Regular

Monday, July 16, 2007 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order**
2. **Opening Comments/Invocation**
3. **Pledges - U.S. Flag & Texas Flag**
4. **Recognitions**

a. Employee recognitions

1. Granbury ISD Transportation Department Bus Drivers

5. **Consider consent agenda items**

a. Minutes of the June 11, 2007 regular board meeting
b. Budget amendments
c. Policy Update 80, affecting (LOCAL) policies

1. BBFA (LOCAL) - Ethics Conflict of Interest Disclosures; CPC (LOCAL) - Office Management Records Management; DBA (LOCAL) - Employment Requirements and Restrictions Credentials and Records; DBD (LOCAL) - Employment Requirements and Restrictions Conflict of Interest; DC (LOCAL) - Employment Practices; DCD (LOCAL) - Employment Practices At-Will Employment; DEAA (LOCAL) - Compensation and Benefits Incentives and Stipends; DFBB (LOCAL) - Term Contracts Nonrenewal; DH (LOCAL) - Employee Standards of Conduct; DN (LOCAL) - Performance Appraisal; EEJB (LOCAL) - Individualized Learning Credit by Examination without Prior Instruction; EIF (LOCAL) - Academic Achievement Graduation; FNCA (LOCAL) - Student Conduct Dress Code

d. Purchase of Automated External Defibrillators (AED's)
e. Continued participation in the Workers Compensation Self-Insurance Joint Fund for the 2007-08 school year
f. Renewal of Property, Crime, General Liability, Educators' Legal Liability; and Automobile Insurance through the Texas Association of Public School Property and Liability Fund
g. Renewal of Alcohol and Drug Testing Services bid no. 2005-29
h. Vehicle fuel RFP 2007-15
i. General maintenance supplies & equipment bid no. 2007-13
j. Plumbing supplies & equipment bid no. 2007-14

6. **Consider right-of-way dedication for roadway**
7. **Consider Houston-Galveston Area Council Interlocal Agreement**
8. **Consider 2007-08 Student Code of Conduct**
9. **Consider Aramark Custodial Contract amendment**
10. **Reports**

a. Reports by the Superintendent - William Harris

1. Employer Sponsored Child Care Feasibility Study

b. Reports by the Executive Director of Finance- Sharay Boynton

1. Financial statements for period ending May 31, 2007
2. Investment report for period ending May 31, 2007

c. Reports by the Director of Facilities - Randy Leach

1. Facilities improvements reports

11. **Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**

a. Chapter 551.074 - Personnel

1. Consider staff appointments

b. Chapter 551.072 - Purchase, exchange, lease or value of real property
c. Chapter 551.071 and 551.129 - Consultation with attorney
1. Consult with legal counsel regarding the issues related to the sale of 205 E Pearl Street. This consultation will be held in closed session, as permitted by Texas Government Code 551.071. This consultation may occur by telephone, as permitted by 551.129
2. Consult with legal counsel regarding the issues related to the oil and gas lease with Quick Silver. This consultation will be held in closed session, as permitted by Texas Government Code 551.071. This consultation may occur by telephone, as permitted by 551.129
12. **Reconvene in open session**
13. **Board members special reports**
14. **Public comments/audience participation**
15. **Consider lease change with Quick Silver**
16. **Purchase, exchange, lease or value of real property**
a. Consider and take action as necessary on the sale of 205 E. Pearl Street to Granbury Square Partners, LLC, assignee of Mainstay Real Estate Properties, LLC, a limited liability company show majority owner is Eddie L. Stivers, for $2,430,000.00, which was to close in June, 2007
b. Consider and take action as necessary on the sale of 205 E. Pearl Street
17. **Consider action on items discussed in closed session**
a. Staff appointments
b. Consider purchase, exchange, lease or value of real property
18. **Adjourn**

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
June 11, 2007

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, June 11, 2007 at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas

Presiding Officer.....Jerry Campbell

Board Members Present

Bowen Brawner
Charlie Cloud
Doug Funk
Barbara Herrington
Kevin Myers
Micky Shearon

School Officials Present

William Harris, Superintendent
Jan Van Dorn, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Troy Green, Executive Director of Human Resources
Ton Potappel, Director of Technology
Jeff Meador, Public Information Officer
Judy Duncan, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

President, Jerry Campbell, called the meeting to order at 6:00 p.m. and noted that a quorum of board members was present, the meeting was dully called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 6:01 p.m. under the Texas Open Meetings Act, Chapter 551.074 – personnel and 551.072 – purchase, exchange, lease or value of real property.

Reconvened

The board reconvened in open session at 7:23 p.m.

Invocation/Opening Comments

Brandon Mercer, Pastor, Cornerstone Baptist Church led in the invocation.

Pledge U.S. Flag and Texas Flag

Jerry Campbell led in the pledge to the U.S. Flag and the Texas Flag.

Recognitions

. Students from Crossland Ninth Grade Center, the 2006-07 Crossland Student Leadership Team, were recognized by Principal Lynn Pool and Superintendent William Harris.

Superintendent Harris recognized Dwight Butler, Athletic Director, was recognized for his National Certification as a Certified Athletic Director.

Consent Agenda Items

A motion was made Doug Funk and seconded by Micky Shearon to approve consent agenda items a, c, d, f, g, h, l, j, k, l, m, n, o and p. **MOTION CARRIED** Yes 7 – Noe 0 Consent agenda items approved: "a" - minutes of the May 21, 2007 regular board meeting minutes and May 25, 2007 special board meeting minutes; "c" – purchase of pole vault pits; "d" – purchase of novel sets; "f" – CISV purchase of intercom systems for Acton Elementary and Baccus Elementary; "g' – purchase of security equipment; "h" – electrical services bid; "l" – electrical supplies bid; "j" – HVAC supplies bid; "k" – paint supplies & equipment bid; "L" – building materials & supplies bid; "m" – grounds supplies bid; "n" – parking lot preparation, repair, paving/resurfacing and installation services; "o" – instructional supplies career tech bid; "p" – custodial supplies bid.

Budget Amendments

A motion was made by Charlie Cloud and seconded by Doug Funk to approve the budget amendments as presented. **MOTION CARRIED** Yes 7 – Noe – 0

Purchase of Food Service Catering Van

A motion was made by Doug Funk and seconded by Charlie Cloud to approve the purchase of the food service catering van as presented. **MOTION CARRIED** Yes 7 - Noe 0

Technology Purchases

A motion was made by Doug Funk and seconded by Micky Shearon to approve the technology purchases as presented. **MOTION CARRIED** Yes 7 – Noe 0

School Supplies

A motion was made by Barbara Herrington and seconded by Charlie Cloud to approve the office supplies bid as presented with Bennett's Office Supply winning the coin toss for the tie bid. **MOTION CARRIED** Yes 7 – Noe 0

Bids for Facility Improvements

Mr. Sloan Harris updated the board on the progress of the facilities improvement projects. Harris stated that the total construction cost came in over budget and VLK has worked with Buford Thompson to identify several cost saving measures. Buford Thompson has separated Science classroom work for a recommendation to begin work in order to complete before school begins, the Science classroom scope of work is within budget. VLK is rebidding the baseball complex and tennis court lighting with the Agricultural Learning Center and Elementary School Canopies as one package to gain economies of scale and more competitive bidding. The project will go out for bid June 25 and bids will be received July 10; a recommendation will be brought to the board at the July 23, 2007 meeting.

A motion was made by Doug Funk and seconded by Charlie Cloud to approve the Science Classroom bid as presented. **MOTION CARRIED** Yes 7 – Noe 0

Medicaid Administration Intergovernmental Cooperation Agreement & Business Associate Agreement between Texas Health and Human Services Commission and Granbury ISD

A motion was made by Doug Funk and seconded by Charlie Cloud to approve the Medicaid Administration Intergovernmental Cooperation Agreement & Business Associate Agreement between Texas Health and Human Services Commission and Granbury ISD as presented. **MOTION CARRIED** Yes 7 – Noe 0

Partnership for High Achievement K-4 with the Charles Dana Center

A motion was made by Micky Shearon and seconded by Doug Funk to approve the partnership for High Achievement K-4 with the Charles Dana Center as presented. **MOTION CARRIED** Yes 7 Noe 0

Board of Director Nomination for Texas Association of School Boards

No nominations made

Reports

Update 80 was presented for information and board review. This item will be on the July board meeting for action.

A representative from PBK updated the board on the review of the district facilities.

Board Members Special Reports

Charlie Cloud acknowledged Laurel Pirkle from the Granbury City Council attending the GISD board meeting.

Doug Funk stated that he visited with Suzanne Culp's family and that they appreciated the recognition of Mrs. Culp at the GHS graduation.

Kevin Myers stated that he attended the STARS Academy graduation.

Public Comments

None

Action on Items Discussed in Closed Session

A motion was made by Doug Funk and seconded by Micky Shearon to approve the staff appointments as presented. **MOTION CARRIED** Yes 7 – Noe -0

A motion was made by Doug Funk to extend Superintendent William Harris' contract through December 08 with an 8% pay raise. Motion died for lack of a second.

A motion was made by Kevin Myers and seconded by Micky Shearon to extend Superintendent William Harris' contract through June 2009 with an 8% pay raise and to authorize the board president to negotiate with the Superintendent on other contract items. **MOTION CARRIED** Yes 4 – Noe 3 - Doug Funk, Barbara Herrington and Bowen Brawner voted against. Jerry Campbell will contact the school board attorney and the Superintendent's attorney to negotiate items such as car allowance, etc.

Jerry Campbell stated that the closing for the sale of the property at 205 E Pearl Street is scheduled for June 22, 2007.

Adjournment

There being no further business, the meeting was adjourned at 8:53 p.m.

Jerry Campbell, Board President

Charlie Cloud, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: July 10, 2007
RE: Budget Amendments

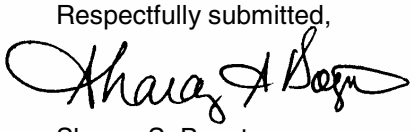
SUMMARY:

Attached are budget amendments that are for Board approval.

RECOMMENDATION:

I recommend the Board approve the amendments.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Emmett Whitefield
Date Submitted: July 10, 2007

BUDGET AMENDMENTS RECOGNIZING DONATED & MISCELLANEOUS REVENUES

Fund 199, Mr. Bobby Mabery Originator
This Amendment recognizes funds in the amount of $8 allocated to function 12. These funds are generated from book fines and will be used to purchase additional library books and media.

Fund 199, Mr. Ralph Purget, Originator
This Amendment recognizes funds in the amount of $2,020 allocated to function 11. These funds are generated within the campus fund and will be used for additional campus supplies.

Fund 199, Ms. Rebecca Johnson, Originator
This Amendment recognizes funds in the amount of $97 allocated to function 12. These funds are generated from book fines and will be used to purchase additional library books and media..

Fund 199, Ms. Carolyn Horton, Originator
This Amendment recognizes funds in the amount of $1,619 allocated to function 11. These funds are generated within the campus fund and will be used for miscellaneous operating expenses.

Fund 199, Ms. Sharay Boynton, Originator
This Amendment recognizes donated funds in the amount of $22,327 allocated to function 52. These funds are donated by the Acton Elementary PTO and will be used to purchase security cameras for the campus.

Fund 181, Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $900 allocated to function 11. These funds are generated from insurance proceeds for the driver's education vehicle and will be used for repairs.

BUDGET AMENDMENTS RECOGNIZING FUNCTION TO FUNCTION TRANSITION

Fund 428, Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $3,960 allocated from function 11 to function 13 within the High School allotment fund. This funds are being used to fund furniture and technology equipment for the Higher Education Coordinator.

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**July 16, 2007**
Action:	**Approval**

SUMMARY:
A complete copy of Update 80 was presented in the June 11, 2007 board book packet. The LOCAL policies of this update require board approval. A copy of the LOCAL policies have been included in this board packet, for a review of the complete policy update, please refer to your June 11, 2007 board book packet.

RECOMMENDATION:
I recommend 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 80.

Respectfully submitted,

William Harris

William Harris
Superintendent

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william_harris@granbury.k12.tx.us
www.granbury.k12.tx.us

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 9, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: July 9, 2007
RE: Buy Board Purchase – Automated External Defibrillators (AEDs)

SUMMARY:
The GISD Health Advisory Council has recommended that Automated External Defibrillators (AEDs) be purchased and placed on every campus and within every District facility. These AEDs are available from a Buy Board vendor. GISD's interlocal agreement with the Buy Board allows purchases to be made from this awarded vendor without GISD having to go through the formal bid process. School Health, a Buy Board vendor offers the Powerheart G3 Plus Package at $1,469.39/unit. The vendor has sold 700 units in the past 7 months as a result of a partnership with TASB. This unit is acceptable to Mrs. Brenda Mabery, Special Program Coordinator.

