMENT** above.
- C. *Contract Copies to Treasurer and Auditor.*** In accordance with Section 31.099 of the Texas Election Code, the Contracting Officer agrees to file copies of this Contract with the County Treasurer and the County Auditor of Burnet County, Texas.
- D. *Election to Resolve a Tie.*** In the event that an election is necessary to resolve a tie vote, the terms of this Contract shall extend to the second election, except:
 - 1. The LPS and the Contracting Officer will agree upon the date of the election and the early voting schedule subject to provisions of the Election Code and with regard to other elections conducted by the Contracting Officer.
 - 2. The LPS will be responsible for any Department of Justice preclearance submission under Section 5 of the Federal Voting Rights Act.
 - 3. An attempt will be made to use election workers that worked in the first election; those poll workers will not have additional training provided by the Contracting Officer.

4. The cost of the election will be borne by the LPS; the Contracting Officer will work with the LPS on cost management.

E. Amendment/ Modification. Except as otherwise provided, this Contract may not be amended, modified, or changed in any respect except in writing, duly executed by the parties hereto. Both the Contracting Officer and the LPS may propose necessary amendments or modifications to this Contract in writing in order to conduct the election smoothly and efficiently, except that any such proposals must be approved by the Contracting Officer and the governing body of the LPS or its authorized agent, respectively.

F. Severability. If any provision of this Contract is found to be invalid, illegal, or unenforceable a court of competent jurisdiction, such invalidity, illegality, or unenforceability shall not affect the remaining provisions of this Contract and parties to this Contract shall perform their obligations under this Contract in accordance with the intent of the parties to this Contract as expressed in the terms and provisions.

G. Representatives. For purposes of implementing this Contract and coordinating activities, the Contracting Officer and the LPS designate the following individuals for submission of information, documents and notice:

For the Contracting Officer:

Barbara Agnew
Elections Administrator, Burnet County
220 S. Pierce
Burnet, TX 78611
Tel: (512) 715-5288
Fax: (512) 715-5287
Email: electadmin@burnetcountytexas.org

For the LPS:

* * *

WITNESS BY MY HAND THIS THE _____ DAY OF _____, 20____.

CONTRACTING OFFICER:

Barbara Agnew, Elections Administrator
Burnet County, Texas

WITNESS BY MY HAND THIS THE _____ DAY OF _____, 20____.

THE LOCAL POLITICAL SUBDIVISION:

