



**PROSPER INDEPENDENT SCHOOL DISTRICT**

**P. O. Box 100  
Prosper, Texas 75078**

**August 19, 2019 – 6:30 PM**

**REGULAR**

**AGENDA**

**Call to Order**

“I call this meeting of the Prosper Independent School District to order. Let the record show that a quorum of board members is present, that this meeting has been duly called and that Notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.”

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A. Important Dates:	
1. September 16, 2019	Tax Rate Hearing / F.I.R.S.T. Hearing / Regular Monthly Meeting

***Dr. Holly Ferguson***

Dr. Holly Ferguson, Superintendent

# NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Prosper Independent School District will hold a public meeting at 6:30 PM, August 19, 2019 in Prosper ISD Administration Board Room, 605 E. 7th Street, Prosper, TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	\$1.068400/\$100 (proposed rate for maintenance and operations)
School Debt Service Tax	\$0.500000/\$100 (proposed rate to pay bonded indebtedness)
Approved by Local Voters	

### Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories.

Maintenance and operations	20.73 % increase
Debt Service	20.83 % increase
Total expenditures	20.76 % increase

### Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	<u>Preceding Tax Year</u>	<u>Current Tax Year</u>
Total appraised value* of all property	\$9,511,861,340	\$10,715,339,491
Total appraised value* of new property**	\$1,128,372,835	\$1,139,426,471
Total taxable value*** of all property	\$8,332,630,937	\$9,422,506,040
Total taxable value*** of new property**	\$1,087,617,775	\$1,072,295,932

\*Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.

\*\* "New property" is defined by Section 26.012(17), Tax Code.

\*\*\* "Taxable value" is defined by Section 1.04(10), Tax Code.

### Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness\* \$791,689,001

\*Outstanding principal.

### Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance &amp; Operations</u>	<u>Interest &amp; Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
<b>Last Year's Rate</b>	\$1.170000	\$0.500000*	\$1.670000	\$9,676	\$1,974
<b>Rate to Maintain Same Level of Maintenance &amp; Operations Revenue &amp; Pay Debt Service</b>	\$1.234730	\$0.532390*	\$1.767120	\$10,147	\$1,655
<b>Proposed Rate</b>	\$1.068400	\$0.500000*	\$1.568400	\$9,576	\$1,833

\*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

### Comparison of Proposed Levy with Last Year's Levy on Average Residence

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$429,738	\$439,026
Average Taxable Value of Residences	\$404,738	\$414,026
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.670000	\$1.568400
Taxes Due on Average Residence	\$6,759.12	\$6,493.58
Increase (Decrease) in Taxes		\$-265.54

**Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.**

**Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.568400. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of \$1.568400.**

### Fund Balances

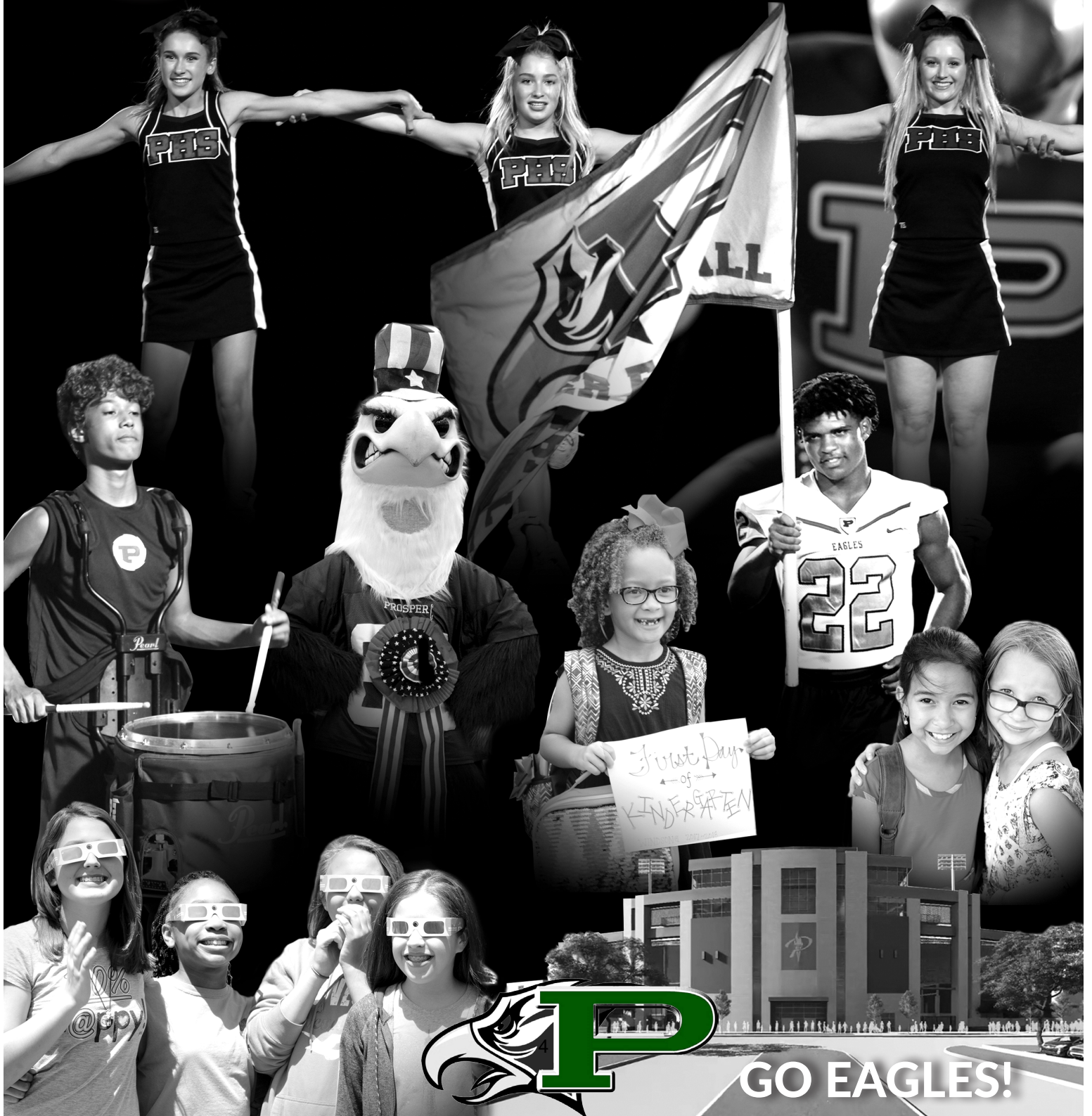
The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment.

Maintenance and Operations Fund Balance(s)	\$68,900,000
Interest & Sinking Fund Balance(s)	\$10,700,000

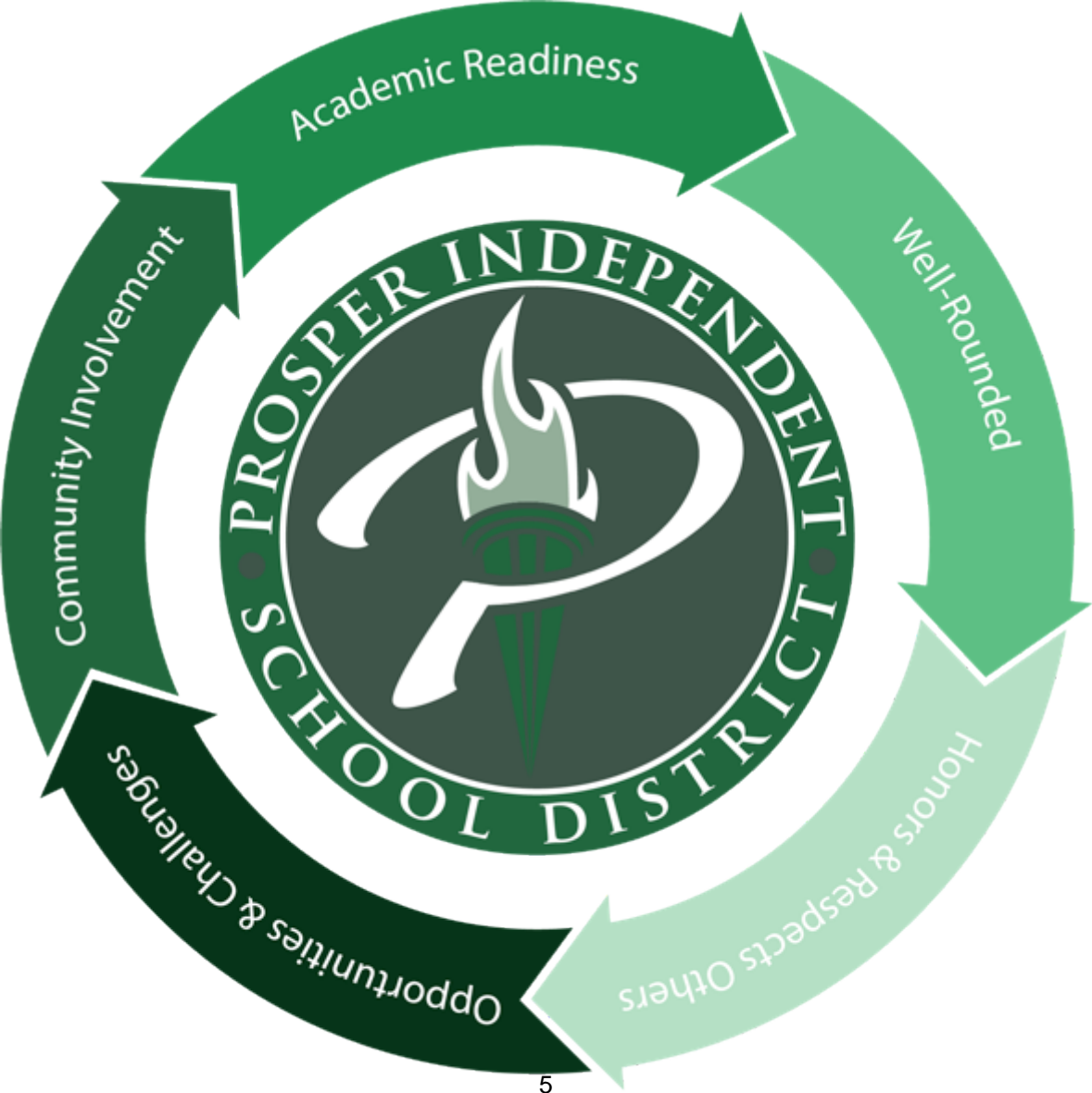
A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.



**Our Mission** is to develop and graduate motivated, academically prepared individuals with the strength of character to make contributions to a rapidly changing society through an educational system that maintains high expectations, provides quality instruction, and establishes a safe, orderly, learning environment in the community that lives its name.



**GO EAGLES!**



# Graduate Profile

## FUNDING & FINANCE Strategy

The security of a district's long-term ability to provide a quality education is rooted in the stability of its funding and finances. By ensuring that our staff and community members have a clear understanding of funding and finance in relation to public education, we will be able to continue to provide a high quality education for all students in PISD while holding on to the traditions and pride that is PISD. By educating the community about school funding and empowering them to vote, we will create a better future by ensuring the hopes and dreams of, not only our current students, but our future students for years to come.

**5.1 Strategy:** Educate the community about school funding and finances.

**Action Plans:**

- **5.1** Explain how funding impacts PISD.
- **5.2** Communicate how the bond directly impacts my children, my family and my community.

**5.2 Strategy:** Empower and engage the community to make an informed voting decision.

**Action Plans:**

- **5.2.1** Educate the community to explain that the ISD's tax rate will not increase as a result of the bond passage.
- **5.2.2** Identify district-wide ways in which we can make it simple for the community to become educated, find factual information and vote.

**6.1 Strategy:** Provide a culture-rich environment to retain highly-qualified staff that is reflective of our community.

**Action Plan: 6.1** Develop a culture of investment through incentives, training, mentoring and recognition that centers on longevity in the district.

**6.2 Strategy:** Consistently review budget processes to optimize the operation of district facilities.

**Action Plan: 6.2** Create annual maintenance schedule for each school/facility to include a budget plan and staffing guidelines.

## COMMUNICATIONS & COMMUNITY PARTNERSHIPS Strategy

Communication is key to creating understanding both inside the school and outside in the community. When stakeholders know what is going on in the district and on the campuses, they can better partner with the district to support students and staff. PISD is committed to a growing, transparent communication that provides opportunities for businesses, parents and community members to become active participants in the school environment.

**7.1 Strategy:** Engage stakeholders in meaningful interactions that increase awareness and opportunities for partnerships.

**Action Plans:**

- **7.1.1** Create an "adopt a school" program that will give stakeholders an opportunity to work with specific schools and meet the needs of those schools.
- **7.1.1** Create a plan to work with realtors and home builders to increase their knowledge of PISD programs and schools.

**7.2 Strategy:** Design a communication plan that transcends state and national mandates and reflects local values and expectations for all stakeholders.

**Action Plans:**

- **7.2.1** Obtain a unified district application (app) that conveys school, student and parent information through channels that can be subscribed/unsubscribed to by users.
- **7.2.2** Create a digital and print copy of a PISD magazine to convey our identity to external stakeholders.