Mrs. Brenda Mabery, Special Program Coordinator is recommending award to School Health for a total expenditure of $30,857.19 for 21 units. Administration does not believe that a better price would be realized by initiating a formal bid process. It would be in the best interest of GISD to purchase from the Buy Board vendor.

A budget amendment in the amount of $36,750 was approved at the June 11, 2007 board meeting for this purchase.

Board Policy CH(LOCAL) requires board approval on purchases in excess of $25,000. The policy states "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $25,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.".

The following recommendation is that of Mrs. Mabery.

RECOMMENDATION:

It is recommended that the purchase of Automated External Defibrillators be made from School Health through the Buy Board contract.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Brenda Mabery
Ronda Herrin
Date Submitted: July 9, 2007

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: July 9, 2007
RE: Workers Comp Renewal

SUMMARY:

July 2000, the Board accepted the proposal from Hibbs Hallmark & Company and Claims Administrative Services, Inc of the West Texas Educational Insurance Association to provide Workers' Compensation coverage for GISD with the deductible funding option through an interlocal agreement. CAS has presented the proposal for the 3rd year of a 3-year contract. The packet is attached for your reference.

Since we have been with this program, our workers comp claims have been aggressively worked and administered. There have even been instances where claims have been denied due to the fact that they were not a true workers comp claim.

A factor considered at the renewal of this program in July 2005 was the insurance market in general. The costs involved in purchasing the stop loss coverage required for workers comp funds as well as other partially self-insured programs had continued to increase significantly due to the hit that these carriers took with the September 11 incident and the fact that there are fewer providers. It was felt at the time of renewal that year that the discount offered by committing for an additional two years would help offset this increased cost, which it has. The fixed rate cost along with the fewer claims, has allowed the total cost of the program to decrease from previous years.

Mr. Randy Leach has reviewed the proposal and the following is his recommendation.

RECOMMENDATION:

That the board approve continued participation in the West Texas Educational Insurance Association Workers Compensation Fund with the 2007-2008 school year being the final year of a three-year plan.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Randy Leach

Date Submitted: July 10, 2006

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: July 9, 2007
RE: Property, Crime, General Liability, Educators' Legal Liability; and Automobile Insurance through the Texas Association of Public School Property and Liability Fund

SUMMARY:

The District currently has an executed Interlocal Agreement for the Texas Association of Public Schools Property and Liability Fund (TAPS). The agreement allows the District to purchase property and liability insurance using a partially self-funded process by participating in this fund. The current coverage is in effect from September 1, 2006 to August 31, 2007. The renewal proposal is being presented for the Board's consideration.

The annual cost is projected to be $278,993 for total property values of $160,717,680 compared to last year of $291,262 for property values of $156,482,693. The increase in values is a result of increased building costs and the increased cost to replace existing buildings should there be a loss. The property deductible, all but wind or hail which is $100,000, last year was $25,000. Due to the premium difference between a $25,000 deductible and a $10,000 deductible being only $14,204, the above premium reflects a $10,000 deductible for 2007-08. The premium difference will be realized in only one claim, making it worth the difference in the cost.

This method of purchasing coverage, through the interlocal, is very cost effective at this time. The coverage can be obtained without going through the formal bid process. Administration reviews this process annually and if such a time comes when this process is no longer beneficial to the District, the Administration will process the necessary paperwork to complete the bid process. Also, please note that I currently serve on the Board of Trustees in the role of Treasurer, so the District has direct representation in the decision-making processes for this fund.

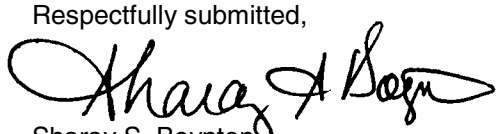
Even though this purchase can be made without going through the bid process, Board Policy CH(LOCAL) requires board approval on purchases in excess of $25,000. The policy states "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $25,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place."

The 2007-08 budget presented has sufficient funds to cover the cost of this insurance. The following is my recommendation.

RECOMMENDATION:

That the Board approve the purchase of Property, Crime, General Liability, Educators' Legal Liability; and Automobile Insurance through the Texas Association of Public School Property and Liability Fund effective September 1, 2007 to August 31, 2008.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: July 12, 2007

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: July 9, 2007
RE: Drug and Alcohol Testing Administration
CSP 2005-29 - Renewal

SUMMARY:

A request for proposal was let for alcohol and drug testing services and administration for DOT tests for district bus drivers and student drug tests for students involved in competitive extracurricular program for the 2005-2006 school year. The award period is for the 2005-2006 school year with the option to renew for two additional one-year terms if agreed to by all parties. The current contract will expire on August 31, 2007. This will be the second of two one-year renewal terms.

A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Dwight Butler, Athletic Director, and Mr. Terry Slemmons, Transportation Director, were contacted regarding the services and they recommended that the contract be renewed. The vendor was contacted and they have agreed to extend the contract with no changes.

The proposed expenditure for 2007-08 for these services is $20,000 to $25,000.

The following is the recommendation of Mr. Butler and Mr. Slemmons.

RECOMMENDATION:

It is recommended that the Board extend the award to purchase student testing and administration services as well as the DOT testing and administration to Compliance Consortium for the period of September 1, 2007 to August 31, 2008.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ms. Debbie Johnson
Mr. Dwight Butler
Mr. Terry Slemmons

Date Submitted: July 9, 2007

BID FOR BOARD APPROVAL

Board Meeting Date: August 15, 2005 **Bid Number:** 2005-29

1. **Item, material or service (specific or classification):** Drug and Alcohol Testing Administration

2. **Brief description:** A request for proposal was let for alcohol and drug testing services and administration for DOT tests for district bus drivers and student drug tests for students involved in competitive extracurricular programs.

3. **Period of time bid covers:** 09/01/05 through 08/31/2006 with the option to renew for two additional one-year terms

4. **Person and title responsible for the expenditure:**

   Randy Leach – Facilities Director and Interim Athletic Director
   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 12

6. **Number of bids received from vendors:** 2

7. **Listing of recommended vendors and total prices:** Randy Leach, Interim Athletic Director, has recommended award of the student testing to Compliance Consortium Corporation at an approximate expenditure of $12,000 based on the current year expense. Terry Slemmons, Transportation Director, has recommended award to Compliance Consortium Corporation for the DOT testing at an approximate expenditure of $3,800 based on the current year expense.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 07/07/2002

10. **Percentage increase or decrease from last bid**:

    DOT testing – decrease of 5%
    Student testing – increase of 8.82%

11. **Budget information:** Expenditures for drug testing will be from the following budget codes and proposed budgets.

199.34.6219.00.800.6.99.0.00	$15,000.
199.52.6219.00.042.6.99.0.00	1,200.
199.52.6219.00.041.6.99.0.00	1,000.
199.52.6219.00.001.6.99.F.00	17,500.

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: July 9, 2007
RE: Vehicle Fuel Bid 2007-15

SUMMARY:

The current bid for fuel will expire on July 31, 2007. The current vendor did not want to renew the bid as awarded last year. A bid was let to provide a vendor to supply unleaded and diesel fuel for the District for the upcoming year. Responses were received June 21, 2007. The bid will cover August 1, 2007 to July 31, 2008 with the option to renew for two additional one year terms.

A copy of the summation and tabulation are attached for your review.

Mr. Terry Slemmons, Transportation Director, reviewed the bid responses and other options, TCPN, Buy Board, etc.. Due to strict delivery times required, delivery charges and load restrictions of the other options, Mr. Slemmons feels that a District awarded bid would serve the District better. Further, a split award between unleaded and diesel will be in the best interest of the District.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director.

RECOMMENDATION:

It is recommended that the Board award Lambert Oil Co., Inc. for the purchase of unleaded fuel and Lucky Lady Oil Company for the purchase of diesel fuel for the period of August 1, 2007 to July 31, 2008 with the option to renew for two additional one-year terms.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ronda Herrin
Terry Slemmons

Date Submitted: July 9, 2007

BID FOR BOARD APPROVAL

Board Meeting Date: July 16, 2006 **Bid Number:** 2007-15

1. **Item, material or service (specific or classification):** Vehicle Fuel

2. **Brief description:** A bid was let to provide a vendor to supply unleaded and diesel fuel for the Transportation Department.

3. **Period of time bid covers:** August 1, 2007 through July 31, 2008 with option to renew for two additional one-year terms.

4. **Person and title responsible for the expenditure:**
Terry Slemmons, Transportation Director

5. **Number of bids sent to vendors:** 5

6. **Number of bids received from vendors:** 3

7. **Listing of recommended vendors and total prices:** This is a **multiple** award. Recommendation for award is to Lambert Oil Co., Inc for unleaded gasoline and Lucky Lady Oil Company for #2 low sulfur diesel. All fuel is purchased on an as needed basis from budgeted funds for fuel. A total expenditure cannot be identified at this time.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 7/17/2006

10. **Percentage increase or decrease from last bid**:

    Unleaded – increase of 16% (differential .0774 up to .09)

    Diesel – decrease of 22% (differential .0644 down to .05)

11. **Budget information:** Expenditures will come from budgeted funds in account codes:
199.34.6311.00.800.8.99.0.00 with a budgeted amount of $353,638.
199.34.6411.01.800.8.99.0.00 with a budgeted amount of $60,000.

Sharay Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: July 9, 2007
RE: General Maintenance Supplies & Equipment Bid No. 2007-13

SUMMARY:

A bid was let to provide vendors for general maintenance and glass supplies for the 2007-2008 school year. The responses were received on May 18, 2007. The period of award will be August 1, 2007 through July 31, 2008 with the option to renew two additional one-year terms. The current bid will expire on July 31, 2007.

A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, reviewed bid responses. The following is the recommendation of Mr. Gehrke.

RECOMMENDATION:

I recommend the Board approve the items and the related vendors as identified below for the period of August 1, 2007 to July 31, 2008 with the option to renew for two additional one-year terms if mutually agreed upon at renewal time.

Section A: Nuts and Bolts	Hardt Sales
Section B: Belts	Grainger, Napa Auto Parts
Section C: Misc/Gen Supplies	Grainger, Green's Welding Supply, Home Depot

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ronda Herrin
Larry Gehrke

Date Submitted: July 9, 2007

BID FOR BOARD APPROVAL

Board Meeting Date: July 16, 2007 **Bid Number:** 2007-13

1. **Item, material or service (specific or classification):** General Maintenance Supplies & Equipment

2. **Brief description:** A bid was let to provide vendors for general maintenance supplies & equipment to be purchased on as needed basis.

3. **Period of time bid covers:** August 1, 2007 through July 31, 2008 with the option to renew two additional one-year terms

4. **Person and title responsible for the expenditure:**

   Larry Gehrke – Maintenance Director

5. **Number of bids sent to vendors:** 35

6. **Number of bids received from vendors:** 9 (includes 1 "no bid")

7. **Listing of recommended vendors and total prices:** The needs of the district vary; therefore, it is necessary to establish a contract with multiple vendors. Recommendation is to award to the following vendors:

Section A: Nuts and Bolts	Hardt Sales
Section B: Belts	Grainger, Napa Auto Parts
Section C: Misc/Gen Supplies	Grainger, Green's Welding Supply, Home Depot

   It is the recommendation of the Purchasing Department that the person making the purchase, along with the Maintenance Director, compare pricing among several catalogs or vendors to ensure the district is receiving "best value".

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 9/13/2004

10. **Percentage increase or decrease from last bid**: Due to the change to some of the line items or brands, an accurate comparison could not be made.

11. **Budget information:** Expenditures for general maintenance supplies will be from account code 199.51.6316.00.951.8.99.0.58 with a proposed budget of $37,500. Other purchases for these items may be purchased by other budget lines not to exceed $10,000.

Sharay Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: July 9, 2007
RE: Plumbing Supplies Bid No. 2007-14

SUMMARY:

Plumbing supplies for the district are purchased on an as needed basis. A bid was let to provide vendors for plumbing supplies for the 2007-2008 school year with the option to renew for two additional one-year terms if agreed to by all parties. The current bid will expire July 31, 2007. Responses were received on May 21, 2007.

A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, reviewed all responses. Ms. Ronda Herrin, Purchasing, also reviewed the responses. The following is their recommendation.

RECOMMENDATION:

It is recommended that the Board award the highlighted vendors on the attached tabulation for the purchase of plumbing supplies for the 2007-08 school year for the period of August 1, 2007 to July 31, 2008 with the option to renew for two additional one-year terms if mutually agreeable.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Ronda Herrin
Mr. Larry Gehrke

Date Submitted: July 9, 2007

BID FOR BOARD APPROVAL

Board Meeting Date: July 16, 2007 **Bid Number:** 2007-14

1. **Item, material or service (specific or classification):** Plumbing Supplies & Equipment

2. **Brief description:** A bid was let to provide vendors for plumbing supplies & equipment to be purchased on as needed basis.