Name of Entity:_____

By:_____

Printed Name:_____

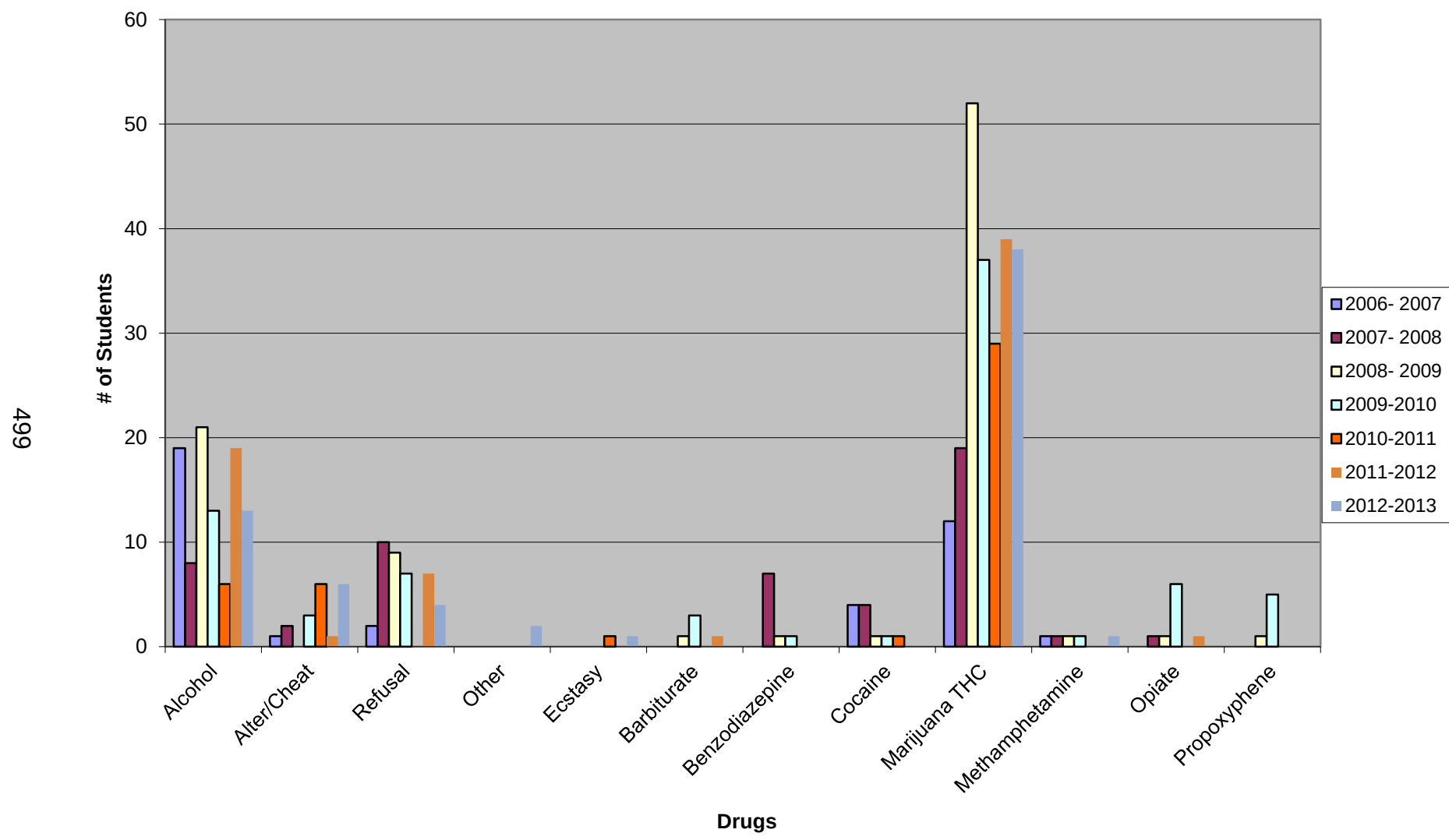
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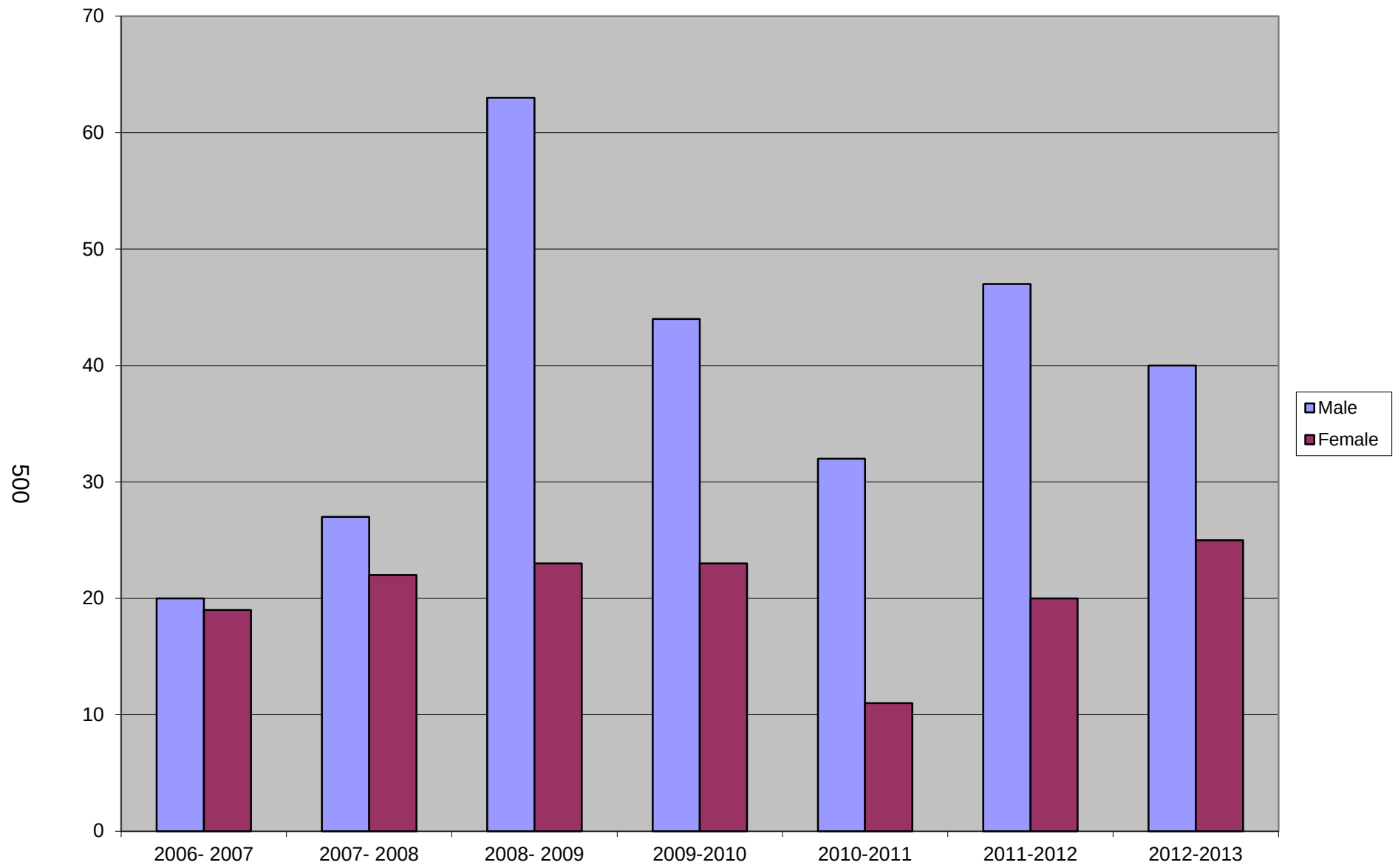
ATTEST: _____