## STRATEGIC PLANNING COMMITTEE

### Beliefs, Vision & Plan

#### Prosper ISD School Board

### Strategies & Action Teams

#### Innovative Learning Members

Dawnda Daniel - Parent/Community  
Karen Kidd - Director of Curriculum  
Kardel Miller - Principal  
Glenda Dophied - Principal  
Wendy Kruse - Parent/GT Specialist  
Emily Kopeck - GT Specialist  
Mike Uber - Parent/Community  
Jill Mitchell - Parent/Community  
Whitney Brown - Parent/Community  
Nate Jacobs - Parent/Teacher  
Lauren Hodum - Parent/Teacher

#### Social & Emotional Health Members

Andrea Graham - Parent/Community  
Sarah Feuerbacher Wells - Parent/Community  
Merydith Melton - Parent/Community  
Kelly Hernandez - Teacher  
Prasadika Arangalla - Parent/Community  
Sarah Sullivan - Teacher  
Debra Hurbough - Counselor  
Machelle Scogin - Principal

#### Human Resources Members

Haley Stelly - Principal  
John Burdett - Principal  
Jason Jetton - Asst. Principal  
Christine Buys - HR Coordinator  
Kristen Patterson - Asst. Principal  
Karla Rodriguez - PISD Police Officer  
Robyn Kovarik - Parent/Teacher  
Beth Bish - Parent/Teacher  
Jaclyn Byrom - Parent/Community  
Shannon Ta - Parent/Community

#### Facilities Members

Ron Caldwell - Director of District Services  
Tiffany Johns - Principal  
Valerie Little - Athletic Director  
Jeff Smith - Asst. Athletic Director  
John Alstrin - Director of Bands  
Josh Brown - Parent/Community  
Kim Davis - Parent/Community

#### Funding & Finance Members

Alissa Andrews - Principal  
Jennifer Dejong - Teacher  
Mya Peterson - Student  
Deidra Busbee - Parent/Community  
Loren Busbee - Parent/Community  
Stacey Heischman - Parent/Community  
Alex O'Brien - Teacher  
Dustin Toth - Asst. Principal  
Rusty Craig - Director of Business Services  
Alan Rice - Teacher  
Dedrick Buckels - Asst. Principal  
Arya George - Student  
Brenton Cross - Community  
Kelly Cavender - Parent/Community

#### Communications & Community Partnerships Members

Nick Jones - Asst. Principal  
Jessica Mullins - Teacher  
Lindsey Leeper - Curriculum Designer  
Gina Brock - Receptionist  
Keith Kirkland - Professional Learning Admin.  
Julio Torres - Community  
Michael Hatch - Teacher/Community  
Lainie Ereno - Parent  
Ji-Yeon Yu - Parent  
Mike Labunski - Parent  
Nico Ray - Student

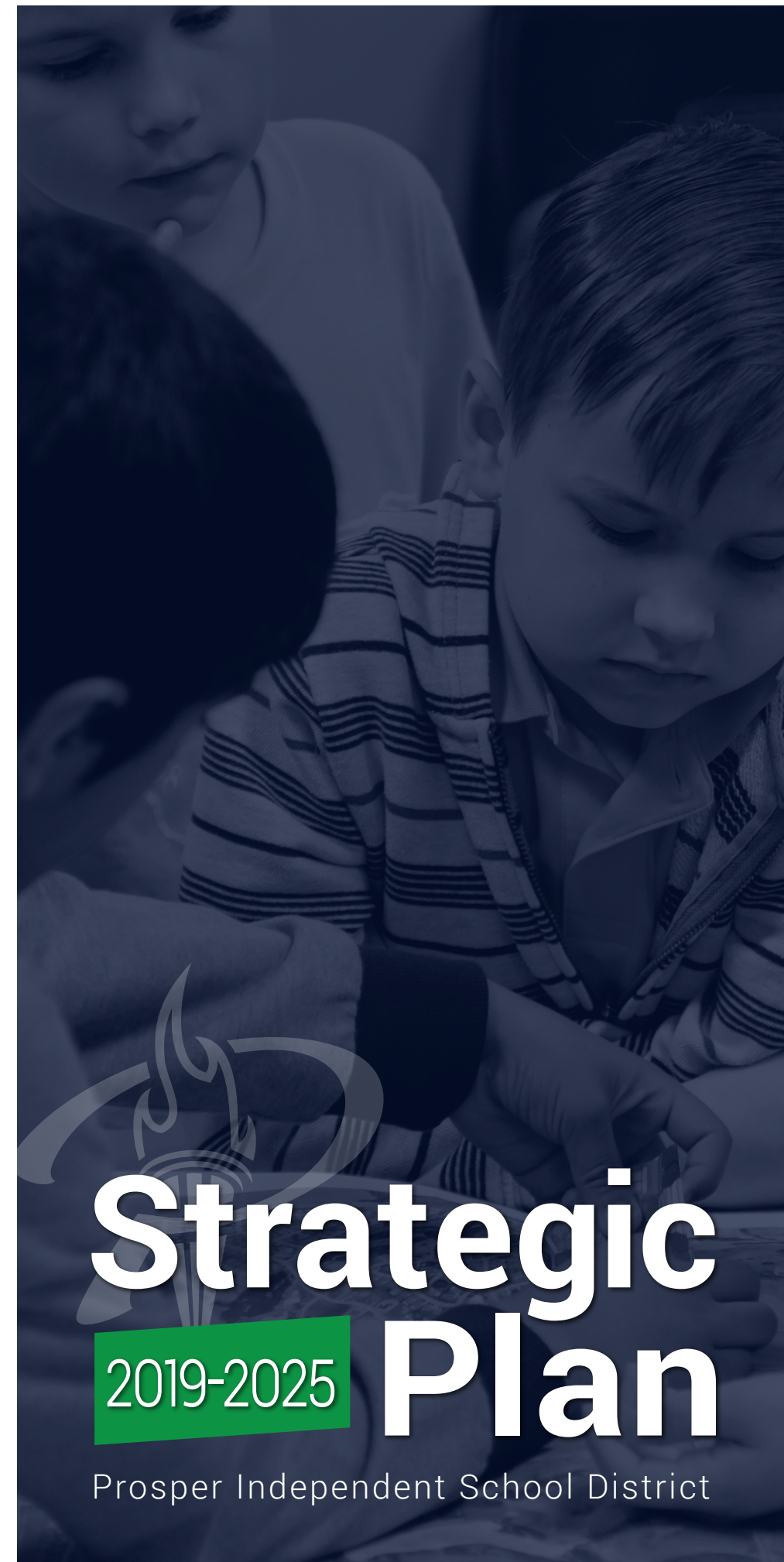
Prim Bava - Parent/Community  
Vincent Dawes - Community  
Lacey Kuehn - Teacher  
Seth Rutledge - Advanced Academics Coordinator  
Leilani Bonds - Teacher  
Sharon Sovereign - Teacher  
Meredith Bell - Curriculum Designer  
Ashley Pontarelli - Design Coach  
Trent Turner - Curriculum Designer  
Kenyetta Pettaway - Community

Alexis Webb - Director of Program Eval & Curriculum Support  
Jen Sanchez - Parent/Community  
Jill Beitel - Community  
Jen Lutes - Community  
Mickey Gunn - Community  
Tracy McCurry - Administrative Assistant  
Cindy Parker - Secretary  
Josh Long - Community

Nicholas Miller - Parent/Community  
Jane Davis - Parent/Community  
Bernadette Gerace - Human Resources Director  
Stephanie Romero - Teacher  
Cyndi Lee - Teacher  
Lexi King - Teacher  
Michelle Askew - Teacher  
Willard Hart - Community  
Aimee Stanton - Curriculum Designer

Kris Wilson - Parent/Community  
Patrick O'Neil - Director of Instructional Media  
Todd Shirley - Principal  
Greg Bradley - Assistant Superintendent  
Blair Hickey - Executive Director of Special Education  
Marisol Balderas - Asst. Principal

Melissa Weiss - Asst. Principal  
Jacqueline Wrightsil - Parent/Community  
Cole Kindiger - Student  
Shelly Spears - Principal  
Kimberly Newman - Asst. Principal  
Christy Smith - Teacher  
Nicole Nunn - Teacher  
Jill Sentlingar - Parent/Community  
Gwen Ray - Parent/Community  
Karen Walker - Community  
Kari Roan - Curriculum Designer  
Drew Watkins - Superintendent  
Amy Limas - Community  
Drew Wilborn - Community



# Strategic Plan

2019-2025

Prosper Independent School District

# AT PROSPER ISD...

## We BELIEVE

- **Students are first** in all decisions
- In **valuing all students** and their success and well-being
- In **innovation** in curriculum and technology
- In being intentional in **creating opportunities** that will **propel students forward**
- In recruiting, hiring and retaining employees with the **Prosper heart**
- In the **importance** of a supportive and demanding **community**
- In our commitment to our **Graduate Profile**
- In protecting our **small-town feel**
- In providing a **safe and nurturing environment** for students and staff
- Our success is grounded in tradition

## Our VISION

Grounded by **Tradition**, Soaring to **New Beginnings**.

## Our MISSION

The mission of PISD is to develop and graduate motivated, academically prepared individuals with the strength of character to make contributions to a rapidly changing society through an educational system that maintains high expectations, provides quality instruction and establishes a safe, orderly learning environment in the community that lives its name.

## Strategic Planning PROCESS

Strategic planning is thoughtful, purposeful planning developed by district stakeholders. An effective Strategic Plan encompasses all facets of an organization and determines the organization's long-term goals and the actions to take to accomplish these goals. Strategic Planning will truly influence the future by establishing a measurable plan and developing the accountability to ensure that the plan is followed. The PISD Strategic Planning Committee met on May 8-9, 2018 for the Strategic Planning Retreat where members worked on the District Mission, Vision and Belief statements. Members then decided upon the Strategic Objectives and were broken into committees to work on their respective strategies. Each Strategic Objective Committee met a minimum of two times in person in addition to online collaboration to develop the final Strategic Objective Statements as well as the Corresponding Action Plans.

# STRATEGIC PLAN

## INNOVATIVE LEARNING Strategy

Growth happens most when we are uncomfortable and find struggle in our endeavors. PISD is committed to providing an educational environment that fosters growth in teachers and students alike through risk-taking, productive struggle, feedback, observation, collaboration and communication. Establishing a growth-mindset culture in PISD allows for the development of realistic expectations of what it takes to succeed in the world at large ultimately resulting in increased, authentic, transferable student and teacher learning. Ultimately, these action plans will increase student achievement and boost teacher morale.

**1.1 Strategy:** Foster a culture of risk-taking and productive struggle for both students and educators.

**Action Plans:**

- **1.1.1** Identify ways to promote feedback that encourages risk-taking and values the learning process that fosters a growth mindset.
- **1.1.2** Design communication to all stakeholders about the strategic initiative focus of valuing the learning process.
- **1.1.3** Continue to promote and value traditions through a safe environment that recognizes struggles and encourages individual growth.

**1.2 Strategy:** Provide opportunities for observation, collaboration, and communication among educators.

**Action Plans:**

- **1.2.1** Establish a comprehensive district support system to encourage collaboration and retention of employees while keeping grounded in our tradition.
- **1.2.2** Implement processes and support structures to ensure efficiency and effectiveness of collaborative planning.
- **1.2.3** Support teachers in using various strategies to enhance styles of individual learners in the classroom.

## SOCIAL & EMOTIONAL HEALTH Strategy

Human connection is a key component to positive emotional health and personal growth. PISD is committed to the belief that a sense of belonging to a greater community improves an individual's motivation, health, and happiness. PISD is committed to ensuring a positive social emotional health for the whole child believing that Social Emotional Learning is a valuable investment in PISD students' futures but that it will also add to the overall well-being of PISD staff members. Ultimately, these action plans will help to meet the goal that all PISD students graduate ready to be contributing members of society in whatever capacity they choose.

**2.1 Strategy:** Create formal and informal social and emotional systems for establishing personal connections and understanding of the Prosper culture and traditions across the campus and district levels.

**Action Plan:**

- **2.1** Implement an intentional, standardized district plan that focuses on Social and Emotional Health while allowing autonomy to meet campus needs.

**2.2 Strategy:** Cultivate opportunities to unite staff, students and families to reinforce traditions and develop a sense of belonging.

**Action Plan:**

- **2.2** Impact the sense of connection within all PISD students, families and staff.

## HUMAN RESOURCES Strategy

The quality of instruction provided in a classroom or on a campus is directly correlated to the quality of educational professionals providing the collaborative service. To this end, PISD is committed to recruiting and hiring the best educators available. Studies have found that students in same race teacher classrooms have reported higher levels of personal effort, postsecondary motivation, academic engagement and higher achievement. As Prosper grows and diversity increases, our students deserve the opportunity to have a multicultural education provided through a diverse demographic of staff members. HR and campus administration must, then, focus on developing a marketing solution that will target the hiring and retention of a diverse group of highly qualified educators that more closely mirror the cultural diversity of the student population while embedding ongoing cultural training into required professional development.