3. **Period of time bid covers:** August 1, 2007 through July 31, 2008 with the option to renew two additional one-year terms.

4. **Person and title responsible for the expenditure:**

   Larry Gehrke – Maintenance Director

5. **Number of bids sent to vendors:** 22

6. **Number of bids received from vendors:** 8

7. **Listing of recommended vendors and total prices:** The needs of the district vary; therefore, it is necessary to establish a contract with multiple vendors. Recommendation is to award to the following vendors:

   Bear's Plumbing & Etc, Grainger, Home Depot, Granbury Winnelson, Home Depot, Mark's Plumbing, Plumbmaster Inc., Weatherford Pipe & Supply

   It is the recommendation of the Purchasing Department that the person making the purchase, along with the Maintenance Director, compare pricing among several catalogs or vendors to ensure the district is receiving "best value".

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 7/19/2004

10. **Percentage increase or decrease from last bid**: Due to the change to some of the line items or brands, an accurate comparison could not be made.

11. **Budget information:** Expenditures for plumbing supplies will be from account code 199.51.6316.00.951.8.99.0.56 with a proposed budget of $26,000. Purchases from other budget lines may occur for these items not to exceed $10,000.

Sharay Boynton
Executive Director of Finance

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**July 16, 2007**
Action:	**Approval**

SUMMARY:
Attached is a copy of the Student Code of Conduct that has been reviewed and updated by TASB for Granbury ISD.

RECOMMENDATION:
I recommend approval of the attached Student Code of Conduct.

Respectfully submitted,

William Harris

William Harris
Superintendent

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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, suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Granbury ISD 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.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

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 will prevail.

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 on district transportation;
2. During lunch periods in which a student is allowed to leave 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 when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators will report crimes as required by law and will 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.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- 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

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent sections on Suspension, DAEP Placement, Placement and/or Expulsion for Certain Serious Offenses, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be serious enough to result in Removal from the Regular Educational Setting as detailed in that section.

Students shall not:

Disregard for Authority

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on school buses.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms)
- Engage in conduct that constitutes sexual 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, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
- 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

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion)
- Deface or damage school property—including textbooks, 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 and theft see DAEP Placement and Expulsion)

Possession of Prohibited Items

- 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 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;
  - mace or pepper spray;
  - pornographic material;
  - tobacco products;
  - 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 Devices

- Display, turn on, or use a cellular telephone or other telecommunications device on school property during the school day.

Illegal, Prescription, and Over-the-Counter Drugs

- 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 Computers and the Internet

- Violate computer use policies, rules, or agreements signed by the student or the student's parent.
- 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 computer 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 or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites at school to encourage illegal behavior or threaten school safety.

Safety Transgressions

- 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

- 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 will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will 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 (unless otherwise specified by law) may bring into consideration varying techniques and responses.

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 will 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, the district will 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.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention.

- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties 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.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment
- Out-of-school suspension, as specified in the Suspension 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 Serious 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 will notify a student's parent by phone or in writing of any violation that may result in a suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and 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.granbury.k12.tx.us.

Consequences will not be deferred pending the outcome of a grievance.

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 will 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 will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will 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.

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 suspension, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack on 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 will 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 will 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 will be determined by the appropriate administrator, but will not exceed three school days.

The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in DAEP in addition to the expulsion.

In deciding whether to order placement in a DAEP, the district will 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.

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

Misconduct Identified in State Law

- 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.

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 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 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 will 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 will be made by the Assistant Superintendent

Conference

When a student is removed from class for a DAEP offense, the appropriate administrator will 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 will inform the student, orally or in writing, of the reasons for the removal and will 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 will write a placement order. A copy of the DAEP placement order will be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee will 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 will give notice of the inconsistency.

Length of Placement

The duration of a student's placement in a DAEP will be determined by the Assistant Superintendent.

The duration of a student's placement will be determined on a case-by-case basis. DAEP placement will 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.

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 Assistant Superintendent 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 will be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions or complaints from parents regarding disciplinary measures should be addressed to the campus administration, 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.granbury.k12.tx.us.

Disciplinary consequences will 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 will 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 last day of placement in the program will be the last instructional day, and the student will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP will be provided a review of his or her status, including academic status, by the DAEP principal and committee 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 will also be reviewed. At the review, the student or the student's parent will 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 conduct 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 will 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 will 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 will, 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 will 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 will continue the DAEP placement of a student who enrolls in the district and was assigned to DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state will 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, will 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 will be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Serious Offenses

This section includes two categories of serious 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 will 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 will 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 a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5 felony offense;
- Have been charged with engaging in conduct defined as a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of 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, the district will 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

A student **may** be expelled for:

Any Location

- 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.
  - 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 School Event

- 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.
  - 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

- 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.
  - 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

- 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

- Engaging in serious offenses or persistent misbehavior (see glossary) that violates the district's Code, while placed in a DAEP.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled 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:

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.

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).
  - 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, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (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,

with the exception of a federal firearm offense, on or off school property or at a school-related activity.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a DAEP. A student under age six will 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 will schedule a hearing within a reasonable time. The student's parent will 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 will 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 district's witnesses.

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 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 will 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 will 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 will make and communicate its decision orally at the conclusion of the presentation. Consequences will 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 will 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~~ will 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 will give notice of the inconsistency.

Length of Expulsion

The length of an expulsion will 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 will 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 or other appropriate administrator 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 will 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 will continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion

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 will 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 will be given verbal notice of the reason for the action. Within ten days after the date of the

emergency expulsion, the student will 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.

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 a crime that involves starting a fire or causing an explosion with intent to destroy or damage:

1. Any vegetation, fence, or structure on open-space land; or
2. Any building, habitation, or vehicle:
    a. Knowing that it is within the limits of an incorporated city or town,
    b. Knowing that it is insured against damage or destruction,
    c. Knowing that it is subject to a mortgage or other security interest,
    d. Knowing that it is located on property belonging to another,
    e. Knowing that it has located within it property belonging to another, or
    f. 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.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

1. To 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. To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

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.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, 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.

Graffiti are markings with aerosol paint or an indelible pen or marker 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 is 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.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

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; 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 excepted 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 offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.

- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- 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.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

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).

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; sexual assault; unlawful restraint; coercing, soliciting, or inducing gang membership if it causes bodily injury to a child; 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.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: July 12, 2007
RE: ARAMARK Custodial Management Contract Amendment

SUMMARY:

On July 1, 2003 ARAMARK Management Services Limited Partnership (formerly ServiceMaster Management Services L.P.), a Delaware limited partnership ("ARAMARK") and Granbury Independent School District entered into an agreement to provide management of custodial services. Exhibit A - ARAMARK'S Compensation, paragraph B provides that the ARAMARK Fee will be adjusted from time to time including annually by an amount agreed upon by both parties. The CPI for May 2006 to May 2007 has been reviewed and is attached for your reference. The recommended increase is 2.7% as detailed in the attached amendment letter from ARAMARK.

The amendment will be effective July 1, 2007. The proposed annual management fee shall be $67,334.23 compared to $65,564 per year. They have further requested changes associated with the contact information and the assignment of the contract. After reveiew of these items, it does not appear to be detrimental to GISD's position within this contract and acceptable changes to be made. All other respects of the Agreement shall remain in full force and effect. Please see attached amendment.

The following is Administration's recommendation.

RECOMMENDATION:

It is recommended that the Board allow Mr. Harris to accept the amendment as presented by ARAMARK Corporation.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Mrs. Sharay Boynton

Date Submitted: July 12, 2007



SUMMARY REPORT:

CHILD CARE FEASIBILITY STUDY

GRANBURY INDEPENDENT SCHOOL DISTRICT

May 10, 2005

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Project Overview

The purpose of this project is to gauge employee interest in district-sponsored child care. Employees of Granbury Independent School District were surveyed to identify employee concerns and preferences regarding current and anticipated child care needs. Employees who do not have young children also participated in the online survey. Comments of all survey respondents are included in this report along with TASB Child Care Solutions' recommendations regarding program development and structure.

Generally, Granbury ISD employees who participated in the survey are interested in a district-sponsored child care program. Finding reliable and affordable child care in the Granbury-area is a primary concern of respondents. In particular, employees with young children express concern that many child care options lack curriculum content as well as the ability to prepare children for success in grade school. Additionally, employees report that absences due to child care issues are frequent and disruptive to the work environment. Several sited specific examples of child care "break downs" that created distractions and loss of focus on their teaching responsibilities for temporary periods of time. Likewise, respondents listed accessibility to quality child care as a primary reason why educators leave the teaching profession, either temporarily or permanently, once they have young children at home.

Respondents who do not have young children identify child care as a leading concern of the workforce as well. Those with and without young children indicate that current child care arrangements (or difficulties with current arrangements) preclude staff's participation in meetings, committees and other school-related projects that take place outside of the teaching schedules, i.e. after school and before school duties. According to survey comments, a district-sponsored child care option would provide a solution to many of these workforce issues as well as support the District's recruitment and retention efforts.

Analysis of Needs Assessment Instrument

- Online survey conducted April 2005.
- The categories of employees surveyed include the following:

889 Total Employees in the following categories:

Teaching staff	464
Administration-campus	24
Administrating Support	32
Para-Professional	152
Central Office Admin.	27
Food Service	73
Custodial	63
Maintenance	28
Technology	8
Auxiliary	18

- **165** Completed Surveys were received.
  Response rate = approximately 18.5%

Survey Respondents identify their current child care situations as follows:

70	41.67%	I do not have children requiring child care at this time, and I do not expect to need child care in the future.
25	14.88%	I am expecting a baby within the next 9 months and I anticipate needing child care
17	10.12%	I expect to have a child within the next 2 years and I anticipate needing child care
72	42.86%	I currently have children between ages 0 – 5 years old who require child care.

NOTE: Some respondents have children in more than one category.

Granbury ISD employees (those who participated in the study) indicate they have children in the following age ranges:

22	0 - 12 months old
15	13 - 24 months old
23	Two-Year-Olds
17	Three-Year-Olds
29	Four to Five-Year-olds (Not in Kindergarten)
52	Five to Ten-Year-Olds

Please check each of the types of child care you utilized during the last 12 months while you worked.

75	44.64%	NOT APPLICABLE
57	33.93%	FULL-DAY CARE
5	2.98%	HALF-DAY CARE
11	6.55%	OTHER PART-TIME CARE (M/W/F or T/Th only)
30	17.86%	BEFORE-AFTER-SCHOOL CARE
5	2.98%	NIGHT OR WEEKEND CARE
10	5.95%	SUMMER CARE FOR SCHOOL-AGE CHILDREN
15	8.93%	SCHOOL HOLIDAY CARE FOR SCHOOL-AGE CHILDREN

NOTE: Some respondents have children in more than one category.

Who provided child care for you in the last 12 months?

61	36.31%	NOT APPLICABLE
11	6.55%	RELATIVE IN OUR HOME
7	4.17%	NON-RELATIVE IN OUR HOME
14	8.33%	RELATIVE IN THEIR HOME
26	15.48%	NON-RELATIVE IN THEIR HOME
41	24.40%	CHILD CARE CENTER
16	9.52%	OTHER

Did you, at any time in the last 12 months, experience a lapse or "break down" in child care services or arrangements?

66	Not Applicable
40	Yes
46	No

Please indicate the reason for the lapse or "break down" in child care services:

21	Provider unable to keep child(ren) as agreed
8	Center Closed
8	Dissatisfied with care my child(ren) received
11	Other

If Granbury ISD offered child care to employees and charged market rate, would you most likely enroll your child? Respondents who answered this question currently have children between the ages 0 - 5-years-old.

94	76.42%	YES
29	23.58%	NO

For those who are expecting a baby now or in the future, would your decision to return to work after the arrival of your child be influenced by whether or not your employer provided a child care program?

34	23.94%	YES
13	9.15%	NO
95	66.90%	NOT APPLICABLE

Indicate the distance (number of miles) between your work location and your current child care provider.

68	46.26%	Not applicable
50	34.01%	0 - 9 Miles
17	11.56%	10-15 Miles
10	6.80%	16-20 Miles
2	1.36%	More than 20 Miles

Does your current child care tuition include daily meals and snacks?