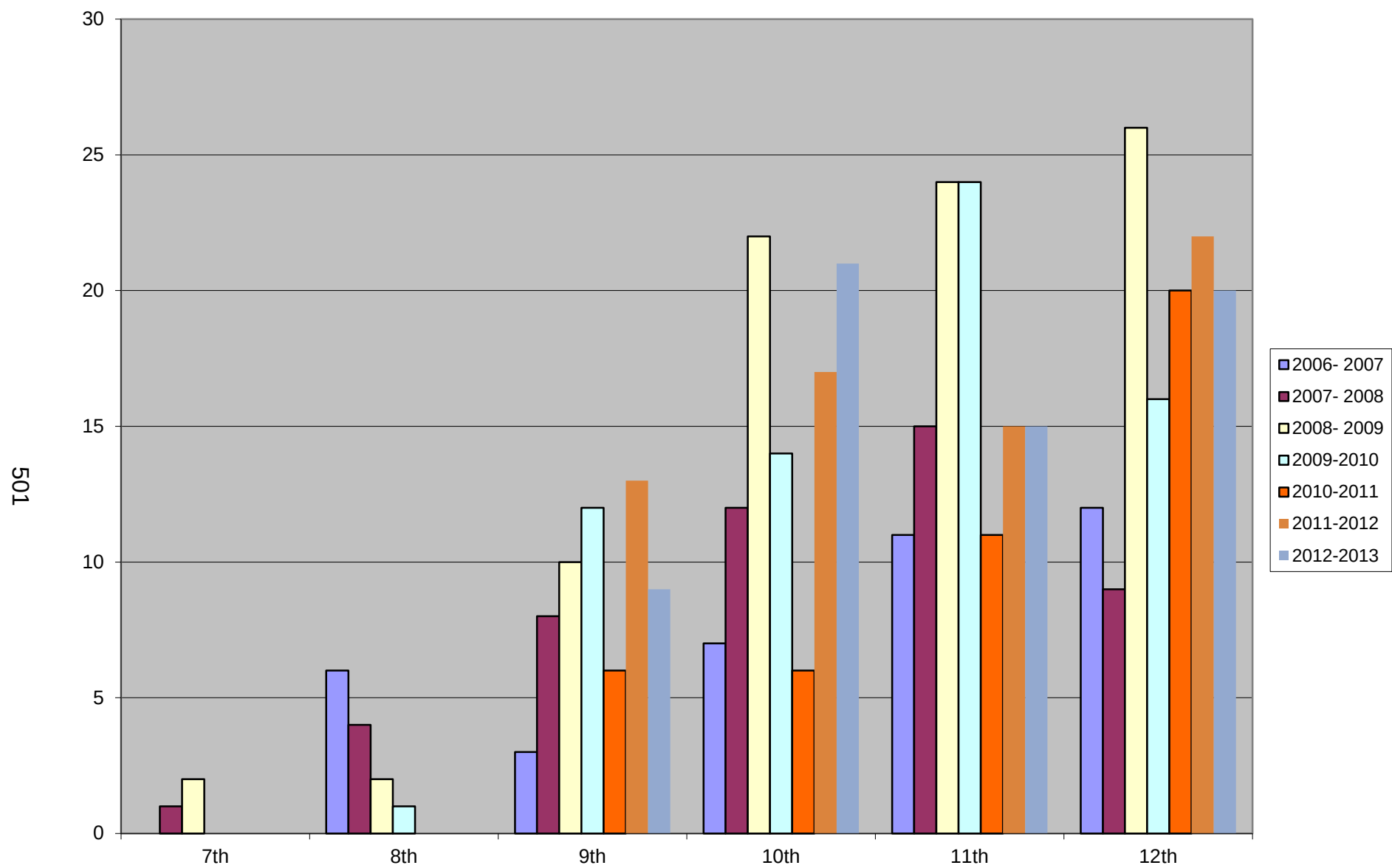
Drug Testing Report Thru 2012-2013

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Totals
# Tested	2228	2418	2428	2210	2606	2660	2727	2874	2394	1997	2534	27076
Refused	7	2	13	5	2	10	9	7	6	7	10	78
# of Violations	50 2.24%	32 1.32%	23 0.95%	27 1.22%	37 1.42%	52 1.95%	77 3.15%	55 2.16%	43 1.80%	67 3.36%	65 2.56%	528 1.95%
Prescriptions	18	28	37	28	32	40	43	52	37	30	33	378
Total Positive Tests	75	62	73	60	71	102	129	114	80	97	72	935
Testing Only 2nd Positive	8	5	1	2	3	10	15	12	11	10	7	84
Testing Only 3rd Positive	3	6	1	1	1	2	3	4	2	3	5	31
Testing Only 4th Positive								1		0	0	1

Reason Chart







Reason for Violation or Non Legitimate Positive Test							
	2006- 2007	2007- 2008	2008- 2009	2009-2010	2010-2011	2011-2012	2012-2013
Alcohol	19	8	21	13	6	19	13
Alter/Cheat	1	2	0	3	6	1	6
Refusal	2	10	9	7		7	4
Other							2
Ecstasy					1	0	1
Barbiturate	0		1	3		1	0
Benzodiazepine	0	7	1	1		0	0
Cocaine	4	4	1	1	1	0	0
Marijuana THC	12	19	52	37	29	39	38
Methamphetamine	1	1	1	1		0	1
Opiate	0	1	1	6		1	0
Propoxyphene	0		1	5		0	0
Total	39	52	88	77	43	68	65
Violations By Grade	2006- 2007	2007- 2008	2008- 2009	2009-2010	2010-2011	2011-2012	2012-2013
7th	0	1	2	0			
8th	6	4	2	1			
9th	3	8	10	12	6	13	9
10th	7	12	22	14	6	17	21
11th	11	15	24	24	11	15	15
12th	12	9	26	16	20	22	20
Total	39	49	86	67	43	67	65
Failure by Gender	2006- 2007	2007- 2008	2008- 2009	2009-2010	2010-2011	2011-2012	2012-2013
Male	20	27	63	44	32	47	40
Female	19	22	23	23	11	20	25
Total	39	49	86	67	43	67	65

Marble Falls Independent School District
Board of Trustees