**3.1 Strategy:** Create a plan to increase cultural responsiveness through ongoing professional learning with all staff.

**Action Plan:**

- **3.1** Embed ongoing cultural training into district required professional development.

**3.2 Strategy:** Develop an intentional recruiting plan that reaches a diverse group of highly qualified employees.

**Action Plan:**

- **3.2** Create a marketing solution that will target the hiring and retention of a diverse group of highly qualified employees.

## FACILITIES Strategy

During times of rapid growth, one of the first areas to be impacted is the organizational facilities. Whether considering schools over capacity or not enough program facilities to meet the growing needs of student involvement, facilities are a focal point that must be assessed. PISD is committed to providing high quality learning facilities for our students and staff while also developing a solid plan for creating equity and efficiency in regards to programs and facility use in a time of such rapid growth.

**4.1 Strategy:** Develop a plan that ensures that facilities reflect community expectations and student needs.

**Action Plan:**

- **4.1** Create vehicles for input from all stakeholders in new construction, renovations and improvements.

**4.2 Strategy:** Develop a plan for capital improvements for all facilities.

**Action Plan:**

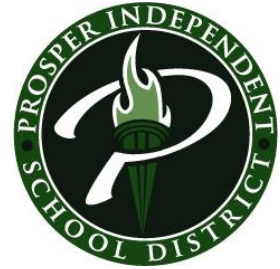
- **4.2** Create a Facilities and Maintenance Improvement Review Committee to make recommendations for future renovations and improvements.





# CONSENT AGENDA

**MINUTES OF THE PROSPER INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES REGULAR MEETING  
7-15-19**



**Members Present:**

Jim Bridges  
Mays Davenport  
Michelle McBride  
Debra Smith  
Jana Thomson  
Bill Beavers  
Kelly Cavender

**Members Absent:**

**Item i: Call to Order (7:00 P.M.)**

**Item ii: Invocation**

Mays Davenport led the Invocation.

**Item iii: Pledge of Allegiance**

Jim Bridges led the Pledge of Allegiance

**Item iv: Open Forum/Communications/Presentations**

- Attendance – 16 (representatives from around the district)
- Open Forum – a parent (JHarpole) expressed his thoughts regarding the opening of Rock Hill HS in 2020.

**CONSENT AGENDA**

**Item 5A: Approve minutes of the prior meetings(s):**

June 17, 2019                      Regular Monthly Meeting

**Item 5B: Construction / Capital Project Update**

All moving forward accordingly – it is going to be tight on some of the projects but all deadlines will be met accordingly. We are excited to open Stuber ES, Furr ES, Hays MS, the PISD Natatorium, and Children’s Health Stadium @ Prosper ISD in the next several weeks!

Motion by Debra Smith, second by Jana Thomson to approve the consent agenda as reported.

Ayes 7, Nays 0

Motion Carried

**EDUCATION**

No Official Item To Consider

**BUSINESS**

**Item 7A: Consideration and possible action on approval of financial/investment/tax reports for June, 2019.**

Motion by Mays Davenport, second by Kelly Cavender to approve the Financial/Investment/Tax Reports for June, 2019. As of the end of June, we had approximately \$325 million (\$120.1 million of which is general fund with the rest dedicated to construction/capital and/or I&S). We

have realized approximately 97.8 (110.7%) of our projected revenue for Fund 199 with expenditures currently tracking about 1.5% more this time last year – nothing alarming. Detailed reports can be viewed via the district website.

Ayes 7, Nays 0  
Motion Carried

**Item 7B: Consideration and possible action on approval of budget amendments.**

No Official Action Taken

**Item 7C: The Board will receive updated information regarding the 2019-2020 proposed budget and consider possible action on approval of fund designation for performance and retention based incentives.**

Ms. Folmar gave an updated presentation for the 2019-20 proposed budget articulating the projected revenue and expenditures for the upcoming year. The actual budget will be approved in the August 19<sup>th</sup> board meeting. Budget information can be found on the district website. Additionally, motion by Jana Thomson, second by Debra Smith to approve the bonus/retention plan as proposed (see attached).

Ayes 7, Nays 0  
Motion Carried

**Item 7D: Consideration and possible action to adopt an update to DEC (Local) pertaining to Benefits, Leaves, and Absences.**

Motion by Jana Thomson, second by Mays Davenport to approve the agreement as presented in the amount of \$370,300.00.

Ayes 7, Nays 0  
Motion Carried

**Item 7E: Consideration and possible approval to purchase a replacement for the existing backup solution system for the District.**

Motion by Debra Smith, second by Michelle McBride to approve the replacement at a cost not to exceed \$175,000.00

Ayes 7, Nays 0  
Motion Carried

**Item 7F: Consideration and possible action to purchase the replacements for the existing computers at Rogers MS.**

Motion by Jana Thomson, second by Mays Davenport to approved the purchase at a cost not to exceed \$240,000.00.

Ayes 7, Nays 0  
Motion Carried

**Item 7G: Consideration and possible action to approve a resolution declaring a public purpose for the expenditures of district funds regarding academic achievement specifically through Advanced Placement Exams.**

Motion by Mays Davenport, second by Jana Thomson to approve the resolution as presented (see attached).

Ayes 7, Nays 0  
Motion Carried

**Item 7H: Consideration and possible action on the approval of property casualty insurance for PISD for the 2019-2020 school year.**

Motion by Michelle McBride, second by Bill Beavers to approve the quote from TASB in the amount of \$812,401.00.

Ayes 7, Nays 0  
Motion Carried

**EXECUTIVE SESSION (JThomson/MDavenport) (7:37-8:25)\***

**Item 7I: Consideration and possible action regarding potential future school sites, the purchasing of land and associated infrastructure costs, and the naming of upcoming schools/facilities.\* (551.072)**

No Official Action Taken

**PERSONNEL**

**Item 8A: Consideration and possible action on approval of any professional personnel to be employed and status of current professional personnel.\* (551.074)**

Motion by Debra Smith, second by Mays Davenport to approve the professional employees for the 2019-2020 school year per the recommendation of the Superintendent as provided by the campus and department supervisors (see attached).

Ayes 7, Nays 0  
Motion Carried

**Item 8B: Consideration and possible action on resignations received.\* (551.074)**

Motion by Jana Thomson, second by Bill Beavers to approve the list of resignations/retirements as provided by the Superintendent (see attached).

Ayes 7, Nays 0  
Motion Carried

**FUTURE BUSINESS**

- Important Dates
  - August 14, 2019 FIRST DAY OF SCHOOL
  - August 19, 2019 Budget Hearing/Regular Monthly Meeting

**Item v:       Adjourn – 8:43 P.M.**

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

Prosper High School												
	CY	JJAEP	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
12th Grade	778	0	674	635	502	408	387	341	268	259	201	166
11th Grade	986	0	787	678	641	519	434	386	346	287	256	197
10th Grade	1062	0	968	753	646	587	498	416	375	350	284	241
9th Grade	1203	0	1026	904	722	591	549	459	395	363	322	263
<b>Total Enrollment</b>	<b>4029</b>	<b>0</b>	<b>3455</b>	<b>2970</b>	<b>2511</b>	<b>2105</b>	<b>1868</b>	<b>1602</b>	<b>1384</b>	<b>1259</b>	<b>1063</b>	<b>867</b>

Note: The student numbers shown at JJAEP are included in the campus totals

Lorene Rogers Middle School												
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	
8th Grade	357	520	449	399								
7th Grade	389	535	506	408								
6th Grade	410	563	499	452	704	614	474	432	397	357	271	
5th Grade					690	601	558	434	351	360	300	
<b>Total Enrollment</b>	<b>1156</b>	<b>1618</b>	<b>1454</b>	<b>1259</b>	<b>1394</b>	<b>1215</b>	<b>1032</b>	<b>866</b>	<b>748</b>	<b>717</b>	<b>571</b>	

Reynolds Middle School												
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	
8th Grade	465	549	490	393	619	516	471	411	330	341	263	
7th Grade	511	538	477	404	691	553	473	421	369	314	300	
6th Grade	531	580	488	374								
<b>Total Enrollment</b>	<b>1507</b>	<b>1667</b>	<b>1455</b>	<b>1171</b>	<b>1310</b>	<b>1069</b>	<b>944</b>	<b>832</b>	<b>699</b>	<b>655</b>	<b>563</b>	

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

Hays Middle School											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
8th Grade	354										
7th Grade	394										
6th Grade	465										
<b>Total Enrollment</b>	<b>1213</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Steve Folsom Elementary											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	156	161	144	137							
4th Grade	141	145	157	146	126	140	122	95	140	105	133
3rd Grade	137	132	147	153	135	113	126	108	146	131	102
2nd Grade	117	123	133	142	157	126	98	96	133	139	129
1st Grade	120	108	121	125	137	145	107	86	146	124	125
Kinder	115	111	103	105	105	116	126	84	125	131	124
Pre-K						78	47	35	65	68	66
EE		5	8	9	7	26	7	3	0	1	2
	<b>786</b>	<b>785</b>	<b>813</b>	<b>817</b>	<b>667</b>	<b>744</b>	<b>633</b>	<b>507</b>	<b>755</b>	<b>699</b>	<b>681</b>

Judy Rucker Elementary											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	118	118	128	122							
4th Grade	112	124	155	108	145	154	127	114	113	102	95

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

3rd Grade	99	116	136	122	137	187	120	115	141	103	90
2nd Grade	98	112	143	123	153	160	133	97	128	121	73
1st Grade	120	106	137	128	152	167	122	105	120	112	89
Kinder	102	125	144	124	154	173	134	102	119	115	89
Pre-K							44	47	47	116	48
EE		2	3	4	10	12	14	18	7	9	10
<b>Total Enrollment</b>	<b>649</b>	<b>703</b>	<b>846</b>	<b>731</b>	<b>751</b>	<b>853</b>	<b>694</b>	<b>598</b>	<b>675</b>	<b>678</b>	<b>494</b>

<b>John Baker Elementary</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	140	145	107	97							
4th Grade	137	126	149	105	139	144	125	121	119	118	83
3rd Grade	138	129	127	132	138	129	135	123	145	101	108
2nd Grade	143	135	129	124	152	133	129	120	132	133	97
1st Grade	169	134	133	115	152	143	127	122	138	133	119
Kinder	156	150	123	116	141	145	141	123	134	130	112
Pre-K							48	50	42	49	43
EE		8	15	11	8	14	13	7	1	4	1
<b>Total Enrollment</b>	<b>883</b>	<b>827</b>	<b>783</b>	<b>700</b>	<b>730</b>	<b>708</b>	<b>718</b>	<b>666</b>	<b>711</b>	<b>668</b>	<b>563</b>

<b>Cynthia Cockrell Elementary (opened 2012-2013)</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	153	137	176	137							
4th Grade	154	139	167	150	134	167	149	149			

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

3rd Grade	170	129	177	146	141	173	156	133			
2nd Grade	143	141	166	150	121	170	160	148			
1st Grade	152	115	158	138	123	145	170	142			
Kinder	136	125	149	135	124	139	140	138			
Pre-K							52	55			
EE		4	8	7	5	2	9	7			
<b>Total Enrollment</b>	<b>908</b>	<b>790</b>	<b>1001</b>	<b>863</b>	<b>648</b>	<b>796</b>	<b>836</b>	<b>772</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Light Farms Elementary (opened 2015-2016)</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	113	116	156	128							
4th Grade	114	106	174	130	158						
3rd Grade	144	94	171	146	133						
2nd Grade	125	125	148	134	151						
1st Grade	133	104	194	136	141						
Kinder	145	124	166	169	162						
Pre-K		103		29	66						
EE		54	12	11	46						
<b>Total Enrollment</b>	<b>774</b>	<b>826</b>	<b>1021</b>	<b>883</b>	<b>857</b>						

<b>Windsong Ranch Elementary (opened 2016-2017)</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	110	160	149	79							
4th Grade	114	151	141	87							
3rd Grade	107	200	131	91							

## Prosper ISD

### Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

2nd Grade	122	176	172	76							
1st Grade	115	196	157	110							
Kinder	99	188	179	90							
Pre-K	48		81	41							
EE	19	5	78	56							
<b>Total Enrollment</b>	<b>734</b>	<b>1076</b>	<b>1088</b>	<b>630</b>							

<b>Hughes Elementary (opened 2016-2017)</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	74	143	141	112							
4th Grade	97	123	153	106							
3rd Grade	98	140	140	128							
2nd Grade	115	146	172	111							
1st Grade	105	154	206	139							
Kinder	123	140	192	154							
Pre-K	87										
EE	27	5	13	10							
<b>Total Enrollment</b>	<b>726</b>	<b>851</b>	<b>1017</b>	<b>760</b>							

<b>Boyer Elementary (opened 2018-2019)</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	155	138									
4th Grade	136	132									
3rd Grade	152	127									
2nd Grade	165	135									
1st Grade	149	155									
Kinder	148	132									

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

Pre-K											
EE		5									
<b>Total Enrollment</b>	<b>905</b>	<b>824</b>									

<b>Spradley Elementary (opened 2018-2019)</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	78	126									
4th Grade	105	104									
3rd Grade	100	130									
2nd Grade	121	149									
1st Grade	126	149									
Kinder	123	160									
Pre-K											
EE		3									
<b>Total Enrollment</b>	<b>653</b>	<b>821</b>									