75	51.37%	NOT APPLICABLE
46	31.51%	YES
25	17.12%	NO

(Regarding Lunch Service) Please indicate your preference:

74	50.68%	NOT APPLICABLE
25	17.12%	I PREFER TO PROVIDE A LUNCH FROM HOME
47	32.19%	I EXPECT LUNCH TO BE INCLUDED IN THE COST OF CHILD CARE

Do you have a need for child care during the summer months?

28	21.54%	YES
102	78.46%	NO

How much do you currently pay for child care services for your children who are 0 - 5 years-old? Please indicate the total amount you pay MONTHLY.

79	55.63%	Not Applicable.
2	1.41%	Less than $100 per month
5	3.52%	$101 - $200 per month
12	8.45%	$201 - $300 per month
13	9.15%	$301 - $400 per month
17	11.97%	$401 - $500 per month
6	4.23%	$501 - $600 per month
8	5.63%	More than $600 per month

How much do you currently pay for before/after-school child care? Please indicate the total amount you pay MONTHLY.

117	82.98%	Not Applicable
19	13.48%	$101 - $200 per month
3	2.13%	$201 - $300 per month
1	0.71%	$301 - $400 per month
0	0.00%	$401 - $500 per month
1	0.71%	$501 - $600 per month
0	0.00%	More than $600 per month

If Granbury ISD decides to implement a child care program to support its workforce, who should be eligible to enroll their children?

Generally, the surveys reflect employees would like a prioritized system for enrolling children: Employees first, employees with legal guardianship of children second, relatives of district employees regardless of custodial care arrangement next, and lastly, members of the community only when space allows.

Recommendations Based on Feasibility Study Results

According to the survey results, opening a district-sponsored child care program for employees would be well-received by survey respondents who have young children now as well as those planning to have children in the next two years. If the District is willing to provide the operating subsidy (usually facility, utilities, building maintenance and start-up costs for equipment/supplies) that would be necessary, TASB Child Care Solutions recommends moving forward with design and implementation of a district-sponsored child care program.

Group Size and Ratios

The District's child care program should strive to provide the highest quality of care possible. The chart below indicates recommended group sizes and child-to-staff ratios for high quality employer-sponsored child care programs. A sample graph of group size and child/staff ratios follows:

Age Groups	Recommended Group Size (Number of Children per Group)	Number of Staff per Group	Number of Classrooms per Age Group	Total Number of Children per Age Group
Infants (0-12 months)	8	2	2	16
Toddlers (12-18 months)	8	2	1	8
Toddlers (18 - 24 months)	10	2	1	10
2-years	9	1	1	9
3 - 4 years	13	1	1	13

Full Time Enrollment (FTE) = 56 Children

Average Child Care Staff Salaries

Director	$31,000 - $33,000/Annual 192 - 197 workdays
Full Time Teaching Staff	$15,500 - 17,200/Annual $10.50 - 11.50/hr 187 workdays
Child Care Aides	$12,700 - 13,400/Annual $8.50 - $9.00/hr 187 workdays

- Salaries should be adjusted accordingly if the program will operate more or less than 187 days per year.
- Employees of the child care program should be employees of the school district with access to the same benefit package as all other district employees.
- Employees hired to work in the child care program should undergo criminal history background checks and personal/professional reference checks.
- Annual training (required by Texas Department of Family and Protective Services) should be paid for by the school district, including CPR and First Aid.
- Child care employees should be allowed to enroll their own children in the child care program provided they pay the same tuition rates and abide by the waiting list protocol like all other District employees.

Child Care Center Director Qualifications

Qualifications for child care directors/managers are determined by the Texas Department of Family and Protective Services. The director of a child care center licensed for 13 or more children must be at least 21 years of age, have a high school diploma or its equivalent, and meet one of the following combinations of education and experience.

Education	**Experience**
A bachelor's degree with 12 college credit hours in child development and 6 college credit hours in business management	And at least one year of experience in a licensed child care center
An associate's of applied science degree in child development or a closely related field with 6 college credit hours in child development and 6 college credit hours in business management. A "closely related field" is any educational instruction pertaining to the growth, development, physical or mental care or education of children ages birth through 13 years	And at least two years of experience in a licensed child care center
60 college credit hours with 9 college credit hours in child development and 6 college credit hours in business management	And at least two years of experience in a licensed child care center
A child care administrator's certificate from a community college with at least 15 college credit hours in child development and 3 college credit hours in business management	And at least two years of experience in a licensed child care center
A Child Development Associate credential or Certified Child Care Professional credential with 6 college credit hours in business management	And at least two years of experience in a licensed child care center
A daycare administrator's credential issued by a professional organization or educational institution and approved by DFPS Licensing based on criteria specified in Subchapter P of Chapter 745 of this title, (relating to Day Care Administrator's Credential Program)	And at least two years of experience in a licensed child care center
9 college credit hours in child development and 9 college credit hours in business management	And at least three years of experience in a licensed child care center

Child Care Center Employee Qualifications

The Department of Family and Protective Services determines the qualifications of child care employees and caregivers. Personnel requirements for employees apply to all employees and caregivers. Personnel requirements for caregivers apply only to those persons counted in the child/caregiver ratio. The following chart outlines the personnel qualifications for employees and caregivers:

Employees NOT Counted in Child/Caregiver Ratio	**Caregivers Counted in Child/Caregiver Ratio**
PRS Background Check	PRS background check
Be free of active tuberculosis	Be free of active tuberculosis
Notarized Licensing *Affidavit for Applicants for Employment* form; and	Notarized Licensing *Affidavit for Applicants for Employment* form; and
Orientation to the child care center	Orientation to the child care center
	18 years old or older
	High school diploma or equivalent
	Eight hours pre-service training in child development and similar topics

(a) An **employee** is any person employed by the child care center, including caregivers, kitchen, office or maintenance personnel, other child care center personnel and the child care director.
(b) A **caregiver** is an employee counted in the child/caregiver ratio, whose duties include direct care, supervision, guidance, and the protection of children in care.

High School Students as Employees

You may employ a 16 or 17 year old who has a high school diploma or its equivalent and count the person in the child-to-staff ratio provided that:

(1) You don't leave the person alone with or in charge of the child care center or a group of children;
(2) The person works in the same room with and is supervised by a caregiver meeting the caregiver qualifications as described by DFPS; and
(3) The person has completed a child care related career program which the Texas Education Agency or other state or federal agency approves.

You may employ a 16, 17, or 18 year old who attends high school but has not graduated and count the person in the child/caregiver ratio, provided that:

(1) You don't leave the person alone with or in charge of a group of children or the child care center;
(2) The person works in the same room with and is supervised by a caregiver meeting the caregiver qualifications as described by DFPS; and
(3) The person is currently enrolled in or has completed a child care related career program which the Texas Education Agency or another state or federal agency approves; and the person is expected to obtain a high school diploma.

Recommendations for Tuition Rates and Fees

Monthly Tuition

Infants (0-12 months)	$26/day/187 days $486 @ 10 monthly payroll deductions **OR** $405 @ 12 monthly deductions
Toddlers (12 - 24 months)	$25/day/187 days $467.50 @ 10 monthly payroll deductions **OR** $390 @ 12 monthly payroll deductions
2 -5 Years Old	$24/day/187 days $448 @ 10 monthly payroll deductions **OR** $374 @ 12 monthly payroll deductions

- Monthly tuition rate is per child.
- Monthly tuition should include lunch and two (2) snacks per day. Parents of infants should be expected to provide formula or breast milk and appropriate baby food until the child is able to eat "table food."
- Parents of infants and toddlers (not potty trained) should provide diapers, baby wipes and ointments for their child.

Other Fees

Non-Refundable Registration Fee	$50.00 per child; Due at time of enrollment
Supply Fee	$50.00 per child (12 months and older only); annually

$50 Non-Refundable Registration Fee - Registration Fee is due when Waiting List Application is submitted or upon 1st day of enrollment if it is not necessary to utilize the waiting list process.

$50/per child Annual Supply Fee - Supply Fees should apply to children 12 months old and older. Due on October 15th. If a child enrolls January 1st or later, a $25 Supply Fee should be due at the time of enrollment.

Tuition Rate Comparison

Age Group	Market	Granbury ISD 10 - monthly payroll deductions (Recommendation)	Granbury ISD 12 - monthly payroll deductions (Recommendation)
0 - 12 months	$537.50/month	$486 ($26/day)	$405 ($26/day)
12 - 24 months	$495/month	$467.50 ($25/day)	$390 ($25/day)
2 - 5 years old	$475/month	$448 ($24/day)	$374 ($24/day)

Monthly rate is per child. Only licensed child care facilities were surveyed. Registered Family Providers and in-home providers (nannies or care provided by relatives) were not factored into the monthly averages.

Other Standard Fees for Child Care Services in Granbury, Texas

Registration Fee	$50 per child due at time of enrollment
Supply Fee	$50 per child; Renewed annually
Late Payment Fee	$15 per occurrence
Late Pick Up Fee	$1 per minute/per child beginning 10 minutes after close of business

Common Tuition Collection Policies & Procedures

- At the District's discretion, employees may elect to have their tuition payment deducted from their paycheck in 10 or 12 monthly payments. Most school districts use this method and they report that employees respond favorably to this option and it is a more efficient way of collecting monthly tuition compared to cash or personal check collection.

- The District may choose to allow employees to pay child care tuition by personal check or cash. This method of tuition collection requires administrative time and effort to ensure full collection of fees each month. This can become a time-consuming task especially if parents are late or behind with payments.

- Supply Fees and Registration Fees are typically paid by personal check or money orders. Since these payments are predictable and limited to specific times each year, collecting by check is not difficult and it allows the child care administrator to track those who have paid and those who have not quickly.

- If a child enrolls after the beginning of the academic calendar, child care fees should be prorated for the first month of enrollment and should be based on the child's first day at the center.

- If a child withdraws from the child care program prior to the end of the academic calendar, the last month of enrollment should be prorated, provided two week's written notice has been given.

- The center should not give credit or "tuition forgiveness" for days when children are absent due to illness, vacation, etc. The full month's tuition should be expected.

- Likewise, the center should not discount tuition for months that include holidays or breaks from the regular operating schedule, i.e. Winter Break, Spring Break, etc. The recommended tuition rate already compensates for these occurrences. Note: Tuition is calculated using a daily rate multiplied by the number of operating days in the school year (187) divided by 10 or 12 monthly payments.

- Tuition rates should be reviewed annually and adjusted according to current market trends in local child care tuition rates. Additionally, monthly tuition rates should be adjusted if the child care center will operate more or less than 187 days per school year.

Financial Overview of Employer-Sponsored Child Care

The following chart represents average allocations to specific operational expense categories. Each category may fluctuate slightly depending on program demographics; however, national averages are used in this example.

Budget Category	**% of Total Operating Expenses**
Staff Salaries	55-70%
Occupancy	15 - 20%
Food	3-5%
Educational supplies & equipment	8-12%
Insurance	2-3%
Other: Licensing Fees, Staff Training, etc.	3-4%

Start-up costs to equip a child care center average $400 - $450 per child. Included in this expense are things such as toys, rest mats, art supplies, storybooks, and other supplies/equipment needed to operate the center day-by-day. Costs for renovating a space, installing or renovating a playground, rental fees, utilities and maintenance are not included in this estimate. In most cases, the school district provides the space, utilities and maintenance of the child care center. Tuition collected from parents generally covers the staffing costs including benefits and ongoing replacement of supplies and materials beyond the start-up phase. The center is not likely to operate at full enrollment capacity all year long. This is especially true in the first year of operation. Therefore, it is customary to allow 5-10% "enrollment slack" in the revenue budget to account for any fluctuation in the full time enrollment status.

Providing a meal at lunch and two snacks per day (morning and afternoon) makes up approximately 3-5% of the annual operating budget and averages $3 per day per child. In some cases, districts have chosen not to provide a meal at lunch. Instead, children bring a lunch from home and the center provides snacks only. If access to a kitchen facility or food service is limited or nonexistent, this may be the only practical option available.

The district should expect to supply the space, monthly utilities and facility maintenance for the child care sites. The funding and operation of the child care centers should NOT affect the benefits of employees who do not use the child care center. While tuition at a district-sponsored child care center is usually less expensive than market rates, the true benefits to employees are availability, convenience, stability and quality factors.

The benefits of district-sponsored child care are evident for those who utilize the service; however, research indicates high satisfaction and support by "non-users" of the program as well. These employees recognize the commitment and concern their employer has for its workforce. Furthermore, they feel their counterparts who do use the program are more productive in their jobs, better able to juggle family and work responsibilities, and more likely to contribute to staff meetings, before/after school faculty duties, and other tasks associated with public education settings.