Regular Meeting Calendar 2013-2014

September 16, 2013

October 21, 2013

November 18, 2013

December 16, 2013

January 21, 2014

3rd Tuesday due to Teacher-Inservice/Comp Day on 1/20/14

February 17, 2014

March 24, 2014

4th Monday due to Spring Break

April 21, 2014

May 19, 2014

June 16, 2014

July 21, 2014

August 18, 2014



TEC Orientation/Update

Requirements:

- The State Board of Education requires newly elected board members to receive an orientation to the Texas Education Code.
- The State Board of Education also requires experienced board members to receive an update to the Texas Education Code after each legislative session.

Schedule:

- 5:00 p.m.—6:00 p.m. TEC Orientation
- 6:00 p.m.—6:30 p.m. Dinner Provided
- 6:30 p.m.—8:30 p.m. TEC Update

Dates & Locations:

- | | | |
|----------------------|------------------|---|
| • August 22, 2013 | Round Rock ISD | Old Hopewell Conference Center
1311 Round Rock Ave., Round Rock |
| • August 28, 2013 | La Grange ISD | La Grange High School Library
820 S. Vail Street, La Grange |
| • September 4, 2013 | Marble Falls ISD | Community Room
1800 Colt Circle, Marble Falls |
| • September 9, 2013 | Llano ISD | Llano ISD Community Bldg.
1400 Oatman St., Llano |
| • September 18, 2013 | Seguin ISD | Seguin ISD Oak Park Staff Dev. Room
1221 E. Kingsbury St., Seguin |
| • September 23, 2013 | Taylor ISD | Taylor ISD Main St. Admin. Offices
3101 N. Main St., Suite 104, Taylor |
| • October 2, 2013 | ESC Region 13 | TCC Building
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MARBLE FALLS I.S.D.