<b>Furr Elementary (opened 2019-2020)</b>											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	118	126									
4th Grade	114	104									
3rd Grade	138	130									
2nd Grade	125	149									
1st Grade	107	149									
Kinder	148	160									
Pre-K											
EE	45	3									
<b>Total Enrollment</b>	<b>795</b>	<b>821</b>									

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

Stuber Elementary (opened 2019-2020)											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	102	126									
4th Grade	131	104									
3rd Grade	125	130									
2nd Grade	121	149									
1st Grade	128	149									
Kinder	158	160									
Pre-K											
EE		3									
<b>Total Enrollment</b>	<b>765</b>	<b>821</b>									

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

Prosper ISD Student Enrollment by Grade Level											
	CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
12th Grade	778	674	635	502	408	387	341	268	259	201	166
11th Grade	986	787	678	641	519	434	386	346	287	256	197
10th Grade	1062	968	752	646	587	498	416	375	350	284	241
9th Grade	1203	1026	904	722	591	549	459	395	363	322	263
8th Grade	1176	1069	939	792	619	516	471	411	330	341	263
7th Grade	1294	1073	983	812	691	553	473	421	369	314	300
6th Grade	1406	1143	987	826	704	614	474	432	397	357	271
5th Grade	1317	1244	1001	812	690	601	558	434	351	360	300
4th Grade	1355	1150	1096	832	702	605	523	479	372	325	311
3rd Grade	1408	1197	1029	918	684	602	537	479	432	335	300
2nd Grade	1395	1242	1063	860	734	589	520	461	393	393	299
1st Grade	1424	1221	1106	891	705	600	526	455	404	369	333
Kinder	1453	1255	1056	893	686	573	541	447	378	376	325
Pre-K	135	103	81	70	66	78	191	187	154	233	157
EE	91	91	137	108	76	54	43	35	8	14	13
<b>Total Enrollment</b>	<b>16483</b>	<b>14243</b>	<b>12447</b>	<b>10325</b>	<b>8462</b>	<b>7253</b>	<b>6459</b>	<b>5625</b>	<b>4847</b>	<b>4480</b>	<b>3739</b>

# Prosper ISD

## Daily Enrollment & Attendance Analysis for the Day ending 08/14/2019 (First Day)

Prosper ISD Campus Summary by Year Enrollment											
CY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	
PHS	4029	3455	2970	2511	2105	1868	1602	1384	1259	1063	867
Rogers	1156	1618	1454	1259	1394	1215	1032	866	748	717	571
Reynolds	1507	1667	1455	1171	1310	1069	944	832	699	655	563
Hays	1213										
Folsom	786	785	813	817	667	744	633	507	755	699	681
Rucker	649	703	846	731	751	853	694	598	675	678	494
Baker	883	827	783	700	730	708	718	666	711	668	563
Cockrell	908	790	1001	863	648	796	836	772			
Light Farms	774	826	1021	883	857						
Windsong	734	1076	1088	630							
Hughes	726	851	1017	760							
Boyer	905	824									
Spradley	653	821									
Furr	795										
Stuber	765										
<b>Total Enrollment</b>	<b>16483</b>	<b>14243</b>	<b>12448</b>	<b>10325</b>	<b>8462</b>	<b>7253</b>	<b>6459</b>	<b>5625</b>	<b>4847</b>	<b>4480</b>	<b>3739</b>
<b>Total Enrollment less PK/EE</b>	<b>226</b>	<b>194</b>	<b>218</b>	<b>178</b>	<b>142</b>	<b>132</b>	<b>234</b>	<b>222</b>	<b>162</b>	<b>247</b>	<b>170</b>
	<b>16257</b>	<b>14049</b>	<b>12230</b>	<b>10147</b>	<b>8320</b>	<b>7121</b>	<b>6225</b>	<b>5403</b>	<b>4685</b>	<b>4233</b>	<b>3569</b>

# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



**ES#12**

AS OF **AUGUST 2019**

## WORK COMPLETED AND ONGOING:

- Fire lanes, parking and building pad are to grade
- Moisture conditioning has begun
- Pier drilling has begun
- Utilities have begun
- Developer looking to start road work

## TWO WEEK LOOK-AHEAD:

- Temporary construction fence
- Grade Beam & Slab on Void reinforcing is scheduled to begin

Aerial - Looking East



Aerial - Looking South



Aerial - Looking North



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



ES#12

AS OF AUGUST 2019

Grade Beam Construction



Grade Beam Construction



Foundation Piers



Pier Drilling



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



**MS#4**

AS OF **AUGUST 2019**

## WORK COMPLETED OR ONGOING:

- Storm Sewer for Roof drains
- Structural steel, joist and deck – Area 2 (West)
- Overhead MEP – Area 2
- Layout studs – Area 3
- ICF Walls – Areas 4 and 5
- Paving at drive A
- Lime stabilization and blue top sub grade area west parking
- Loadbearing masonry – Area 6

## TWO WEEK LOOK AHEAD

- Exterior masonry
- Structural steel, joist deck – Area 2 (West)
- MEP overhead rough-in – Area 3
- Wall studs – Area 3
- Structural steel – Area 4
- Interior load bearing masonry – Areas 5 and 6
- ICF walls – Area 8
- Storm sewer line A and line C laterals
- Installing primary conduit
- Grading East of the building
- Forming and rebar at storage building
- Underground MEP rough-in at out buildings
- Moisture conditioning at athletic field

Aerial - Directly Above



Aerial - Looking North



Aerial - Looking South



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



**MS#4 (CONTINUED)**

AS OF **AUGUST 2019**

Fire Lane Placement



ICF Wall Placement



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



## ROCK HILL HIGH SCHOOL

AS OF AUGUST 2019

### WORK COMPLETED AND ONGOING:

#### Site work

- Grading and forming at retaining walls for the detention pond ongoing, rock excavation at the detention pond almost complete. Rain has held up completion of this scope.
- Installing light PP poles and bases ongoing
- Baseball and softball subgrade complete
- Baseball and softball dugouts ongoing
- Touchup of baseball retaining wall
- Tennis court grading and prep
- Irrigation for practice fields ongoing
- Irrigation installation on site
- Well digging complete as of today
- Transportation site walls/brick screen wall ongoing

#### Main Building

- Steel erection ongoing in area M and L, deck installation in area E roofs
- Area R overhead MEP rough in
- Fireproofing in area D, N, P and Q ongoing
- CMU interior wall top out in area Q and P ongoing
- CMU exterior install in N ongoing
- Exterior brick being installed on A and B
- Area J grade beams concrete pour to commence if weather permits
- HVAC area C, D and N first and second floor ongoing
- Plumbing rough in ongoing in area N, D, P, Q and E first and second floor ongoing

- Fire sprinkler installation in area D, P, Q first and second, area N first floor
- Electrical rough in area D, P, Q and N wall and overhead ongoing
- CFMF installation ongoing at interior second floor of area D, N, P and Q
- Taping and painting ongoing on area C, P and Q first and second floors
- Tile mock up complete, Tile install ongoing in A and B
- Low voltage cable tray installation in corridors in area A, B ongoing first and second floor
- RTU's to be lifted complete in Areas A,B,C,P,Q,R, MAC and concession buildings
- Roofing in area P and Q ongoing

#### Mac Building / Out Building

- Roofing and insulation ongoing on metal building
- Masonry exterior and interior wall installation
- Framing and sheathing of parapets
- MEP rough in ongoing
- Drywall framing ongoing

#### Transportation Facility

- CMU installation for building almost complete
- Steel framing complete
- Steel trusses complete
- MEP overhead installation ongoing
- Roofing starts today
- CMFM framing ongoing
- Propane underground installation

Aerial - East Side - Main Entry



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



## ROCK HILL HIGH SCHOOL (CONTINUED)

AS OF AUGUST 2019

### TWO WEEK LOOK AHEAD:

#### Site work

- Retaining walls ongoing
- Tennis courts
- Irrigation ongoing
- Main building fence
- Main building sidewalks

#### Main Building

- Steel erection in area F
- Area D, N, R exterior CFMF
- Two side area C
- Installation of exterior rigid insulation area B and C
- Exterior masonry B and C
- MEP rough in E and M
- Fire sprinkler rough in E and M
- Roofing at D and N
- Decking to begin in area M and L
- Partial slab pour area J and H

#### Mac Building / Out Building

- CMU installation on the MAC building ongoing
- Metal roof on practice field of MAC building
- Grading of indoor football field

#### Transportation Facility

- CFMF interior and exterior walls
- Drilling for canopy supports
- Screen wall



Aerial - South Side - Academic Wing



Aerial - South Side - Academic Wing

Aerial - West Side Cafeteria Entry



Aerial - Athletic Areas



# BOARD UPDATE

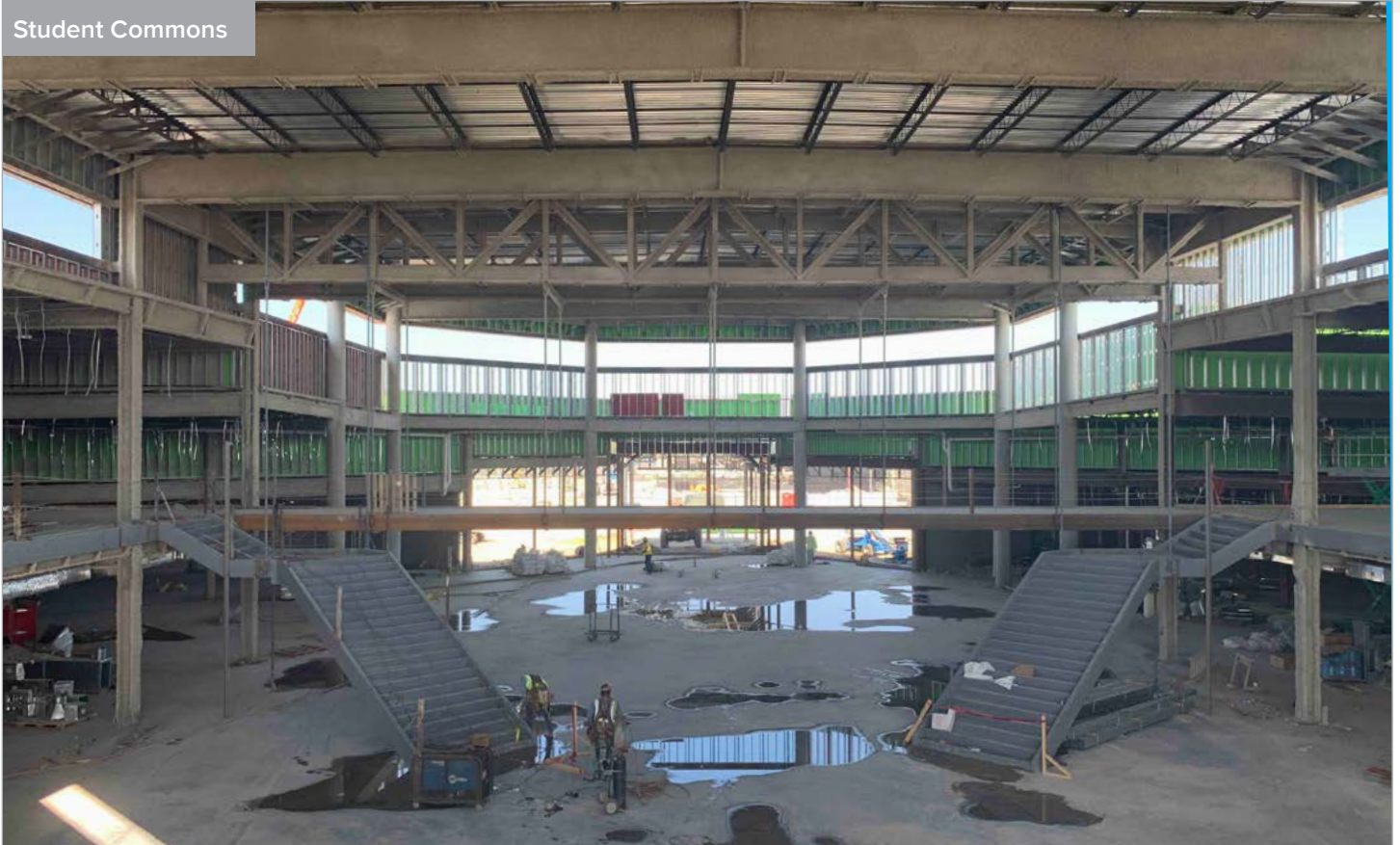
PROSPER INDEPENDENT SCHOOL DISTRICT



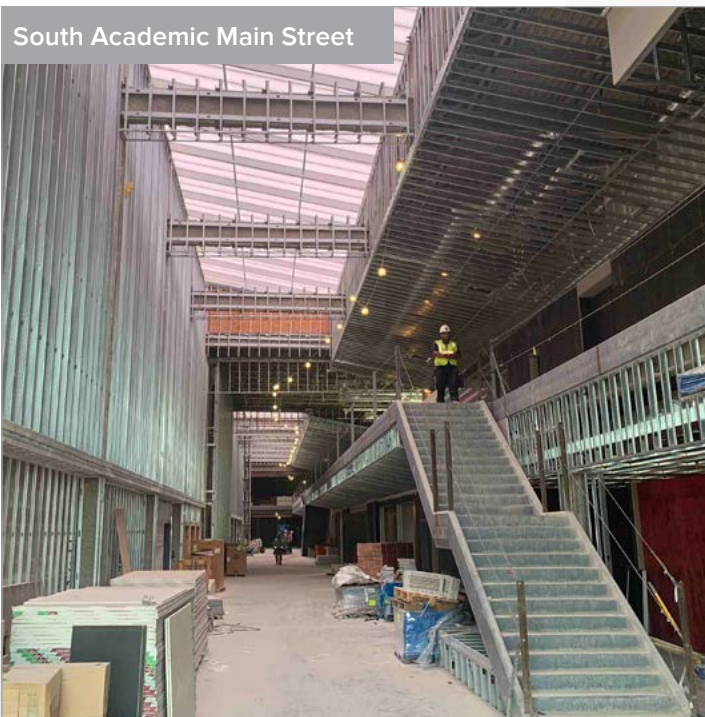
## ROCK HILL HIGH SCHOOL (CONTINUED)