Program Development Metrics

If the school district chooses to move forward with the design and implementation of a child care program, the following program metrics may be useful in steering the planning committee. The philosophies, operating procedures, mission statement and other program details proposed in this Summary Report are based on the research and early childhood expertise of the consultants assigned to this project. A TASB Child care Solutions consultant is available to provide guidance and clarification for specific policies and procedures to support the development and implementation of a child care program.

Mission Statement for District-Sponsored Child care

It is proposed that the Child Development Center would be a unique center combining high quality child development programming with a nurturing and warm environment for young children. By providing a child care program for employees, the school district would demonstrate genuine interest and concern for employees and would further establish a solid, stable workforce. The mission of the Child Development Center would be to provide high quality child care for the employees of the school district in order to attract employees and lessen turnover and absenteeism.

Hours of Operation and School Calendar

Hours of operation for a child care program should reflect the work patterns of the majority of employees who use the Center. It is suggested, however, that the child care center operate 7:00AM – 5:30PM Monday through Friday. The center should operate 187 days per year, following the calendar set for District employees. The child care center's operating calendar should be adjusted if the District's operating calendar changes. Child care should be available for training days and other workdays in which employees must work. If district offices close for holidays, severe weather conditions, or other events, the Child Development Center should close as well.

Feasibility of offering a summer child care program could be explored in greater detail. Most school districts do not offer summer child care due to the expenses involved in operating the Center and the unpredictable nature of summer enrollments. If summer child care is to be offered, the structure of the program (age groups, number of staff, operating hours, etc) should be studied closely.

Curriculum

Providing a well balanced, child-centered approach to curriculum development should be a priority of a district-sponsored child care program. The curriculum approach should have a strong emphasis on language and literacy development. Planning should be derived from teacher's observations of children, developmentally appropriate practices, and informed understanding of sound early childhood theory. A

healthy balance between child-directed and teacher-directed activities can be accomplished in the following ways:

- Using Developmentally Appropriate Practice as a guide, the Child Care Center staff should monitor and select activities according to the ages and abilities of the children within a group;
- Strong phonemic awareness and preparation for reading and writing readiness should be evidenced in activities that promote singing, rhyming, fingerplays, proper use of language and communication skills, magnetic letters, creative storytelling and story invention, use of puppetry, Big Books and other opportunities that promote creative thinking processes and encourage children to explore their own language abilities;
- Development of math concepts and emerging math skills such as sorting, ordering, counting, use of manipulatives, labeling, classifying, measuring, pouring and estimating should be included in daily planning;
- Classroom activities should routinely include activities that foster appreciation for the fine arts with activities that encourage children to express themselves physically and aesthetically, represent feelings and ideas, and acquire fundamental concepts and skills achieved through art appreciation, music and movement;
- Emphasis should be placed on social and emotional development as it relates to helping children learn socially acceptable behaviors and strong interpersonal skills to support friendships, self-esteem, positive self worth and develop a comprehensive understanding of how to work in small groups and independently;
- Planning should include opportunities for sensory and motor experiences such as sand and water play, dancing, movement and rhythm activities, playdough, cooking, woodworking and other hands-on activities.

Assessment of children's learning is essential to appropriate planning. Observing, recording and documenting children's successes and areas for growth should be the basis for a variety of education decisions that affect planning for groups as well as individual children. The child care staff should meet regularly with parents to discuss children's individual milestones achieved and to set goals for continued success.

Behavior and Guidance

Preschoolers are learning to be part of a social group. Juggling their own needs with that of the group is sometimes difficult for the young child. For this reason, the early childhood community views discipline as a time to help children learn new social skills. It is a teaching opportunity and a time to be positive and supportive of the child. The techniques teachers should use include redirecting children, offering words to use in solving problems, and encouraging children to try again, as well as modifying the environment or routine to better meet the child's needs. Only after the teacher has tried other techniques should a child be removed from the group and placed in another area of the room until the child is ready to return to the group activity. At no time should physical punishment, demeaning or embarrassing tactics be used to correct children or modify their behaviors.

Waiting List Procedure

The Child Development Center should enroll the maximum number of children in each age then start a waiting list for each group. Applications received for the waiting list should be date stamped and handled accordingly. Unfortunately, it is impossible to predict exactly how long the waiting list might be or how long a child may wait for an opening in the center. Every effort should be made to accommodate enrollment requests of employees. The child care director should monitor the waiting list and contact the next person on the list as space becomes available.

Enrollment Eligibility

The Child Development Center should enroll children 6 weeks of age through preschool (pre-kindergarten). Enrollment in the Child Development Center should be open to all employees who are eligible for employment benefits. Part-time employees who choose to enroll their child should be expected to pay the full monthly tuition rate. Sharing spaces (i.e. MWF or TTH) with another part-time employee is not advised. Maintaining consistent enrollment when multiple part-time clients utilize the child care center is difficult and often has a negative impact on the financial stability of the child care center.

If the school district chooses to open enrollment at the child care center to include relatives of employees or others, a prioritized system for enrollment will become necessary.

Physical Space Requirements

The Texas Department of Family and Protective Services (DFPS) determine and monitor compliance with state regulations regarding child care center facilities and operational practices. A partial list of indoor and outdoor requirements follows:

Indoor Space Requirements	**Outdoor Space Requirements**
(1) You must have at least 30 square feet of indoor activity space for each child that you are licensed to serve, unless the child care center is exempt based on criteria specified by the child care licensing division. (2) You must care for children younger than 18 months in rooms and outdoor activity space areas separate from older children unless there are 12 or fewer children in the child care center, or the child care center is exempt based on criteria specified by the child care licensing division. (3) Indoor activity space is determined in the following manner: • Measuring all indoor activity space wall to wall on the inside at floor level; • Rounding all measurements to the nearest inch; and • Excluding single-use areas (restrooms, kitchens, administrative offices, etc.) • Excluding floor space occupied by permanent and stationary fixtures, such as bookcases, shelving, and storage/counter space, that is not intended for use by the children. • The sum of the measurements is used to calculate the indoor activity space and to determine the maximum number of children that can be cared for. (4) Licensed indoor activity space must not be shared with other programs at the same time you have children in care. (5) You may not care for children on any level above or below the ground without written approval from the state or local fire marshal.	(1) You must have 80 square feet of outdoor activity space for each child using the activity area at one time, unless you are licensed to provide only: • An alternate care program; or • A get-well program. (2) You must have enough square footage in the outdoor activity space to equal at least 25% of your licensed indoor activity space. (3) The outdoor activity space must have a fence or wall at least four feet high unless you meet one of the following: • You are licensed to provide only an after-school care program in a classroom facility owned, operated and administered by and located in a public school as defined by the Texas Education Agency; • You are licensed to provide only a get-well program; or • The only children using the outdoor activity space are five years old or older. (4) Each fenced yard must have at least two exits. An entrance to a building may count as one exit, but one exit must be away from the building. (5) If gates are lockable the locking mechanism must allow for quick and easy release in the event of an emergency. (6) You must not share the licensed outdoor activity space with other programs at the same time you have children in care.

The full text of the child care licensing regulations is available for review at http://www.tDFPS.state.tx.us/ Regulations regarding toilet facilities, access to water as well as health and safety guidelines are outlined in this document.

Parent Involvement

The Child Development Center should strive to assist parents in understanding the developmental stages their children experience, enabling them to contribute most effectively to the child's growth and enrichment. Parents should be encouraged to visit the Center and observe how their child interacts with the staff and other children. Brief conversations with teachers in the morning and afternoon should be encouraged and welcome. In-depth, personal conferences with parents should be offered at least two times per year to discuss the growth and development of individual children.

Parent Advisory Committee (PAC)

TASB Child care Solutions recommends the formation of a **Parent Advisory Committee (PAC)** to promote and facilitate communication and fellowship among parents, program administration, and child care staff. The development of a PAC will further emphasize the importance of a strong, stable environment and community for the children.

The **PAC** should act in an advisory capacity to the child care director. Policies, procedures and other factors affecting the operation of the child care center may be discussed with the Parent Advisory Committee; however, decision-making authority should reside with the child care director or appropriate district administrator. This group should act in a support role for the program, often organizing fundraisers and other activities aimed at strengthening the overall program offered for children. Some of their activities may include:

- Fundraising for the Child Development Center
- Organizing Parent Education sessions with guest speakers from the community
- Facilitating "parent workdays" to enhance and support the facilities used by the children enrolled in the Child Development Center
- Staff Appreciation Luncheons and Retreats
- Funding for "special projects" such as a reading loft, playground equipment, etc.

Parent Education

The Child Development Center can serve as a support system to all district employees. Throughout the year, parent education programs and family events should be held at the child care center or other convenient location. Parents should be notified in advance of the date and time of each event. Parent bulletin boards with class schedules, lesson plans, announcements, and relevant parenting articles should be displayed in each classroom. The child care director can utilize an email distribution list to notify parents and all district employees of events and meetings affecting the child care program as well as individual classrooms or staffing patterns.

A Resource Lending Library could be available and accessible to <u>all</u> employees, regardless of their enrollment status at the Child Development Center. The Resource Lending Library can provide books, videos, audiotapes and other materials addressing topics related to child development, parenting and other relevant family issues. The purpose of the Resource Lending Library is to enable employees to access important, timely and reliable information that will positively support and enhance their efforts as working parents. Donations of resource materials to the Resource Lending Library should be solicited.

Written Comments from Survey Respondents

This benefit would enhance the opportunities offered by GISD. I think it's a wonderful idea.

I had seriously thought about proposing this idea many years ago. I think it is definitely a positive step for district employees to have security and peace of mind with their most treasured assets...their children!!

Very good

I once worked at a district that provided child care services and it was FANTASTIC. The program even allowed young mothers to bring their babies if the mothers were enrolled in school. Even if I did not have a child I think this program would be great for the other employees in our district who have young children.

At this time, my babysitter is very convenient because she is located at my husband's place of employment.

My husband and I are beginning a family and are looking at various child care facilities. I have expressed many times how nice it would be for the district to have one like other districts I have worked at. If all worked out I would choose the district care over other facilities.

I wish this had been an option when my children were of daycare age! Great idea! I hope it happens!

This would be a great idea, especially if it is offered on site!

I believe that as long as we have limited options regarding day care, our teachers will remain at home. I know many young mothers who are fully able to work, yet choose not to because of poor/limited day care facilities. I believe that allowing at site or close to site facilities for employees will "invite" these very wonderful teachers back. After all, they must know what's best for children or they wouldn't stay at home or find other employment that works with their needs as a family which should be priority one.

This would be wonderful!! I appreciate that GISD is even looking into the possibility of a child care center. As an employee that is planning on another child in the future...this is a great help. It also bears mentioning; that recently a day care center closed that was located across the street from GHS. This center was completely operational, so major renovations wouldn't be necessary. Thanks again.

His benefit will help relieve some of the stress that our parents of young children have. If there were some way of paying for the childcare pre-tax, it would be an added incentive for using it. Tarleton students working for a Pre-K certificate might be a source for workers. You will weaken the incentive if you throw in children of people not in the district and even children who are not in a custodial situation.

I think this is a super idea. I will be having a baby next Sept. and at this time not really sure what we will do. This would really be great!

I need the childcare just after school, and possibly on days the students do not have school, but I do.

I feel it would help because it would be open during school days. Now, I have to find back up babysitting when my daycare provider wants to take off for her birthday, vacation, etc.

I have been in favor of on-site childcare since my child was of child care age. She is now 27, but I remember vividly the days I wished she could be near so I could check on her. I know I probably would have been more effective in the classroom on those days I was worried about her. On-site childcare would have solved that problem!

As a former child care teacher and administrator and now as a full time certified Kindergarten teacher for GISD, this program would be outstanding to our family. I know of other school districts in other parts of Texas and other states that provide on-site child care and from the stories I hear, it is an excellent

system. My husband is also a teacher and so this would be an excellent fit for our family. I have worked for corporate child care centers that provide on-site care to corporations and hospitals and it does work. The parents are happy because their children are so close and they can see them on lunch breaks, etc. And the children are so happy because they see their parents so often also. Employers are happy because they in turn get better, happier, more stable workers when their children are on-site and very well taken care of. It's a win-win situation for all parties involved. I really hope Granbury ISD provides on-site childcare for their employees starting next school year. I know it would mean the world to our family and would factor in our decision to stay and teach in Granbury in the future.

Wonderful idea! Let's get it up and going ASAP!!

No comments

No opinion

I have never worked where child care was provided, however I do see a need and believe it would be beneficial to the GISD employees

I am sure that it would help a lot of young families with that need.

This would be a great benefit for GISD and its employees.

In my current situation, I only require child care during teacher in-service days, and this need is being met through the GISD Extended Day program. I hope this program will continue to be available to district employees.

I would definitely like to see child care provided for district employees. I would expect it to exceed state expectations, and look at curriculum/play area/meals as my top three concerns.