SAFETY & SECURITY AUDIT CONFIDENTIAL DRAFT REPORT

(in accordance with Texas Education Code § 37.108(b))

DISTRICT SUMMARY EXECUTIVE REPORT

**DR. ROB O'CONNOR
SUPERINTENDENT**

**AUDIT CONDUCTED:
MAY 20 – 23, 2013**

ADMINISTERED BY:

**EDWARDS RISK MANAGEMENT, INC.
in conjunction with your
Public Workers' Compensation Program**

DISCLAIMER

This draft security audit report is developed from the observations of the security audit team at the time of the audit site visit, statements and representations made by school employees, and any documents gathered and examined as a part of the security audit process. Consequently, the findings and recommendations of this draft report are relevant only to those observations, representations, and examinations made by the security audit team at that particular time. Confirming the accuracy of all verbal statements and written records provided by school district employees is beyond the scope and limitations of this process. Therefore, all information provided by school district employees has been accepted as factual, unless contrarily observed during the audit site visit and/or within provided documents. This report is a confidential draft, intended only for the use of the school district to assist in compliance with the provisions of TEC § 37.108(b). All findings and recommendations of this draft security audit report should be carefully evaluated prior to finalizing and taking actions to implement suggested changes. The risk management services from Edwards Risk Management, Inc. are not a substitute for legal advice; any risk management services which may be a matter of law or regulation should not be acted upon without prior professional advice. Edwards Risk Management assumes no responsibility for any accidents, injuries, or losses, including consequential losses, which may result from the use of any risk management services provided.

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This District Summary Report for the State of Texas required Safety and Security Audit (S&SA), is prepared in accordance with the requirements established in Texas Education Code, § 37.108(b). This summary report is a companion report to the individual facility reports that have been developed from 1) observations, 2) interviews, and 3) from district provided information. This District Report seeks to summarize the overall security audit process for Marble Falls ISD, and includes the following:

<i>Section 1.</i>	Introduction
<i>Section 2.</i>	Audit Elements
<i>Section 3.</i>	Summary of Key District-wide Findings (Recommendations and Commendations Section)
<i>Section 4.</i>	Next Steps
<i>Section 5.</i>	Confidentiality of the Audit Reports
<i>Section 6.</i>	Frequently Asked Questions

1. INTRODUCTION

The primary goal of a school is to provide a quality education to the children within the district's charge. To achieve this goal, the learning environment must be a safe and secure place, and perceived as such by the students, staff, and parents. Without a safe and secure environment, learning is compromised.

The U.S. Department of Homeland Security and U.S. Department of Education have established four basic emergency management phases, which all schools should embrace in their effort to achieve a safe and secure learning environment:

Prevention/Mitigation, Preparedness, Response, & Recovery

All emergency management actions taken by a district should fall into one of these four critical areas. All recommendations made in this report are aimed at strengthening one or more of these four phases. Ultimately, ignoring any one of these phases will adversely impact school operations, and will impact the school's ability to meet their primary objective *when emergency events occur*. Unplanned emergencies, and the resulting negative consequences of poor planning, have driven some school districts to address these four phases with far greater diligence. It is Marble Falls ISD's intent to effectively evaluate school safety and security environments through this audit process, *prior to* the occurrence of significant emergency events, to provide a safer, more secure learning environment. The district is committed to learning from others' unfortunate events, so we will not be destined to repeat them.

Toward that end, and in an effort to comply with Texas Education Code § 37.108(b), a safety & security audit of Marble Falls ISD was conducted from May 20 – 23, 2013.

The audit included an Entrance Conference on day one of the audit with representatives from the district. The audit teams completed the on-site portion of the audit at each campus and at the district's Texas School Safety Center (TSSC) identified support facilities. The checklists established by the TSSC were utilized for all assessments. Additionally, optional intruder assessments may have been conducted (where authorized by the district) to determine the state of perimeter security and intruder awareness at the campus level. At the conclusion of the audit, an exit briefing was held with key district personnel, in which the initial key findings were discussed.

The audit results for each campus/support facility can be found at the web address <http://www.rem4ed.com>. User names and passwords have been provided to the district in a separate communication to protect unauthorized access to this secure site that maintains the district's complete S&S Audit reports for the 2013 – 2014 audit period.

This District Report summarizes the more significant audit findings, including recommendations as well as commendations. The summary report provided is to assist district management in seeing the larger picture of what the district is doing well and where there is opportunity for more significant improvement in the arena of school and support facility safety & security.

II. AUDIT ELEMENTS

The audit process is composed of multiple elements designed to assess school and facility safety and security against a standardized set of criteria. These criteria were developed by the Texas School Safety Center for use in this assessment process. Each of the audit elements is described in brief detail below. Marble Falls ISD was evaluated against these elements (unless optional elements were declined by the district or campus) as part of the 2013 – 2014 S&SA process.

1. SCHOOL DEMOGRAPHICS

Each campus administrator completed the Texas School Safety Center's (TXSSC) School Safety and Security Audit – Demographics questionnaire. This information describes the type of school, the surrounding environment, and characteristics of the staff and student population. This demographic information is included with each campus report.