AS OF AUGUST 2019

Student Commons



South Academic Main Street



Arena



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



## ROCK HILL HIGH SCHOOL (CONTINUED)

AS OF AUGUST 2019

Exterior Masonry Veneer



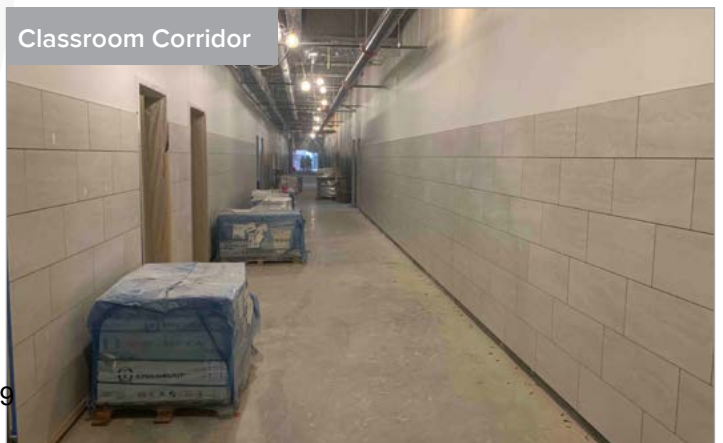
Indoor Practice Facility



Entry to Multi-Purpose Facility



Classroom Corridor



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



## PROSPER STADIUM

AS OF AUGUST 2019

### WORK COMPLETED AND ONGOING:

#### Site work

- Finished flatwork
- Continued landscaping
- Fencing continued
- Received majority of inspections
- Fire, Life, and safety inspection

#### Community Room / Field House

- Complete inspections

#### Home side

- Begin pre punch
- Daktronics nearing completion
- Completed Floor tile and carpet in press box
- Press box finishes

#### Visitor side

- Begin pre punch
- Complete restroom fixtures and partitions
- Concession work

### TWO WEEK LOOK AHEAD::

#### Site work

- Complete landscape and irrigation
- Continue signage
- Engineering inspection
- Complete Fencing

#### Community Room / Field House

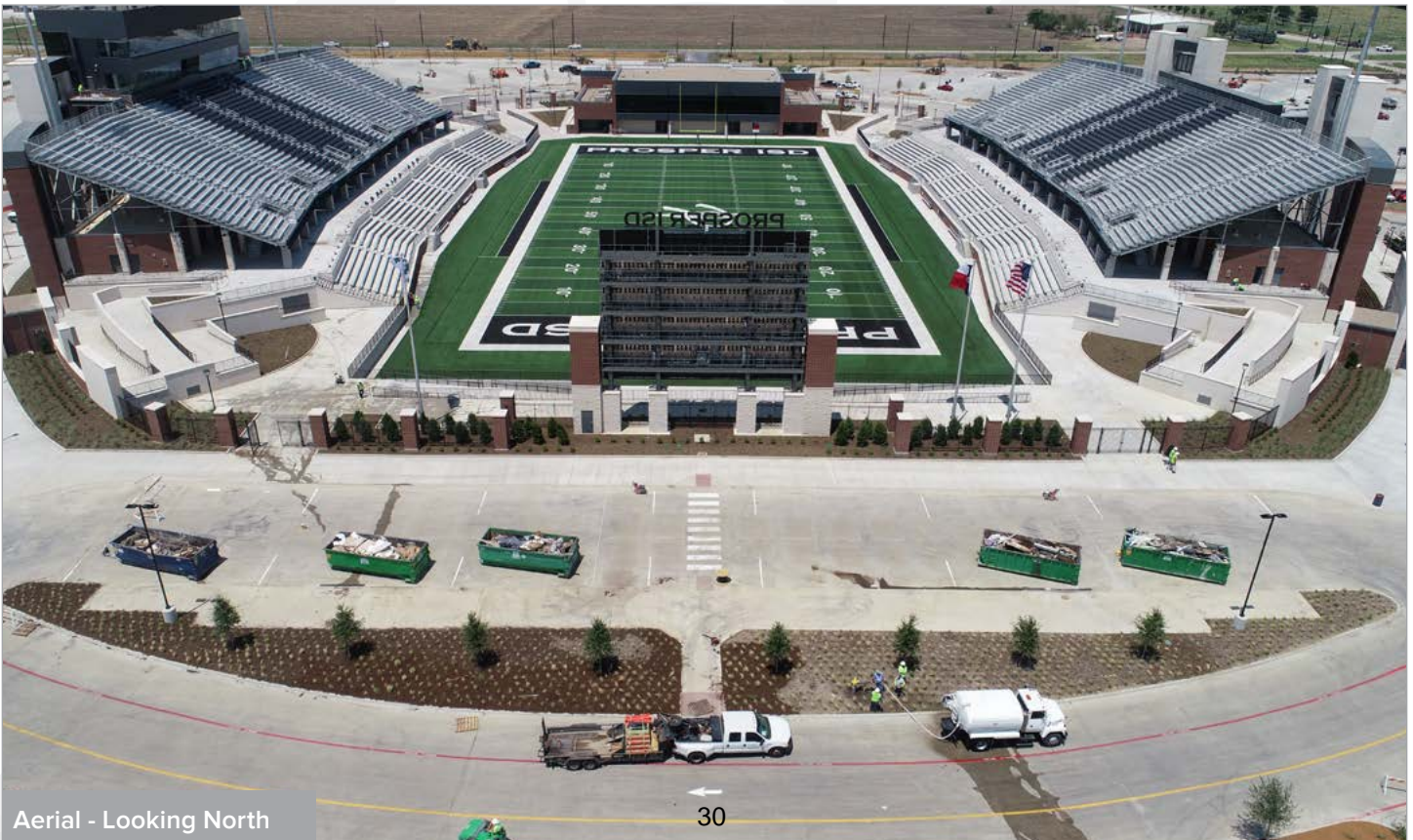
- Punch List

#### Home side

- All finals
- Pre punch

#### Visitor side

- All finals
- Pre punch
- Complete detailing



Aerial - Looking North

# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



## PROSPER STADIUM (CONTINUED)

AS OF AUGUST 2019



Aerial - Looking East



Aerial - Looking East

# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



## PROSPER STADIUM (CONTINUED)

AS OF AUGUST 2019

Field View



Pressbox



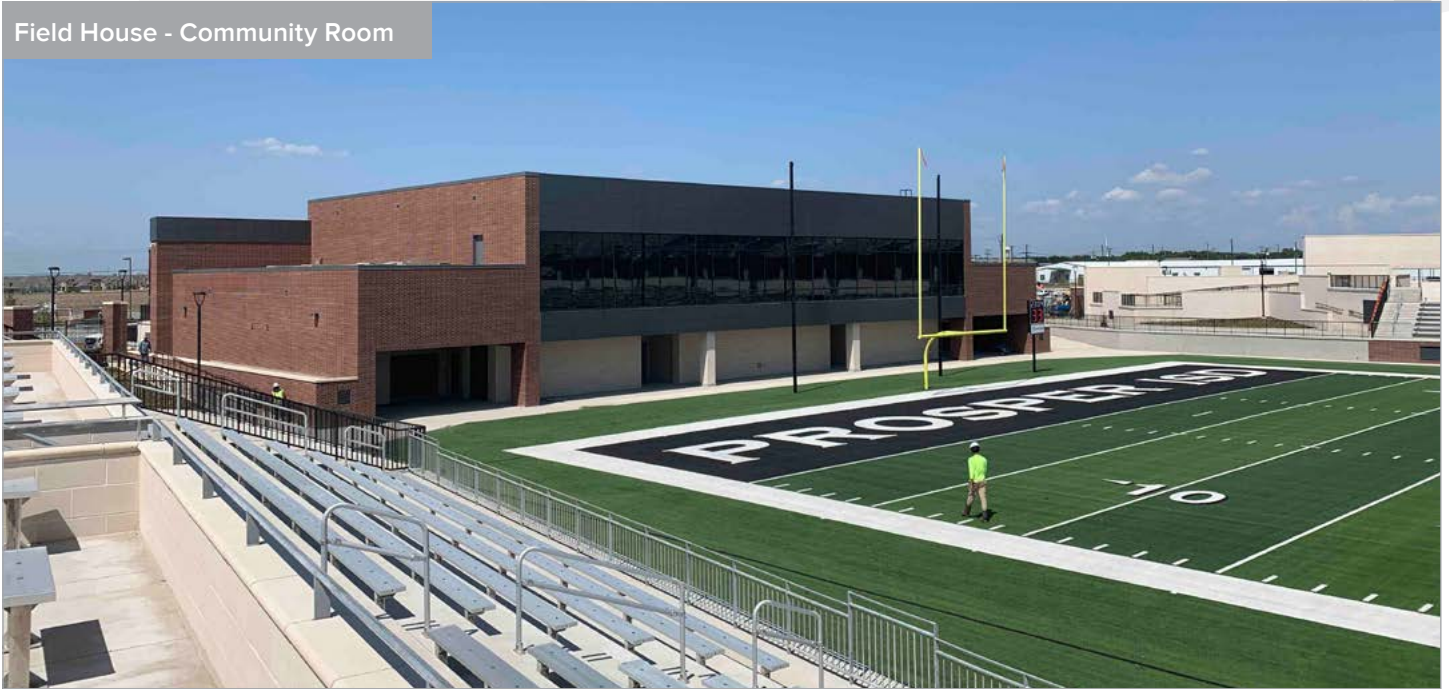
# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



AS OF AUGUST 2019

Field House - Community Room



Home Side



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

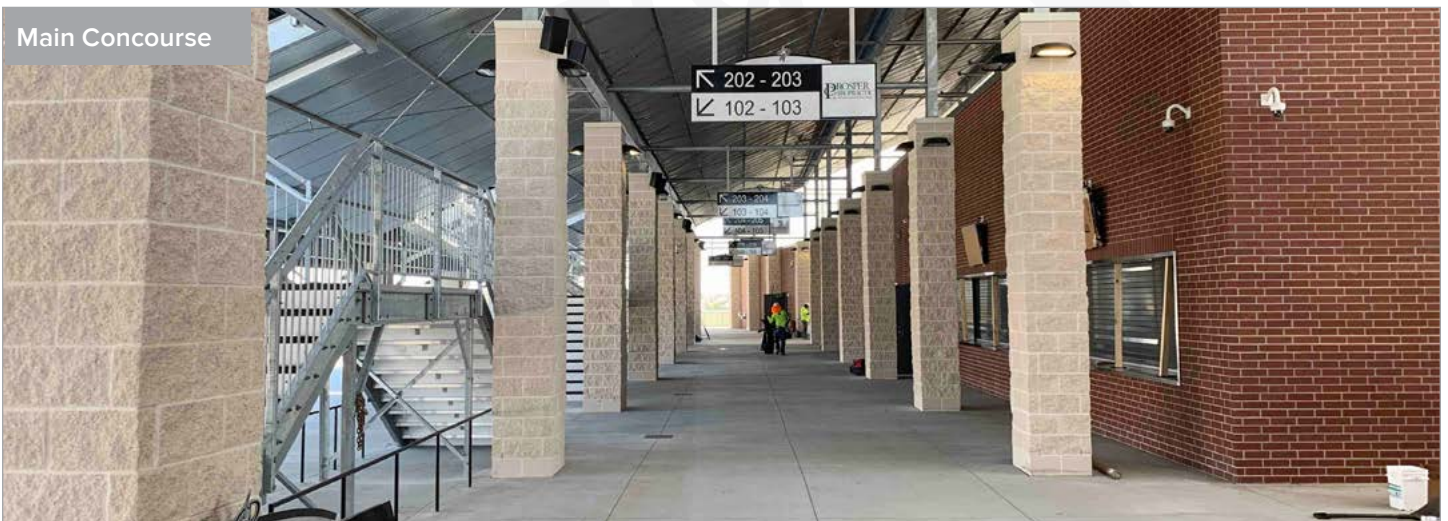


AS OF AUGUST 2019

Pressbox



Main Concourse



Concessions



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



## PROSPER NATATORIUM

AS OF AUGUST 2019

### WORK COMPLETED AND ONGOING:

- Complete pool deck coating
- Additional starting blocks and wedges installed
- Completing Punch list