This would be a phenomenal benefit. Currently I use a child care center across the street from my school. It is an excellent center and I am very pleased with the care and love they provide my child. For me to change child care providers, it would have to be located on my campus or be at a significantly lower rate. (I currently pay 400 dollars for 7:30-4:00 following GISD's schedule.)It would also depend greatly upon the quality of teachers at the child care center. Overall, I think this is a fabulous idea! The next best thing to allowing us to share contracts!

I feel it would be a definite benefit for the district. When my children were younger I worked for a school district that had a child care center as part of their high school curriculum and both of my children attended and it was a wonderful experience for them and it was a very good situation for me.

I THINK THIS WOULD BE A GREAT OPPORTUNITY. THE SAFETY OF OUR CHILDREN IS VERY IMPORTANT. WITH THE GROWTH OF GRANBURY, IT IS BECOMING MORE FRIGHTENING TO LEAVE CHILDREN IN PUBLIC DAY CARE CENTERS. IF THEY WERE SCREENED AS GISD EMPLOYEES, THE SAFETY W0ULD BE MUCH IMPROVED.....

This could be a very beneficial benefit to retain quality employees over a long range of years. I see this as a progressive move in promoting the support of family and the importance of children.

I think that it would be a great idea. I'm not sure that I could say whether or not I would enroll my child just based on the cost. I would want to know where it's located and who would be in charge of it. I would want to make sure that the people working at the childcare center were quality people. That is much more important than the cost.

Granbury ISD desperately needs to offer childcare services to its employees. It is a very strong consideration when teachers and school employees consider where they will work. It is critical for GISD to consider this benefit in order to stay competitive in today's market of schools looking for qualified teachers and employees.

I would love to see a program like this for district employees!!! I am currently having problems finding care during the summer since my parents work during the day I need to find care during the daytime.

Most quality child care facilities charge too much for my 1 income family, and are very leery of keeping my child for 1 month, and then I'm off for a month, then 3 weeks again until school starts.

I think this would be an excellent service for the employees of the district!

I think that a childcare program would help working parents feel a little less guilty and help morale to continue to work. I would rather have my children close to where I work and sponsored by my job to ensure a safe and happy environment.

I believe it would be a wonderful service to provide for staff.

I think this would be great. I use it if we were not charged for days that teachers were off. Also, it would need to be very affordable!

A child care program such as this is vital. Other professions/careers have such programs and it allows the employee to concentrate more on his/her work rather than worrying about whether his/her child care is adequate. This could also provide better early childhood development and offer a tax break to those using the service. I wish it had been available to me during those child rearing years!

I think this would be very beneficial to the employees of GISD. It would definitely be a determining factor as to whether I not I would return to work after having more children. If it daycare costs so much that I'm just working to pay for daycare then I'll be staying at home, so I think this is something the school district should look into to help keep some of its quality teachers and to attract others into the district. Thanks!

We have many staff members that have expressed an interest in childcare. I think this would be a positive to retain employees.

I feel it is a tremendous incentive for teachers, if the rate is low. If not the district would have to provide classes or programs that would make it worth the education and safety of my children.

I don't feel like we should have a childcare facility.

There are employee's that are not teachers. They are support staff or custodial staff that can not afford quality day care for their children. Due to their income. It would help tremendously to have some type of child care service that would help them to work, and have someone they could feel would help with great day care for their child or children.

If I knew my children were taken care of on a daily basis by caring individuals who would be willing to take on the responsibility of teaching my child as well as allowing them to play then a day care would be wonderful for them. They would have to match the hours I actually need to work. My husband sometimes does not get off work until after 6pm and he works for the school - therefore I do not get off work either (complicated matter). As it is the home my children spend the day in is full of love, teaching and playing and she is willing to watch them after hours without extra charge. Can we really match that type of care for our employee's children?

I would love to have childcare provided by the district. Especially if the childcare center was closer to my campus. However, I would not enroll my child unless the childcare was comparable to the care she is currently receiving i.e. well-trained staff, clean atmosphere, learning activities, safe environment and I would probably want to observe the system and see that it works well before moving my child from current situation. It would also be wonderful if the childcare payments could be on a payroll deduction system.

I think on-site care for children would be a great benefit. Off site care would also be a nice addition. However, since my children literally require care for only the 15 minutes from the time their bus arrives from their school to my school and the time my school day ends, I would not use the service.

I have always been FOR on-site child care for various positive reasons. There was no on-site child care in my area at the time that I had small children, and it forced me to quit my job and establish my own pre-school business so that my children would have the best situation of all...me... at home. I was not

employed full time as a public school teacher later until my children were out of high school....therefore my retirement years will be sparser than I had originally hoped. Beneficial programs and maintaining a good qualified staff are the most important factors needed in creating child care programs. The locations should be secondary in a rural area such as Granbury but due to the fact that Granbury school campuses are so spread out, there should be more than one choice for parents for child care in this area.

I think this would be very beneficial.

I would love to have my children close to me while I worked. That would give me piece of mind to know if they needed me I would be right there. However this would only benefit me if it were at my campus. I'm sure however that the moral would rise if we were able to know that our kids were in a close, stable, reliable child care center. Especially if it provided a learning environment that would prepare them to enter our district.

I feel that it only makes sense to provide a childcare option for district employees. The majority of employees are women and there is a big need for many of them to find quality, affordable, and reliable childcare that fits into the school schedule. Many teachers now must pay over the school holidays and summer to hold their child's spot in a full time daycare program. It would be very comforting to be able to return to work with the piece of mind that your childcare issues would not be a concern.

For many teachers after school care is often more of an issue than during the day. In my experience paying for child care for 1/2 to 1 hr for only 2-3 days a week requires that I pay for one hour 5 days a week, regardless of attendance. The other issue for some teachers will be transport to the facility after school. I assume that you will be offering after school care as well as day care as the majority of the other daycare facilities do. Most of them transport children from the school to the care facility. Is this an option?

If I had any children who were school age, I would support a district Child Care Center 100%.

We really need it. Daycare is so expensive; it stops teachers from coming back to work.

I know that this would have been a real plus for me when my children were little.

This type of benefit greatly enhances our work environment. Childcare is always a primary concern of working parents, safety, cost and availability. This would help to alleviate a lot of that stress.

Even though I do not have pre-school children, I think this benefit would be an excellent tool to keep and retain good teachers and other staff. I think parents are better able to do their job when they are confident in there child care provider and what better provider could there be than people who you know are trained professionals.

I think it is a great idea!! And really hope it will be here next year!

Being a mother of four this would be a great benefit for me. I would love to have a place to leave my children after school and summer without worrying who will pick them up each day.

Some teachers let their children run all over school after students have left making distracting noises and impeding the quiet after school working time. Others don't. The ones who need to put their kids in will be the ones who won't. Doesn't this district have anything better to do than look for new ways to spend money when they have to limit our raises and increase our health premiums? Forget the study and give us a raise. This should not even be an issue. I raised my children and kept them quietly in my room with me so they wouldn't bother others. Others should do the same. This survey is another administrative waste of funds.

I think it is wonderful that our district is considering this as an option for our employees.

I would be in favor of this if it benefited the families of our staff.

I think having a district-sponsored childcare program would be wonderful.

I think that this would be wonderful. It would give a boost to overall moral for those of us who have children. I love for the on-site due to the fact that if you need to run and check on them you can and the fact that you can save time in the evening by not having to go to another location to pick them up.

This is a good idea, and would probably maintain a much lower teacher absentee rate.

Granbury has needed this for a long time. I took off five years from teaching to stay home with my kids. I most likely would have come back sooner if the school had a program like this.

I THINK IT WILL BE GREAT FOR A LOT OF PEOPLE, IF IT DOES HAPPEN.

I feel that with district day care there would be less absenteeism.

We have Extended Day. I am wandering what is wrong with that program?

I think this is a wonderful idea for an employer as large as GISD...great for the employees, great pr for the district within our community. I've read and heard only good things about daycare provided by employees and feel that doing so would give GISD access to more satisfied, more productive teachers and staff.

Having childcare provided on site would give me a greater peace of mind because if I needed to check on my child for a problem, I would not have to miss a substantial part of my work day. Many of my friends who teach in other districts who take advantage of this opportunity have told me that it is a great asset and selling point of the district. I would prefer that children from the community not be included in such a program because it could compromise the number requirements that are set up by the state. I think that all people working in the childcare program should be screened and have training for the specific age group that they are working with.

I think that this would be a great benefit for many working mothers and fathers in the school system. Having a safe place on-site would allow many teachers to finish work for the day/week without having to run out the door to pick up their kids at a certain time.

Granbury is in need of a preschool that is academically strong. I would gladly enroll my child and pay more if the facility focused on a strong curriculum instead of just childcare.

I believe it would ease the daily stress of many school employees to know their child is in a safe and educational environment offered by the district. It would especially give peace of mind to have childcare within the school where I teach!

There is a definite need for affordable quality childcare for district employees. When I had a child in childcare, I did not bring home much money after paying for it and also health insurance. And knowing that the provider is qualified to work with young children--understands developmentally appropriate practice would be an added benefit.

I don't need it, but there are some who do. I think it's a great idea!!!!!!

I would have loved an on sight childcare when my children were little. What a great idea.

This would be a great benefit to school employees! Many of my teachers would be interested.

I would love the opportunity to enroll my child in a district-sponsored childcare program. I would feel comforted knowing that I could check on my child during my breaks during the day. I have a very long drive to and from work and I would enjoy the extra time I could spend with my child while commuting.

Hopefully, this would help our absentee rate. Teachers would have a place for their children to stay if ill.

I think this is a great idea and hope you will get enough positive feedback to try it. Thank you for considering it.

I believe it is a wonderful idea if a safe, toddler friendly, home style atmosphere can be provided. I also believe that you will have to provide the care at a LOWER than market rate as part of the benefit, for teachers to give up their current child care providers. AS A MIDDLE SCHOOL TEACHER, I BELIEVE WE

NEED TO PROVIDE AN AFTERSCHOOL PROGRAM FOR THOSE STUDENTS THAT ARE LATCH KEY KIDS AT OUR MIDDLE SCHOOLS! (NO PARENTS AT HOME WHEN THEY ARRIVE FROM SCHOOL). IF YOU TALK TO THE POLICE DEPARTMENT THEY WOULD TELL YOU THAT THIS AGE LEVEL GETS INTO A LOT OF TROUBLE AFTER SCHOOL HOURS BEFORE THE PARENTS ARRIVE HOME FROM WORK. THE NUMBER OF STUDENTS WE HAVE ON PROBATION IS UNBELIEVEABLE. WE COULD OFFER TUTORING AND OTHER ACTIVITIES IN THE GYM, PLUS A SNACK. WE ALREADY HAVE AN ACTIVITY BUS THAT LEAVES AT 5:30 THAT COULD TAKE THE KIDS HOME. THERE MAY BE SOME FUNDING AVAILABLE FOR THIS PROGRAM. ABOUT TWO YEARS AGO WE OFFERED A PROGRAM FOR THE MIDDLE SCHOOL KIDS AND IT WAS SUCCESSFUL. WE GAVE THEM EXTRA TAKS HELP, PHYSICAL EXERCISE, AND MENTORING. WE HIRED A DIRECTOR, A COUPLE OF TEACHERS, AND A COUPLE OF COLLEGE KIDS TO HELP. AT THAT TIME THE PROGRAM HOURS WERE FROM 4:00 - 7:00 (IN MY OPINION THIS IS TOO LONG.)WE BOUGHT SOME ART SUPLLIES FOR THEM TO USE AND FROM TIME TO TIME WE HAD GUEST SPEAKERS FROM OUR COMMUNITY, VISIT AND TALK TO US ABOUT DIFERENT CAREER OPTIONS. THE KIDS IN THE PROGRAM WERE "AT RISK" STUDENTS. I HELPED WITH LANGUAGE ARTS, SPANISH, & GEOGRAPHY. PLUS I OFFERED A VARIETY OF FUN ACTIVITIES: SPANISH FOR FUN, EMBROIDERY, And A FUN WRITING STORY TIME CALLED "CREATIVITY CAFE' " ETC. PLEASE CONSIDER THE OLDER 7TH & 8TH GRADE KIDS. THEY ARE STILL CHILDREN - ONLY IN LARGER BODIES. p.s. I AM INTERESTED IN WORKING A PROGRAM WITH THIS AGE LEVEL! THANKS, HOPE VASQUEZ - GMS

Having taught in another school district with a day care facility for the employees, I know it brings satisfaction to all involved. My kids were healthy, getting good meals through the cafeteria system, and receiving quality care. After moving to Granbury this year, my husband and I chose the best Day Care Facility that we could find, and we have had numerous problems. Do to illnesses; we have missed 20 days between the two of us. We would love to see the district have a day care. I would feel more secure leaving my kids in the hands of GISD employees. Right now I am constantly worried about their over all well-being. The two years that we spent in the school district day care, were the best two years of my first child's life. I know that teachers struggle during the summer because they still have to pay day care for which their children are not attending just to hold their spot for the next year. Paying $900 a month to a facility that you do not trust completely is difficult. I would much rather be putting my money back into the school district in some way or another.