2. ASSESSMENT OF NEIGHBORHOOD & SCHOOL RISK FACTORS

Each campus administrator completed this TXSSC subjective questionnaire. Their response information is included with each campus report. The answers to these questions should help the district determine what particular security risks may be present in the neighborhood in which a particular campus operates. That determination can help the district develop and prioritize action plans and budget priorities.

3. ENTRANCE CONFERENCE & GENERAL DISCUSSION QUESTIONS

The purpose of the entrance conference was to introduce the audit process to the school administrators, discuss the environment in which the school operates, determine the perceived level of safety among various stakeholders, gather certain documents prepared by campus administrators, and gather responses to portions of the *Campus Safety and Security Audit* form. A subjective questionnaire was completed by each campus administrator. This information is incorporated into the commendations and recommendations for each campus report. The questionnaire includes the following six questions regarding the administrators' perceptions of school safety & security.

- A. What are the most pressing safety needs in your school?**
- B. What school safety activities does your school do best?**
- C. What safety topics are most important for training and staff development?**
- D. What are the biggest barriers to improve school safety measures?**
- E. What other comments do you have regarding school safety?**
- F. What factors not included in the audit checklist do you believe affect school safety?**

4. DOCUMENT REVIEW

The following documents were collected, where available, from each facility and were reviewed for content in accordance with criteria developed by the TXSSC. Gaps in documentation are commented on in each campus/facility report.

- Campus/facility Emergency Operations Plan

- Floor Plan of facility (with key elements identified)
- Site Plan of facility (with key features identified)
- Aerial Photograph of campus/facility
- Student Code of Conduct
- Campus Improvement Plan
- Campus Discipline Referral Data (without student information)

5. **AUDIT CHECKLISTS**

The level of safety and security at each facility was assessed according to the TXSSC prepared comprehensive audit checklists. The completed checklists are then used to assess the status of safety and security present at the time of the audit.

- School/Instructional campus (Part I – Policies & Procedures; Part II – Observations)
- Administration
- Transportation
- Warehouse
- Maintenance
- Stadium
- Natatorium/Aquatics Center
- Special Event Facility

Each audit checklist contains items specific to that facility, beginning with Part I policy questions answered by school and facility administrators prior to the Part II physical facility observations walkthrough. The answers to these policy questions are important when observing policy compliance during the physical walkthrough.

The completed individual facility audit checklists are included in each campus/facility report.

As indicated in each facility's checklist, where "YES" responses are indicated on the checklist, the criteria was observed or reported to be present. Sections predominately marked "yes" can be used to develop broader commendations relative to that section being audited. A commendation indicates the school/facility has made safety a priority in this area and previously made plans, improvements, or developed policies and practices to ensure student and staff safety. Conversely, items marked "NO" need to be considered as possible areas of concern for improvement or for further evaluation by the district.

The audit team attempted to determine the following:

- Does the data indicate a need for this criterion to be in place at the school or facility?
- Is this criterion considered a best practice in school or facility safety and security?
- Is this criterion already in process on the campus or facility?
- Will the addition of this criterion make the school or facility a substantially safer, more secure place?

The audit team has also attempted to prioritize the needs of the facility when making recommendations for improving facility safety and security. A cost/benefit analysis may have been taken into account in deciding what recommendations may be made to improve an area of concern.

6. INTRUDER ASSESSMENT (Optional)

One member of the audit team was tasked with attempting to gain access to each campus through an unlocked or unlatched exterior door, other than the main entrance. The purpose of this activity is to determine the state of perimeter security and intruder awareness at the campus level. The results of these efforts can be seen in each campus report.

7. CAMPUS-BASED CULTURE & CLIMATE SURVEYS (Optional)

In an effort to obtain the input of all stakeholders, access to an on-line survey may have been provided to students, parents, and staff, with questions that seek to quantify their perceptions and experiences relative to safety and security at each campus. No scientific method was used in the sampling. Access to surveys was the responsibility of the district / campus administrators. Participation levels varied. Raw data was tabulated and reported by stakeholder for participating campuses. The complete Student, Parent and Staff *Campus Culture & Climate Survey Reports*, by campus, are provided in the appendix on the compact disc.

III. SUMMARY OF DISTRICT KEY RECOMMENDATIONS AND COMMENDATIONS

This section includes key findings that the district should be aware were discovered in the course of the audit process. The findings include some overarching Key Recommendations to consider for correction. Additionally, the audit team has developed a listing of items referred to as Key Commendations, which across the district were perceived as strengths worthy of mention.