Aerial - From Above



Aerial - Looking Northeast



Aerial - Looking Southeast



# BOARD UPDATE

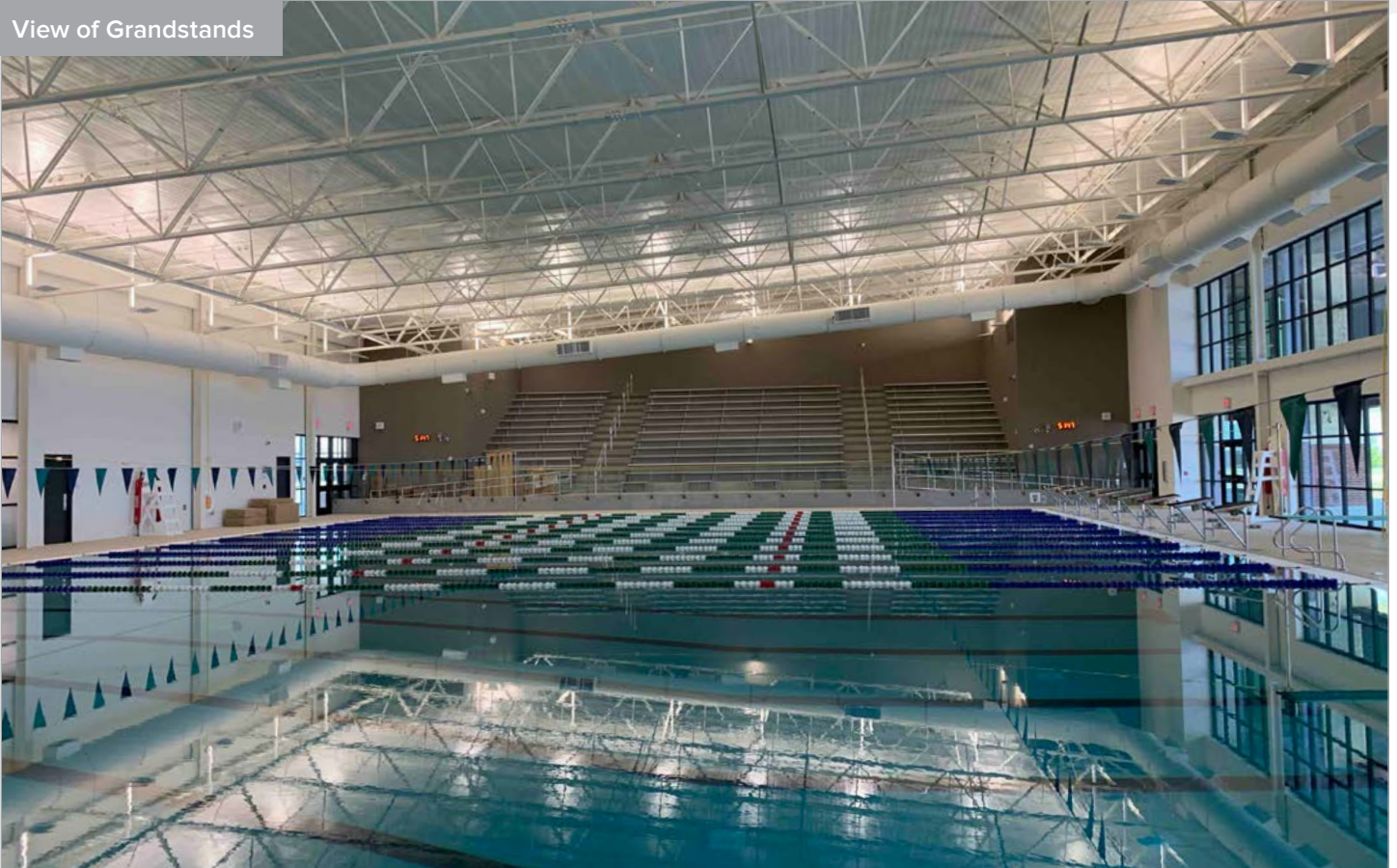
PROSPER INDEPENDENT SCHOOL DISTRICT



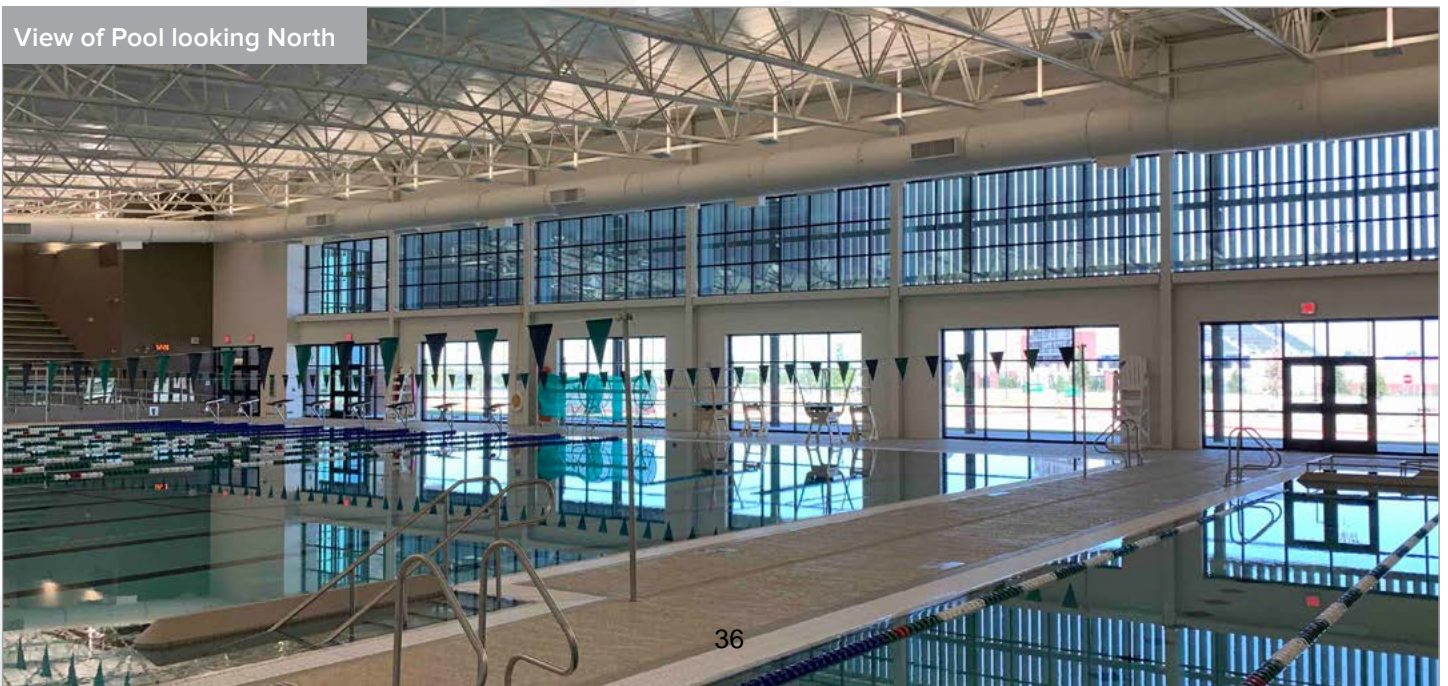
## PROSPER NATATORIUM (CONTINUED)

AS OF AUGUST 2019

View of Grandstands



View of Pool looking North



# BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



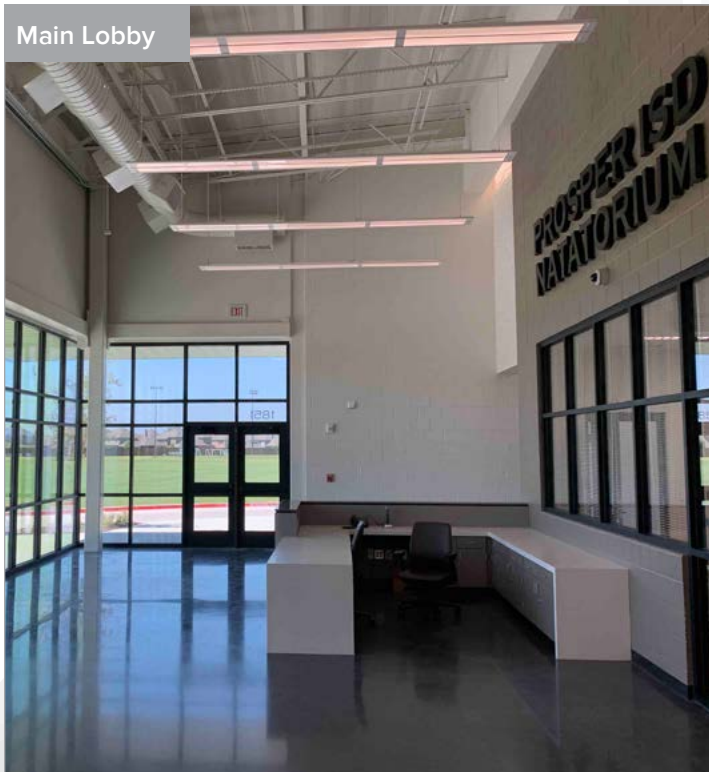
## PROSPER NATATORIUM (CONTINUED)