I feel that onsite child care would greatly benefit all employees in our district. I think it would give parents better peace of mind and a feeling of security to know that their children are being taken care of by people who are employed by the district.

I would like to see HS students with children be able to use the Day Care, also.

I am currently pregnant and this issue is weighing heavily on me at the moment. If I knew that the district offered good child care and my child would be close to me during the day, it would greatly help in my decision to stay here in this district, or pursue another job.

I have always believed that it would be beneficial for parents and children to have on-site child care, no matter whether it is school, industry or private business.

I believe this would be beneficial to all that work for GISD who have small children.

I believe when an employer does all that it can for an employee it shows strength in that company. Happy employees equal good, consistent service to our customer, the community.

I think that it would be very beneficial to employees of GISD to have competent child care options. I would like to see it also include children of students'.

I am currently on a part time basis. On-site child care would weigh heavily on the decision to return to full time in the near future.

I think this would benefit our district and would lessen the sick time for people.

Child care would be wonderful, especially if it would be at a reduced rate compared to other daycares. It should NEVER be open to the general public!! The fewer children involved the less sickness will be

spread and we will have fewer teacher absentees.
I am currently very happy with my child care provider for my child, but I think that Granbury has needed to create an on-site child care. We are the largest employed organization in Hood County

I would love to see childcare provided at my campus. Our campus has a lot of extra room and it would be great to be able to "pop" in and check on my child. As of now, I am not able to do that. I could also get her a lot quicker after school. Thanks for your consideration.

Very blessed that our school district is considering this benefit. It demonstrates the lengths to which they will go to keep their staff. This is a community-oriented approach that I appreciate very much. I am proud to be a part of such a family-minded district.

We are the largest employer in the county. It only makes sense to provide some sort of day care situation. It would most likely increase the attendance rate of employees. Best case scenario would be to have a site located at each campus. We love our current childcare situation. However, would consider changing if the district provided some sort of care and the childcare workers met our approval. In our current situation, meals are not provided, but snacks are.

- When I did need child care this would have been helpful.

Sample Child Care Director Job Description

Basic Function

Responsible for the management of the on-site child care center including policies, procedures, budgeting, curriculum and administrative duties, hiring and training of staff.

Major Responsibilities and Tasks

- Oversee the day-to-day functioning of the child care center;
- Develop and implement policies and procedures for the operation of the child care center;
- Develop a budget for the center and establish controls to assure that the center adheres to the budget;
- Develop appropriate curriculum for the children that is suitable for the child's age, developmental stage, and personal interests;
- Oversee hiring process and orientation for all new staff;
- Provide accurate and meaningful Annual Performance Evaluations for all child care staff. Annual Performance Evaluations must include classroom observation, employee self-evaluation, and administrative input components;
- Supervise all permanent and temporary staff of the child care center, including students and substitute teachers;
- Oversee the training and professional development of all child care staff;
- Assure consistent compliance with all Texas DFPS Minimum Standards, including maintenance of annual fire, health and gas line inspections.
- Maintain, at all times, high quality child care standards based on developmentally appropriate practices;
- Coordinate the annual licensing of the child care center with DFPS;
- Oversee the maintenance of the children's files according to DFPS requirements;
- Maintain open, consistent and effective communication with parents, providing parent education training, assistance and support as needed;
- Provide support services to district employees who are non-users of the child care program;
- Attend professional development seminars to maintain an understanding of the current best practices of curriculum and administrative functions of a child development program;
- Maintain a minimum of 20 clock hours of professional development training annually as required by DFPS;
- Attain and maintain membership in Texas Association for the Education of Young Children (TAEYC) and the National Association for the Education of Young Children (NAEYC);
- Maintain CPR and First Aide certifications;
- Represent the school district in a professional, courteous and positive manner at all times;
- Provide reliable, accurate and timely information about the implementation of onsite child care to interested parties;
- Assist in other projects as assigned by supervisor.

Supervisory Responsibilities

Supervise all child care staff, including temporary staff for the child care center. Provide guidance and supervision for student workers and substitute teaching staff.

Knowledge and Experience

- Comprehensive knowledge of child care operations with at least 3-5 years of experience managing child care facilities;
- Must thoroughly understand TEXAS DFPS guidelines and requirements that govern child care programs;

- Comprehensive knowledge and proven success implementing programs for children based on developmentally appropriate practice;
- Minimum of an associate's degree in an area related to child development, early childhood education or the like; preferably, a bachelor's degree in same or related discipline.

Required Skills and Abilities

- Excellent communication skills, both orally and written;
- Ability to counsel, consult and effectively communicate with parents, staff, other district employees as well as members of the community such as school district representatives, the media, and/or other community associates;
- Must have computer knowledge, especially word processing;
- Demonstrates good judgment;
- Shows insight into child and adult behavior;
- Utilizes time well and is well-organized;
- Requires little, if any, direct supervision and is able to work independently;
- Accepts and respects differences in children, parents and coworkers;
- Exhibits flexibility and a sense of humor.

Sample Child Care Teacher/Caregiver Job Description

Basic Function

Responsible for the management of assigned classroom. Will report to the Child care Director.

Major Responsibilities and Tasks

- Direct the day to day functioning of the classroom.
- Work with Child Care Director to develop curriculum and daily lesson plans that are based on an assessment of each child's development and the goals of the child care center. Develop a Portfolio System as the primary means of gathering and organizing developmental data on child's growth.
- Maintain a developmentally appropriate environment for the children at all times.
- Supervise the children at all times. Observe and monitor groups of children indoors and outdoors year round, assuring their health and safety.
- Ensure that each child receives individual attention.
- Provide positive guidance to help children develop the ability to be self-disciplined.
- Maintain responsibility for the arrangement, tidiness and organization of the classroom. Delegate specific housekeeping tasks to aides and/or student workers to maintain order in the classroom.
- Develop a friendly relationship and open communication with each child and his/her parents.
- Maintain cooperative and productive relationships with other center staff.
- Provide supervision, encouragement, and guidance for student workers, substitute teachers, volunteers and others in the program.
- Plan and implement regular staff meetings with assistant teacher to discuss and plan for the children.
- Observe for and correct/report any hazardous conditions of the building, grounds or equipment.
- Maintain the teaching and care-giving standards established by the Texas Department of Family and Protective Services (DFPS).
- Maintain current CPR and First Aid certificates.
- Communicate regularly with parents through daily greetings and written comments on children's daily charts (infant and toddler rooms).
- Conduct biannual parent conferences and maintain appropriate notes in each child's file.
- In the absence of the Director, teachers may be asked to assume some of the responsibilities of the center director.
- Assist the Child care Director with planning and implementing parent programs.
- Work as a member of a team to ensure continuity of curriculum and a high standard of quality in all classrooms in the center.
- Assist in other projects as assigned by the Child care Director.
- Maintain a minimum of 15 clock hours of professional development training annually as required by DFPS.

Specific Skills and Abilities Required for Teachers/Caregivers in the Infant Room

- Must be able to stoop, bend, and walk while carrying an infant up to 40 lbs.
- Must be able to move from standing to sitting on the floor without difficulty frequently throughout the day.
- Must be able to safely lift and carry infants to/from the changing table.
- Must be able to change an infant's diaper, administer medication and/or attend to infant's needs at a changing table and assure the child's safety and security while on the changing table.
- Must be able to safely lift an infant in/out of a crib.
- Must be able to perform emergency evacuation procedures with ease. This includes lifting/loading 3-4 infants into a crib with wheels and rolling the crib outdoors to safety area.

- Must be able to change crib bedding and perform regular classroom housekeeping tasks such as picking up toys, restocking supplies for individual children (diapers, wipes, etc.) and sweeping floors after meals.
- Must be able to handle multiple tasks and individual needs of 4 infants at one time.
- Must be able to tolerate the typical sounds of the infant room, i.e. babies crying, laughter, and active play.

Supervisory Responsibilities

Provide diligent supervision and oversight for student workers, volunteers, substitute teachers and others who may participate/assist in assigned classroom.

**** Student workers/observers/volunteers MAY NOT be left alone with a group of children*.

General Qualifications

According to state licensing standards, must be at least 18 years of age. Prefer CDA (Child Development Associates) credential and 2-3 years successful classroom experience in a licensed child care center.

Required Skills and Abilities

- Understands Developmentally Appropriate Practices for the age of children in care.
- Ability to complete 20 clock hours of professional development training annually.
- Ability to complete CPR and First Aid training annually.
- Ability to pass a criminal history check.
- Shows insight into child and adult behavior
- Communicates effectively and clearly with parents, staff and administrators, in both verbal and written form.
- Demonstrates sound judgment when planning for children's safety and health.
- Presents a good model to children of language use, both verbal and written.
- Responds to and interacts with children in their play environments and at the child's eye level.
- Helps children with toileting or diapering needs. May involve lifting children up to 40 pounds.
- Utilizes time well. Is organized.
- Accepts and respects differences in children and parents.
- Exhibits flexibility and a sense of humor.
- Understands and shows respect for confidentiality of children, parents and other staff.

Sample Assistant Teacher/Child Care Aide Job Description

Basic Function

Responsible for assisting the classroom teacher in implementing the child care program and assuring that each child is well cared for and safe. Will report to the Lead Teacher with indirect supervision by the Child Care Director.

Major Responsibilities and Tasks

- Supervise the children at all times. Observe and monitor groups of children indoors and outdoors year round, assuring their health and safety.
- Assist the classroom teacher in planning and carrying out classroom activities.
- Under the supervision of the Lead Teacher, assist in developing curriculum and daily lesson plans that are suitable for the child's age, stage and personal interest.
- Assist in supervising teacher aides, volunteers and substitutes assigned to the same classroom.
- Ensure that each child receives individual attention.
- Provide positive guidance to help children develop the ability to be self-disciplined.
- Share the responsibility for the arrangement and maintenance of the room and equipment.
- In the absence of the Lead Teacher, assume responsibility of the classroom in a substitute teaching capacity.
- Develop a friendly relationship and open communication with each child and his/her parents.
- Maintain cooperative and productive relationships with other center staff.
- Provide supervision, encouragement, and guidance for substitute teachers, volunteers and others in the program.
- Participate in training opportunities established by the company to operate the child care center.
- Observe for and correct/report any hazardous conditions of the building, grounds or equipment.
- Maintain the teaching and care-giving standards established by the Department of Family and Protective Services (DFPS) and the standards set by the Academy of Early Childhood Programs.
- Maintain current CPR and First Aid certificates.
- Maintain a minimum of 15 clock hours of professional development training annually as required by DFPS.
- Assist in other projects as assigned by the Lead Teacher and/or Center Director.
- Perform daily housekeeping tasks related to certain activities of the program (i.e. meals, art activities, pets, etc.)
- Communicate regularly with parents through daily greetings and written comments on children's daily charts (infant and toddler rooms) and annual parent conferences.
- Assist in other projects as assigned by the Lead Teacher or Child Care Director.

Supervisory Responsibilities

In the absence of the Lead Teacher, will supervise Teacher's Aides, volunteers and/or substitute teachers.

General Qualifications

Must have a high school diploma or equivalency and be 18 years of age (regulation).

Required Knowledge, Skills and Ability

- Understands Developmentally Appropriate Practices.
- Understands growth and development of assigned age group.
- Shows insight into child and adult behavior.
- Communicates effectively and clearly with parents, staff and administrators, in both verbal and written form.

- Demonstrates good judgment when planning for children's safety and health.
- Presents a good model to children of language use, both verbal and written.
- Responds to and interacts with children in their play environments and at the child's eye level.
- Helps children with toileting or diapering needs. May involve lifting children up to 40 lbs.
- Utilizes time well. Is organized.
- Accepts and respects differences in children and parents.
- Exhibits flexibility and a sense of humor.
- Understands and shows respect for confidentiality of children, parents and other staff.