1. Key Commendations (district-wide)

- District Emergency Operations Plan – The District’s Emergency Operations Plan (EOP) contains most recommended components. The EOP has been significantly enhanced since the last audit cycle and plans exist to continue improving the tool.
- Campus Emergency Operations Plan – Each school within the district has an Emergency Operations Plan (EOP) or Crisis Plan and the plans contain most of the recommended components. Each school’s plan has been enhanced since the last audit and plans exist to continue improving the tool.
- Staff Identification – Staff members are required to wear photo ID badges and a written policy or procedure exists mandating their use.
- Classroom Door Security – There is a policy addressing classroom instruction with doors locked or unlocked at each campus.
- Fire Alarms – Most campus facilities have fire alarms that are connected to local fire departments or are central reporting where appropriate agencies will be contacted.

- Relationship with Local First Responders – The district has worked with local first responder agencies to develop the Emergency Operations Plan and maintains a working relationship with those agencies.
- Floor and Site Plans – Each campus has floor and site plans that are updated with recommended information and electronic copies are available to local first responder agencies.
- Anonymous Reporting System – There is an anonymous reporting system whereby students and staff may report incidents or suspicious activities.
- Staff Training – Administrators, teachers, and other staff members receive annual bullying prevention training.
- Student Training – Students receive specific training on bullying prevention and cyber bullying.
- Fire Zones – Fire Zones are clearly marked at most campuses.
- Building Security/ Points of Entry – Most schools have designated points of entry that are monitored and controlled to ensure building security.
- Check-In/Check-Out Procedures – All recommended check-in/check-out procedures are practiced effectively at each campus.
- Classroom Windows – Most classrooms have window shades and classroom door windows have a way to be covered in the event of a lock-down.
- Egress – Areas of egress throughout the district’s facilities were found to be free of obstructions.
- Fire Extinguishers – At each campus, there appears to be adequate access to fire extinguishers and the fire extinguishers are inspected annually.
- Unoccupied Rooms Security – Unoccupied rooms at most campuses were found to be locked when not in use.
- Classroom Communications – Classrooms have the ability to communicate quickly and effectively in the event of an emergency.
- Staff Intruder Awareness – At most campuses, staff members were found to have a keen awareness of unidentified persons intruding on school property and appropriately handled the individual/s.

2. Key Recommendations (district-wide):

- District Emergency Operations Plan – The District’s Emergency Operations Plan (EOP) lacks some components that may be critical in the event of an emergency. It is recommended that all suggested components be reviewed and considered for addition to the District’s plan. (See EOP checklist for full details.)
- Campus Emergency Operations Plan – Each school within the district has an Emergency Operations Plan or Crisis Plan, but not all recommended components are in each plan. It is recommended that all suggested components be reviewed and considered for addition to the plan. (See each school’s checklist Section D – D3 for details.)

- Anti-Intruder Alarm – There is not a central reporting anti-intruder alarm (panic button/s) at each campus. It is recommended that consideration be given for the installation of an anti-intruder alarm (panic button/s) for each campus.
- Law Enforcement Presence – Law Enforcement (District Police or SRO) does not maintain a presence at each campus. It is recommended that Law Enforcement maintains a presence at each campus.
- Preparedness Drills – Not all of the recommended emergency drills are being practiced at each campus. It is suggested that the recommended drills be reviewed and considered for use at each campus.
- Staff Training – Key staff have not been trained in the National Incident Management System (NIMS) and the Incident Command System (ICS). It is recommended that all key staff be trained in the National Incident Management System (NIMS) and the Incident Command System (ICS).
- Exterior Door Numbering – Exterior doors for campus buildings are not systematically numbered around each building. It is recommended that all exterior doors, which lead into each building, be systematically identified with numbers that are large enough to be visible from at least 50 feet.
- Play and Outdoor Recreation Areas – Not all playgrounds/recreation areas are fenced to restrict unauthorized access. It is recommended these areas be fenced to restrict unauthorized access and still have the ability to allow emergency vehicle access.
- Classroom Door Security – Most classroom doors do not have the ability to be locked from the inside. It is recommended classroom doors have the ability to be locked from the inside with hardware meeting fire code.
- Surveillance Cameras – Surveillance cameras are not used at all campuses. It is recommended that each campus have surveillance cameras with the ability to monitor areas such as; bus loading areas, parent pickup/drop off areas, play/recreation areas, hallways, remote areas, and student gathering areas.

Additional findings, commendations, recommendations, and comments are provided in each campus/facility audit report.