AS OF AUGUST 2019

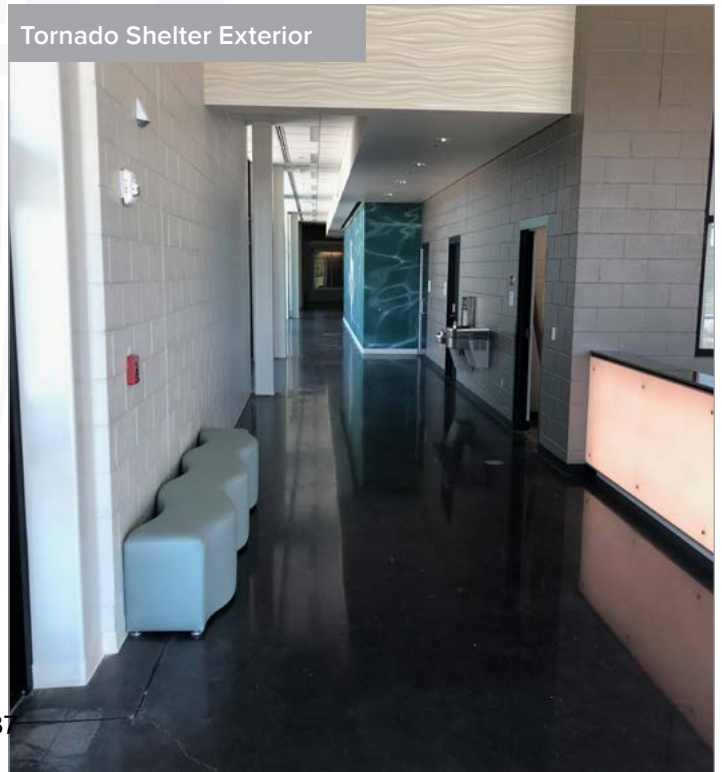
View from Grandstands

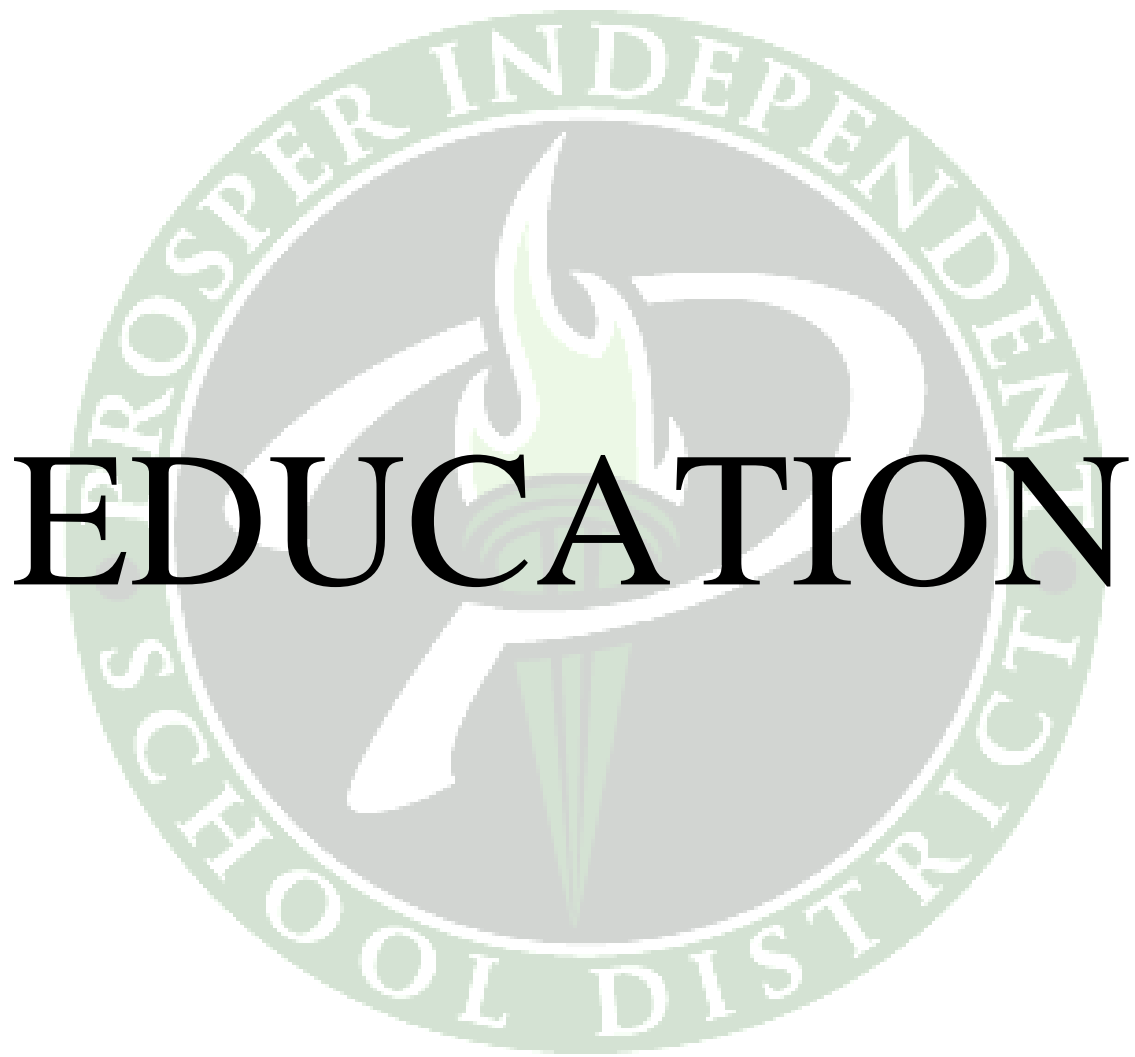


Main Lobby



Tornado Shelter Exterior





# EDUCATION

**Item 6A:** Consideration and possible action on approval of the TTESS list of appraisers for the 2019-2020 school year.

## Prosper ISD

### T-TESS List of Appraisers

2019-2020

---

Dr. Drew Watkins  
Holly Ferguson  
Dr. Greg Bradley  
Adam Jinkens  
Alissa Andrews  
Amy Rizzo  
Ashley Gannon  
Bernadette Gerace  
Bo Kiser  
Bret Wurzbach  
Brett Hankey  
Brett Hankey  
Cindy Zukowski  
Cyndi Lee  
Danielle Wallace  
David Bill  
Dedrick Buckels  
Dr. Jennifer Hinson  
Dr. John Burdett  
Dr. Karen Kidd  
Dustin Toth  
Gerald Parr  
Glenda Dophied  
Haley Stelly  
Jamey Briscoe  
Jamiann Clifford  
Jason Jetton  
Jennifer Larriviere  
Jennifer  
Marthiljohni  
Jessica Mullins  
John Boehringer  
Julia Roberds  
Julie Brantley  
Justin Goldsmith

Kardel Miller  
Kari Roan  
Kathryn Chretien  
Katie McLain  
Keith Kirkland  
Kim Newman  
Kristen Patterson  
Kristy Carr  
Machelle Scogin  
Marisol Balderas  
Marty Farrell  
Megan Martin  
Megan Tillman  
Melissa Gassman  
Melissa Weiss  
Nick Jones  
Penny Washington  
Rachell Grant  
Shelia Winter  
Shelly Spears  
Stephanie Cockrell  
Stephanie Romero  
Theresa Biggs  
Todd Shirley  
Zachariah De Vito



**Item 6A:** Consideration and possible action on approval of the TTESS list of appraisers for the 2019-2020 school year.

**Item 6B:** Consideration and possible approval of CIPs and DIP for the 2019-2020 school year.



# Executive Summary

**Date:** July 29, 2019

**Division:** Cynthia A. Cockrell Elementary

**Subject:** Campus Improvement Plan 2019-2020

## **Important Information:**

- STAAR percentages in each grade/content area will be updated when the state report is complete.
- Updates and progress on goals will be completed in October 2019, February 2020, and May 2020 through a formative review.
- The Campus Improvement Plan reflects the district's commitment to effective Professional Learning Communities (PLC), targeted Response to Intervention (RtI), continuous, meaningful assessment of learning and, a focused curriculum developed with the end in mind through Understanding by Design (UbD)
- Essential Standards and Common Formative Assessments (CFAs) are included throughout the document to stress the importance of student mastery of essential standards in all content areas in each grade level.
- A focus on social and emotional health, primarily cultivating opportunities for students and staff to develop connections and a sense of belonging, is present in the Campus Improvement Plan.

## **Notable Changes:**

- The Comprehensive Needs Assessment contains multiple measures of data, which include a summary and strengths in each of the areas.
- Performance objectives, when applicable, are measurable, time-bound goals.
- In efforts to align with Prosper ISD's Strategic plan, Cockrell is implementing a House system to support student and staff social and emotional health through a deeper school connection.

## **Recommendations:**

- Cockrell Elementary will commit to training all ELAR teachers to ensure they are proficient in the new ELAR TEKS and the ELAR book adoption.
- Cockrell Elementary will guide students' character choices through the PISD REACH agreement, in conjunction with, the character traits listed in the Essentials of a Champion reinforced through the campus House system.
- Cockrell Elementary will utilize our School Resource Officer and Counselor to help keep focus on safety, including bullying and cyber safety, as well as social/emotional health through guidance lessons.



# Executive Summary

**Date:** July 29, 2019

**Division:** Jack & June Furr Elementary

**Subject:** Campus Improvement Plan 2019-2020

## Important Information:

- The 2019-2020 school year is the inaugural year for Jack & June Furr Elementary. Our school is comprised of students and staff of Spradley and Hughes Elementary, as well as, students who will be new to Prosper.
- Furr Elementary will embrace the instructional focus and clarity set forth by Prosper ISD, which include Understanding by Design (UBd), Response to Intervention (RTI), Professional Learning Communities (PLC), and Writing Across the curriculum.
- T-TESS, our evaluation system, will be used to help grow and support our staff. Walkthroughs will be completed on a weekly basis to help give feedback and support to our teachers.
- Furr Elementary consists of a very diverse community and we will continue to partner with and capitalize on the strengths of the surrounding community.
- Our namesake, Jack & June Furr, will be honored through a yearly celebration with students and staff, on a special day, to foster our schools' theme, family.
- The progress of our goals and updates will be completed October 2019, February 2020, and May 2020.

## Recommendations:

- At Furr Elementary, we will continue to support and monitor all student groups intentionally while targeting our specialty student groups, Special Education, Economically Disadvantaged, and English Language Learners.
- We will continue to train our existing and new staff on supporting programs such as LLI (Leveled Literacy Intervention), Guided Reading, technology and best practices. This will help support our students and close the learning gaps for the upcoming year 2019-2020.
- At Furr Elementary, we will implement and train our staff on effective writing strategies to help support all student groups and increase the overall scores for the state assessments.



# Executive Summary

**Date:** July 29, 2019

**Division:** Chuck and Cindy Stuber Elementary

**Subject:** Campus Improvement Plan 2019 - 2020

## **Important Information:**

- Stuber Elementary will begin the year with a population of 700-750 students with continued growth throughout the year. All students who will attend Stuber Elementary attended Windsong Ranch Elementary last year.
- Professional Learning Communities (PLC's) is an expectation to support the growth, collaboration, and learning of our professional staff.
- We will continue to evaluate our teachers through the Texas Teacher Evaluation and Support System (TTESS).

## **Notable Changes:**

- The role of Professional Learning Communities (PLC) has been added to many of the strategies to ensure monitoring of student progress.
- We will have a continued focus on Professional Development through the use of our PISD Curriculum Designers, Design Coaches, Vertical Team Meetings, and PLC Meetings (weekly with teams and monthly as a campus).
- Stuber Elementary will share a Design Coach position that will assist teachers with implementing strong instructional strategies to improve student performance.
- Stuber Elementary will dedicate 30 minutes per day to "WIN (What I Need) Time". During this time, students will receive interventions or enrichments based on common assessments across the grade level.
- Stuber Elementary will develop a House System where every staff member and student is a part of a House. This will help bring a sense of community and belonging to our new school.
- Social/Emotional learning will be a focus in every classroom with lessons being taught at a minimum of 2 times per week.

## **Recommendations:**

- We will implement and sustain monitoring systems that will target all student groups to ensure success for all learners.
- The Administrative Team will focus on building a sustainable, positive culture at Stuber Elementary by providing professional learning and team building opportunities in order to encourage and retain staff.
- We will guide students' character choices through the PISD REACH (Respect, Encourage, Appreciate, Communicate, and Honor) agreement.
- We will continue to honor our students at our monthly awards assemblies and House meetings. These awards represent academic, behavior, and civic duty accomplishments exhibited by our students.
- We will utilize our SRO and Counselor within all classrooms to bring important lessons on bullying, cyber safety, and other relevant topics that students need throughout the year.





# Executive Summary

**Date:** August 31, 2019

**Division:** Spradley Elementary

**Subject:** Campus Improvement Plan 2019-2020

## **Important Information:**

- We will continue to evaluate teachers through the Texas Teacher Evaluation System (T-TESS) to grow and support all teachers.
- Spradley Elementary will elect members for the Campus Improvement Committee by September 9<sup>th</sup>. Updates and progress on goals in Plan4Learning will be completed in October 2019, February 2020, and May 2020.
- Professional Learning Communities (PLC's) will receive prominent placement in many of the goals and strategies. The addition of Administration and Core staff trained in the process of Instructional Rounds giving focus on specific problem of practice and data to drive adjustments in instruction.

## **Notable Changes:**

- RtI Meetings will be held monthly and as needed to discuss student progress. CFA data will be a piece of the RtI discussion to measure student growth and ensure students are receiving appropriate interventions during Tier Time and other pull out opportunities.
- Teachers will meet in vertical teams in all core subject areas to ensure alignment of standards and strategies throughout the grade levels including writing to address STAAR scores in 4<sup>th</sup> grade as well as a Social/Emotional team to ensure alignment.
- A committee of Spradley staff will support Instructional Rounds by identifying a problem of practice, invite educators from other campuses to conduct Instructional Rounds, and develop a plan of action based on the recommendations at least once during the school year.
- Spradley Elementary will partner with businesses and community organizations to provide family outreach events such as Trunk or Treat, Family Bingo Night, Family Dance, and Sweets at Spradley.
- Every classroom will participate in daily meetings (ie: morning meetings, yoga, breathing exercises, etc)

## **Recommendations:**

- A committee of Spradley staff will support Instructional Rounds by identifying a problem of practice, invite educators from other campuses to conduct Instructional Rounds, and develop a plan of action based on the recommendations at least once during the school year.
- Teachers will self-select the professional learning that they would like to participate based on their interest and goals. Teachers will be encouraged to lead professional learning based on their interests and skill set.
- Provide opportunities for staff social emotional support such as yoga, access to a quiet space, walk and talks, and team building activities.



# Executive Summary

**Date:** June 29, 2019

**Division:** Light Farms Elementary

**Subject:** Campus Improvement Plan 2019-2020

## Important Information:

- T-TESS will measure professional goal setting and growth by providing frequent, timely feedback as well as highlighting areas of reinforcement and refinement. Teachers will use the UbD (Understanding by Design) framework which is strategically aligned to maximize acquired knowledge.
- The Campus Improvement Plan (CIP) will guide instruction and progress throughout the 2019-2020 school year. Progress and updates will be noted in October 2019 and February and May of 2020.
- Campus administrators and professional staff will meet weekly for PLC (Professional Learning Communities) planning and targeted Rtl (Response to Intervention) areas with specific instruction and data analysis will serve as guiding points for decision making. SMART goals for students will be based upon Essential Standards.
- Demographic information shared in the Campus Improvement Plan (CIP) does not include students in the special programs housed at Light Farms in 2018-2019 (Pre-Kindergarten and Preschool Program for Children with Disabilities).

## Notable:

- Light Farms will continue to serve as part of District Instructional Rounds, as we strive to build a culture of collegiality and continuous improvement on our campus.
- Job-embedded professional development will be the focus of monthly staff meetings.
- Digital literacy and meaningful technology integration will continue to be promoted among students and staff, and each team will have a minimum of two Google Certified Educators.
- Teachers will focus on explicit instruction of social emotional learning strategies in the classroom, including daily morning meetings.