Skills and Abilities Specifically Required for the Infant/Toddler Room

- Must be able to stoop, bend, and walk while carrying an infant up to 25lbs.
- Must be able to move from standing to sitting on the floor without difficulty frequently throughout the day.
- Must be able to safely lift and carry infants to/from the changing table.
- Must be able to change an infant's diaper, administer medication and/or attend to infant's needs at a changing table and assure the child's safety and security while on the changing table.
- Must be able to safely lift an infant in/out of a crib.
- Must be able to perform emergency evacuation procedures with ease. This includes lifting/loading 3-4 infants into a crib with wheels and rolling the crib outdoors to safety area.
- Must be able to change crib bedding and perform regular classroom housekeeping tasks such as picking up toys, restocking supplies for individual children (diapers, wipes, etc.) and sweeping floors after meals.
- Must be able to handle multiple tasks and individual needs of 4 infants at one time.
- Must be able to tolerate the typical sounds of the infant room, i.e. babies crying, laughter, and active play.
- Must be able to put infants onto the buggy and take them outdoors for walks, which includes pushing the buggy.

Cover Letter to Granbury ISD Employees

To: Granbury ISD Employees
From: Janice Esau, Child Care Solutions Director
Date: April 19, 2005
Subject: Employer Sponsored Child Care Survey

Granbury ISD is exploring the idea of developing an onsite child care center to accommodate district employees' children. In an effort to conduct a thorough investigation of child care as an employer-sponsored entity, Granbury ISD has hired me to conduct a needs assessment and prepare the data analysis upon which a decision will be based. At this time the school district is only exploring the options and possibilities associated with developing this type of program. No decisions regarding program development, location, or cost of care have been made.

Please take a moment to participate in this study.

Survey Details:

- This survey should take approximately 3-5 minutes to complete.
- Please complete the survey by **5:00 p.m. Tuesday, April 26, 2005.**
- Only complete the survey one time. Double click the link below to take the survey:

Granbury Child Care Survey

We realize you may not have children who need child care, however, we are interested in any comments, experiences or suggestions you may have regarding employer-sponsored child care. Survey data will be used only for the purpose of studying the child care needs and concerns of district employees. **Your responses are confidential**.

Thank you for your time and support of this project. Feel free to contact me if you would like additional information about employer-sponsored child care programs. If you would like to know more about TASB Child Care Solutions, please visit our website: www.tasb.org.

Sincerely,
Janice Esau
TASB Child Care Solutions
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Child Care Needs Assessment

Your employer is studying the feasibility of providing childcare for employee's children using district facilities. This is only a survey to determine needs, not a guarantee that new benefits will be established at this time. Your input is very important to this study.

We are interested in your thoughts and suggestions even if you do not have children needing childcare at this time.

All survey responses are confidential.

1.	Please check all that apply to your current situation:		
	❑	I do not have children requiring child care at this time, and I do not expect to have a need for childcare in the future.	If you selected this option, please click here.
	❑	I anticipate needing child care within the next year.	
	❑	I do not anticipate needing child care within the next year, but I do expect to need child care in the future.	
	❑	I currently have children who require child care.	

Indicate the number of children you have in each age range:		
	__	0 - 12 months
	__	13 - 24 months
	__	2 years old
	__	3 years old
	__	4 - 5 years old (not in kindergarten)
	__	5 - 10 years old (school-age)

2.	Please check each of the types of childcare you utilized during the last 12 months while you worked.	
	❑	Not Applicable
	❑	Full-Day Care
	❑	Half-Day Care
	❑	Other Part-time Care (M/W/F or T/Th only)
	❑	Before/After School Care
	❑	Night or Weekend Care
	❑	Summer Care for School-Age Children
	❑	School Holiday Care for School-age Children

3.	Who provided childcare for you in the last 12 months?		
	❑	Not Applicable	
	❑	Relative in our home	
	❑	Non-Relative in our home	
	❑	Relative in their home	
	❑	Non-relative in their home (Registered or Unregistered Family Child Care Center)	
	❑	Child Care Center	
	❑	Other Care	_____

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4.	Did you, at any time in the last 12 months, experience a lapse or "break down" in childcare services or arrangements?					
	❍	Not Applicable	❍	Yes	❍	No

If yes, please indicate the most appropriate reason for the lapse. Check all that apply to your situtation(s).			
	❑	Childcare provider was not able to keep my child as agreed.	
	❑	Childcare center closed	
	❑	Dissatisfied with the care my child(ren) received.	
	☐	Other	_____

5.	For those who are expecting a baby now or in the future, would your decision to return to work after the arrival of your child be influenced by whether or not your employer provided a childcare program?					
	❍	Not Applicable	❍	Yes	❍	No

6.	Do you have a need for childcare during the summer months?			
	❍	Yes	❍	No

7.	If your employer offered childcare to employees and charged a <u>market rate</u>, would you most likely enroll your child?			
	❍	Yes	❍	No

8.	How much do you currently pay for childcare services for your children who are **0 - 5 years-old**? Please indicate the total amount you pay MONTHLY.	
	❍	Not Applicable. I do not have children in the 0 - 5 year-old age group.
	❍	Less than $100 per month
	❍	$101 - $200 per month
	❍	$201 - $300 per month
	❍	$301 - $400 per month
	❍	$401 - $500 per month
	❍	$501 - $600 per month
	❍	More than $600 per month

9.	How much do you currently pay for **before/after-school** child care? Please indicate the total amount you pay MONTHLY.	
	❍	Not Applicable. I do not have children enrolled in a before/after-school childcare arrangement.
	❍	$101 - $200 per month
	❍	$201 - $300 per month
	❍	$301 - $400 per month
	❍	$401 - $500 per month
	❍	$501 - $600 per month
	❍	More than $600 per month

10.	Does your current childcare tuition include daily meals and snacks?					
	❍	Not Applicable	❍	Yes	❍	No

11.	Please indicate your preference regarding lunch service:
	❍ Not applicable
	❍ I prefer to provide a lunch from home.
	❍ I expect lunch to be included in the cost of child care.

12.	Indicate the distance (number of miles) between your work location and your current childcare provider.
	❍ Not applicable
	❍ 0 - 9 Miles
	❍ 10 - 15 Miles
	❍ 16 - 20 Miles
	❍ More than 20 Miles

13.	If your employer offered a child care program, how far from your current worksite are you willing to travel?
	❍ I would only use it if it were located at my worksite
	❍ 0 - 9 miles from my worksite
	❍ 10 - 15 miles from my worksite
	❍ 16 - 20 miles from my worksite
	❍ More than 20 miles from my worksite

14.	Rank from 1- 4 (1= first choice and 4 = last choice) your preferences regarding who should be allowed to enroll in a district-sponsored childcare program should one become available.
	__ Employees of the district
	__ Relatives of district employees (grandchildren, nieces, nephews, etc.) in which the employee has legal custodial care
	__ Relatives of district employees (grandchildren, nieces, nephews, etc.) regardless of custodial situation
	__ Members of the community when space allows.

15.	Please share your thoughts and opinions about this type of benefit as it relates to the overall work climate of your school district.	
	_____ _____ _____ _____ _____ _____ _____	

Thank you for your time!

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: July 16, 2007
For: Information

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: July 9, 2007
RE: 05/31/07 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended May 31, 2007 for the general operating fund.

The statements for the period ended May 31, 2007 include only those transactions that occurred between the period of September 1, 2006 and May 31, 2007. Revenue collected to date equal 93.42% of the budgeted amount compared to 93.75% last year. Expenditures to date represent 63.17% of the budget compared to 70.36% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: July 9, 2007

Granbury
Independent School District

Sharay Boynton, CPA
Executive Director of Finance

July 10, 2007

Granbury Independent School District Board of Trustees:

The Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) requires the investment officer of each local government to submit to its governing body a report, not less than quarterly, of investment transactions.

The **Portfolio Summary Report** identifies all areas that are required to be reported to the governing body. The report summarized the information for all six groups of funds that the District invests funds. The report shows that all six funds are being invested at a rate similar to the average benchmark yield. The benchmark used is the 90-day T-Bill.

The total book value of investments held by the District on May 31, 2007 was $39,475,285. The General Fund holds the majority of the investments.

The District invested in the pools and the interest bearing checking accounts during the last quarter. The yield between the pools and the interest bearing checking accounts is consistent with that of individual Treasuries and Agencies. Term investments were researched and will be purchased as feasible. Funds will be reallocated to take advantage of the higher yield associated with the long-term investments as the opportunities become available.

Throughout most of last quarter, LOGIC and TexPool maintained higher yields than TexasTerm Daily and TASB-Lone Star. TexasTerm I, investments with set maturities, yield was slightly lower than the pools and funds are not as liquid as they are in the pools and with the interest rate staying consistent, it may not serve well to limit interest income for a period of time. These rates are being watched and investments being made as feasible. The interest yield on the checking accounts is consistent with TEXPOOL. The depository agreement entered into effective 9/1/05 and renewed for an additional 2 years, realizes a floating interest rate depending on 90-day t-bill adjusted quarterly and should allow for a more competitive rate with the rising interest rate market. Further, the depository has set up an investment account that maintains a rate consistent with TexPool's prior month average yield adjusted monthly. Funds were invested in this account and allows for more earnings while maintaining the diversity needed for public funds. Due to collateral and diversity issues, funds are invested in the pools, TexasTerm I and the bank depending on the needs of the individual funds.

Funds are invested to yield the highest return and security at the time of investment or withdrawal. Graphs showing the percentage breakdown of investments as well as transactions for all funds are attached for your review.

The information presented above and the attached are submitted to you as the quarterly report of investment transactions for Granbury Independent School District.

William Harris
Superintendent

Sharay S. Boynton, CPA
Executive Director of Finance

William Harris, Superintendent
600 West Bridge • Granbury, Texas 76048 • Phone (817) 408-4015 • Fax (817) 408-4033
sharay_boynton@granbury.k12.tx.us

PORTFOLIO SUMMARY REPORT
PERIOD ENDING 05/31/07

GRANBURY ISD – GENERAL OPERATING INVESTMENT FUNDS

Beginning Book Value	$33,965,267
Beginning Market Value	$33,965,267
WAM at Beginning of Period	1 Days
Change to Market Value	$ 0
Ending Book Value	$33,965,267
Ending Market Value	$33,965,267
Gain/Loss	$ 0
WAM at Ending Date	1 Days
Period Yield to Maturity	5.29%
Period Average Benchmark Yield	4.73 %

GRANBURY ISD – FOOD SERVICE INVESTMENT FUNDS

Beginning Book Value	$ 539,325
Beginning Market Value	$ 539,325
WAM at Beginning of Period	1.0 Days
Change to Market Value	$ 0
Ending Book Value	$ 539,325
Ending Market Value	$ 539,325
Gain/Loss	$ 0
WAM at Ending Date	1.0 Days
Period Yield to Maturity	5.29%
Period Average Benchmark Yield	4.73%

GRANBURY ISD – SCHOLARSHIP/TRUST INVESTMENT FUNDS

Beginning Book Value	$ 81,026
Beginning Market Value	$ 81,026
WAM at Beginning of Period	1.0 Days
Change to Market Value	$ 0
Ending Book Value	$ 81,026
Ending Market Value	$ 81,026
Gain/Loss	$ 0
WAM at Ending Date	1.0 Days
Period Yield to Maturity	4.79%
Period Average Benchmark Yield	4.73%

GRANBURY ISD – DEBT SERVICE INVESTMENT FUNDS

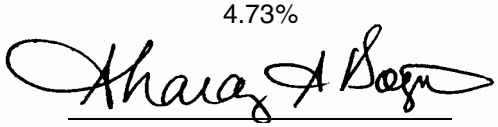
Beginning Book Value	$ 4,753,561
Beginning Market Value	$ 4,753,561
WAM at Beginning of Period	1 Day
Change to Market Value	$ 0
Ending Book Value	$ 4,753,561
Ending Market Value	$ 4,753,561
Gain/Loss	$ 0
WAM at Ending Date	1 Day
Period Yield to Maturity	5.30%
Period Average Benchmark Yield	4.73%

GRANBURY ISD – BUILDING FUND INVESTMENT FUNDS

Beginning Book Value	$ 13,992
Beginning Market Value	$ 13,992
WAM at Beginning of Period	1.0 Days
Change to Market Value	$ 0
Ending Book Value	$ 13,992
Ending Market Value	$ 13,992
Gain/Loss	$ 0
WAM at Ending Date	1.0 Days
Period Yield to Maturity	4.83%
Period Average Benchmark Yield	4.73%

GRANBURY ISD –SELF INSURANCE INVESTMENT FUNDS

Beginning Book Value	$ 122,115
Beginning Market Value	$ 122,115
WAM at Beginning of Period	1.0 Days
Change to Market Value	$ 0
Ending Book Value	$ 122,115
Ending Market Value	$ 122,115
Gain/Loss	$ 0
WAM at Ending Date	1.0 Days
Period Yield to Maturity	4.91%
Period Average Benchmark Yield	4.73%

Prepared by: Finance Director 

Superintendent 