IV. NEXT STEPS

Marble Falls ISD's next steps are to:

- ◆ Finalize this draft safety and security audit report;
- ◆ Report the results of the audit to the district's board of trustees (in a closed executive session);
- ◆ Report the results of the security audit to the Texas School Safety Center (at a time and in a manner prescribed by the TXSSC);

- ◆ Develop a written **action plan** based upon the reports' findings and recommendations, specifying dates and personnel accountable for completion; and
- ◆ Conduct an annual review of the security audit report to monitor the ongoing progress of the action plan and recommendations.

V. AUDIT CONFIDENTIALITY

(Excerpts from the Texas School Safety Center regarding Confidentiality)

Concerns about the confidentiality of the audit results can be mitigated in several ways:

1. 81st Texas Legislature approved HB 1831 contains the following provisions for protecting certain data regarding safety and security audit results:

(c-1) Except as provided by Subsection (c-2), any document or information collected, developed, or produced during a safety and security audit conducted under Subsection (b) is not subject to disclosure under Chapter 552, Government Code.

(c-2) A document relating to a school district's or public junior college district's multi-hazard emergency operations plan is subject to disclosure if the document enables a person to:

- (1) verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments;
- (2) verify that the district's plan was reviewed within the last 12 months and determine the specific review dates;
- (3) verify that the plan addresses the four phases of emergency management under Subsection (a);
- (4) verify that district employees have been trained to respond to an emergency and determine the types of training, the number of employees trained, and the person conducting the training;
- (5) verify that each campus in the district has conducted mandatory emergency drills and exercises in accordance with the plan and determine the frequency of the drills;
- (6) if the district is a school district, verify that the district has established a plan for responding to a train derailment if required under Subsection (d);
- (7) verify that the district has completed a safety and security audit under Subsection (b) and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the district's board of trustees;
- (8) verify that the district has addressed any recommendations by the district's board of trustees for improvement of the plan and determine the district's progress within the last 12 months; and
- (9) if the district is a school district, verify that the district has established a visitor policy and identify the provisions governing access to a district building or other district property.

2. Section 24. Subsection (a), Section 552.116, Government Code

During the 80th Texas Legislative sessions the following provisions were amended:

Amended to read as follows:

(a) An audit working paper of an audit of the state auditor or the auditor of a state agency, an institution of higher education as defined by Section 61.003, Education Code, a county, a municipality, a school district, or a joint board operating under **Section 22.074, Transportation Code**, including any audit relating to the criminal history background check of a public school employee, is excerpted from the requirements of Section 552.021. If information in an audit working paper is also maintained in another record, that other record is not excepted from the requirements of **Section 552.021** by this section.

SENSITIVE AUDIT DATA

School boards may discuss sensitive audit data in a closed session, thus protecting that information from open records.

Section 3.07. Section 551.076, Government Code

Amended to read as follows:

DELIBERATION REGARDING SECURITY DEVICES OR SECURITY AUDITS;

CLOSED MEETING. This chapter does not require a governmental body to conduct an open meeting to deliberate: (1) the deployment, or specific occasions for implementation, of security personnel or devices; or, (2) a security audit.

VI. Frequently Asked Questions about Texas Education Code 37.108

(Provided by the Texas School Safety Center (TxSSC), 2009)

What is the school's responsibility for being in compliance with TEC 37.108?

(a) The district is responsible for the implementation of a security audit as required by Subsection (b).

(b) At least once every three years, a school district shall conduct a security audit of the district's facilities. To the extent possible, a district shall follow security audit procedures developed by the Texas School Safety Center or a comparable public or private entity.

(c) A school district shall report the results of the security audit conducted under Subsection (b) to the district's Board of Trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center.

How often must a district conduct a facility safety audit?

Each district must conduct a facility safety and security audit every three years and an annual review of recommendations set forth in the written audit report.

Are district facilities required to complete a written report of the audit findings?

Districts are required to report audit findings to the Board of Trustees, most commonly reported in a written format.

Are district facilities required to submit certification of audit completion?

Districts are required to report specified results of their audit to the Texas School Safety Center on a web-enabled form.

Is there a deadline for completing our first district audit?

The last district audits were to be completed by August 31, 2011. Specified results of those audits were required to be transmitted to the Texas School Safety using the online District Audit Report (DAR), by September 30, 2011. The next deadline for completion of district facility safety and security audits will be August 31, 2014.

What is the responsibility of district facilities during the three-year interim between audits?

It is recommended the building/facility administrator, in consultation with an audit team representative, conduct an annual review of the audit report. The intent of the annual review is to monitor ongoing progress of recommendations set forth in the report and to identify any additional needs or safety concerns developed since the audit was conducted.

For complete campus audit information, the reader is referred to the individual campus audit reports.

Edwards Risk Management, Inc. and your Public Workers' Compensation Program (PWCP) wish to thank Marble Falls ISD for the opportunity to provide this important and State-mandated service.

<End of Report>