## Recommendations:

- Light Farms will maintain a commitment to growth on state assessments with an emphasis on advanced areas of performance. Students will set individual goals from data and areas of mastery. A student led conference will be held in the fall and in the spring.
- Light Farms will recruit and retain highly motivated staff through support and affirmation of a job well done. New to Prosper staff will meet with administration a minimum of three times per year, and the agenda will be based up a needs assessment.
- Multiple data points will guide recommendations during 504 and ARD Committee meetings with a clear, heightened emphasis on overall progress and growth.
- Light Farms will work collaboratively with the curriculum design team to implement daily writing across the curriculum in all grade levels along with daily guided reading in all grade levels.
- The Graduate Profile will guide lessons of character, program planning and partnerships with community members. Monthly recognitions will be awarded for students exhibiting REACH principles, along with daily positive office referrals for Principals' Awards.



# Executive Summary

**Date:** July 29, 2019

**Division:** Rucker Elementary

**Subject:** Campus Improvement Plan 2019-2020

## Important Information:

- Rucker will continue to evaluate teachers through the Texas Teacher Evaluation System (T-TESS) to grow and support all teachers. Administrators will conduct weekly walk-throughs to provide formative feedback to teachers.
- Due to campus personnel changes, the Rucker site-based committee will re-elect positions.
- Rucker Elementary demographic data with student ethnicity population is as follows: 27.16% Hispanic, .28% American Indian/Native Alaskan, 4.24% Asian, 6.51% African American, 55.59% White, 6.22% two or more races. Our Economically Disadvantaged is 12.73% with 28.71% At-Risk and 15.28% Limited English Proficient (LEP).
- Updates and progress on goals through the *Plan4Learning* website will be completed in October 2019, February 2020, and May 2020.
- Professional Learning Communities (PLCs) will receive prominent placement in many of the goals and strategies.

## Notable Changes:

- Rucker will participate in district Instructional Rounds to evaluate a defined *Problem of Practice*. These rounds and the data collected in these rounds will provide strategies toward improved and enhanced instructional practices.
- The role of Professional Learning Communities (PLCs) has been reevaluated and revised to better utilize strategies to ensure monitoring of student progress, teacher progress, and improved instruction toward student growth. The dissection of data will drive instruction, and the Response to Intervention (RtI) process will help implement early interventions for student mastery of the content. Administrators, design coach, and pertinent ancillary staff will meet in weekly PLC meetings to support this.
- Professional development will be offered throughout the school year for all staff members.
- Rucker will dedicate daily "Tier Time" composed of fluid student groups based upon data, collected from CFAs, CBAs, TPRI, F & P, etc. to ensure instruction is focused on solid tier 1 instruction.
- Rucker will share a district design coach position to help teachers increase instructional strategies and practices.
- Staff will collaborate to provide intentional innovative learning experiences to foster a culture of risk-taking and productive struggle for students.

## Recommendations:

- Rucker will continue to implement and sustain monitoring systems that will target all student groups to ensure success for all learners.
- Rucker will promote social-emotional learning and mindfulness strategies, daily, as outlined in the district Strategic Plan.



# Executive Summary

**Date:** July 29, 2019

Division: Windsong Elementary

**Subject:** Campus Improvement Plan Summary 2019-2020

## **Important Information:**

- Windsong Ranch Elementary will begin the year with a population of approximately 650 students with continued growth throughout the year.
- Windsong Ranch Elementary will continue the Suzuki Strings program for the fourth year, led by Mrs. Holt. Students from across the district applied and were chosen from a lottery to participate in this program.
- Pre-K and ECSE (Early Childhood Special Education) programs will return to Windsong Ranch Elementary to serve our three and four year old students that qualify for these programs.
- Professional Learning Communities (PLC's) are an expectation to support the growth, collaboration, and learning of our professional staff.
- Windsong Ranch Elementary will dedicate 30 minutes per day to "WIN (What I Need) Time". During this time, students may receive interventions or enrichments based on common assessments across the grade level.
- Windsong Ranch Elementary administrators will continue to evaluate our teachers through the Texas Teacher Evaluation and Support System (TTESS).

## **Notable Changes:**

- The role of Professional Learning Communities (PLC's) have been added to many of the strategies to ensure monitoring of student progress.
- We will have a more intense focus on Professional Development through the use of our PISD Curriculum Designers, Design Coaches, Vertical Team Meetings, and PLC Meetings (weekly with teams, and monthly as a school).
- The goals in the CIP will be written as SMART Goals. Each goal will be Specific, Measurable, Attainable, Relevant and Timely throughout the year.
- Windsong Ranch Elementary will share a PISD Design Coach position that will assist teachers with implementing strong instructional strategies to improve student performance.
- Windsong Ranch Elementary will use the Instructional Rounds method to identify a school wide Problem of Practice. Campus and district teams will analyze and review this problem throughout the year.

## **Recommendations:**

- We will continue to implement and sustain monitoring systems that will target all student groups to ensure success for all learners.

- We will implement and train staff on the correlation of MAP (Measurement of Academic Progress), STAAR testing data, and CFA's (Common Formative Assessments) so we are using reliable resources to monitor progress.
- We will continue to have primary teachers trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program since the 2015-2016 school year.
- We will continue to guide students' character choices through the PISD REACH (Respect, Encourage, Appreciate, Communicate, and Honor) agreement.
- We will continue to honor our students through the Windsong Ranch Elementary campus awards. These awards represent academic, behavior, and civic duty accomplishments with our students.



# Executive Summary

**Date:** July 25, 2019

**Division:** Folsom Elementary School

**Subject:** Campus Improvement Plan 2019-2020

## Important Information:

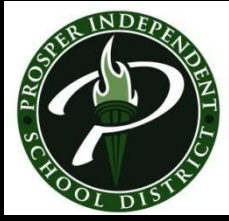
- Folsom Elementary will hold an election for the Campus Site-based Committee before October 2019.
- Folsom will provide ongoing professional development opportunities, both on and off campus that will align to the Campus Improvement Plan, T-TESS and Prosper ISD Instructional Focus.
- Reading and Writing instruction will be a focus on campus to improve reading levels throughout the campus.
- Professional Learning Communities are established and focusing on increasing rigor, effective lesson structure and collaboration among staff.
- Folsom Elementary demographic data with student ethnicity population is as follows: 8.9% Hispanic, 0% American Indian/Native Alaskan, 2.72% Asian, 7.3% African American, 74.3% White, 6.56% two or more races. Our Economically Disadvantaged is 8.6% with 23.4% At-Risk and 2.6% Limited English Proficient (LEP).
- Our Special Education populations will remain at the forefront of data discussions and will collaborate with General Education to ensure alignment of curriculum and instruction.
- Family and community involvement will be an important aspect of school activities and volunteers.

## Notable:

- Goals and strategies within the CIP are strategic, measurable and attainable. These goals will drive all campus culture, curriculum and instruction.
- The Comprehensive Needs Assessment you will find a narrative that addresses the following areas: Demographics, Student Academic Achievement Summary, School Processes and Programs, and a Perceptions Summary.
- The role of Professional Learning Communities (PLC) has moved from implementation phase to developing phase as we ensure monitoring of student progress, teacher progress, and improved instruction. The dissection of data will drive instruction, and the Response to Intervention (RtI) process will help implement early interventions for student mastery of the content. Administrators, Design Coach, and Pertinent Ancillary staff will meet in weekly PLC meetings.
- Folsom will dedicate daily "Tier Time" composed of fluid student groups based upon data, collected from CFAs, CBAs, TPRI, F & P, etc. to ensure instruction is focused on the individuals needs of each student. Kindergarten specifically will dedicate daily "Tier Time" to teaching social/emotional skills to all kindergarten students.
- Folsom will participate in Instructional Rounds in the district cohort to observe and reflect teaching practices that are tied to student learning to improve our instructional practices.
- Administration, team leaders, design coach and curriculum designers will continue to provide and support an engaging, innovative curriculum.

## Recommendations:

- Folsom will maintain a commitment to improving masters percentages on state assessments as well as passing rates for students who are in Special Education and At-Risk.
- Administration and Curriculum will support teams in the PLC process to ensure passing rates on state assessments are at or above the district average.
- We will continue to recruit and retain highly motivated staff while also strengthening partnerships within the community.
- Folsom will continue to utilize and build upon community relationships and mentors to serve as positive role models for our students.



# Executive Summary

**Date:** July 28, 2019

**Division:** Hughes Elementary

**Subject:** Campus Improvement Plan 2019 - 2020

## Important Information:

- Updates and progress on goals will be completed in October 2019, February 2020 and May 2020.
- We will continue to evaluate teachers through the Texas Teacher Evaluation Support System (T-TESS) to grow and support all teachers. Administrators will conduct a minimum of 4 walkthroughs per week to provide formative feedback to teachers.
- Professional Learning Communities (PLC's, Understand by Design (UBD), Response to Intervention (RtI), Texas Evaluation and Support System (T-TESS) and Social Emotional Learning receive prominent placement in many of the goals and strategies.
- Our Namesake, Jim and Betty Hughes, will continue to be honored in the Spring at our annual Hughes Helping Hands Service Project. It is a delight to see Mrs. Hughes volunteer on campus regularly.

## Notable Changes:

- Grade level teams will identify essential standards to ensure students are receiving interventions in standards that have endurance, leverage, and readiness.
- Teachers and administration will collaborate with the Special Education Coordinator to ensure the best learning environment for our students in Special Education.
- Hughes Elementary will continue to utilize the English Language Learner (ELL) Teacher position to address the needs of students acquiring the English Language. This teacher's role will be to provide support to both students and teachers using research based strategies.
- Administration will meet with new to Prosper teachers a minimum of once per grading period for mentorship and feedback.
- A 3rd annual Cultural Fair will be held to showcase the diversity within the school and community.
- Parents will be invited to Pastries for Parents once per nine weeks to educate and build relationships between the school, PTO and families.
- Preschool programs will be on the Hughes campus and will continue to build their essential standards and curriculum as a team.

## Recommendations:

- Teachers will continue to be trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program in the past school year. Each team will have a minimum of two teachers trained.
- Administration will continue to work to recruit staff members that reflect the demographics of the students..
- At Hughes Elementary we will continue to implement and sustain a monitoring system that will target student groups, particularly Special Education.
- At Hughes Elementary we will implement and train staff on guided reading and ESL strategies to increase our Met Standard and Advanced Level score on the state assessment.
- Social Emotional learning strategies will be shared with staff through staff development and implemented in classrooms.



# Executive Summary

**Date:** July 29, 2019

**Division:** Ralph and Mary Lynn Boyer Elementary

**Subject:** Campus Improvement Plan 2019-2020

## Important Information:

- Boyer Elementary will begin the year with an enrollment of 900-950 students with a projected enrollment of just over 1000 and continued growth throughout the year.
- Professional Learning Communities (PLC's) is an expectation to support the growth, collaboration, and learning of our professional staff.
- We will continue to evaluate our teachers through the Texas Teacher Evaluation and Support System (TTESS).

## Notable Changes:

- Boyer Elementary will monitor student progress of essential standards through the use of teacher created common formative assessments and success criteria based off of the Texas Essential Knowledge and Skills.
- We will implement Vertical Alignment Teams to ensure that we are adequately covering the standards we deem as essential across all grade levels.
- Boyer Elementary will provide relevant professional development throughout the year based on the needs of the staff that are determined through a survey.
- Social Emotional Learning has been added to ensure positive social emotional health for our students and staff members.

## Recommendations:

- We will implement and sustain monitoring systems that will target all student groups to ensure success for all learners.
- We will implement and train staff on the correlation of MAP (Measurement of Academic Progress) and STAAR testing data so we are using multiple reliable resources to monitor progress.
- We will continue to have primary teachers trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program since the 2015-2016 school year.
- We will guide students' character choices through the PISD REACH (Respect, Encourage, Appreciate, Communicate, and Honor) agreement.
- We will continue to honor our students at our monthly awards assemblies. These awards represent academic, behavior, and civic duty accomplishments with our students.
- Due to our continuous growth, we will offer quarterly "New to Boyer" luncheons for students.



# Executive Summary

**Date:** July 29, 2019

**Division:** Baker Elementary School

**Subject:** Campus Improvement Plan 2019-2020

## Important Information:

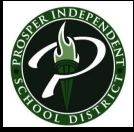
- Updates on mastery of goals are completed in November 2019, January 2020, and March 2020.
- Professional Learning Communities (PLCs), Understand by Design (UBD), Response to Intervention (RtI), and Texas Teacher Evaluation and Support System (T-TESS) receive prominent placement in many of the goals and strategies.
- We will continue to evaluate teachers through the Texas Teacher Evaluation Support System (T-TESS) in order to grow and support all teachers in using various strategies to enhance styles of individual learners in the classroom. Administrators will conduct a minimum of three walkthroughs per week to provide formative feedback to teachers.
- We will support the comprehensive district support system to encourage collaboration and retention of employees while keeping grounded in our tradition.

## Notable Changes:

- In the Comprehensive Needs Assessment, you will find a narrative that addresses the following areas: Demographics, Student Academic Achievement, School Processes and Programs, and Perceptions.
- All teachers are trained and will continue to participate in Professional Learning Communities (PLCs) weekly. This will ensure the delivery of an aligned, viable curriculum and provide opportunity for maximum student growth.
- We will continue to focus on professional development and growth with job-embedded professional learning opportunities, PLC meetings, and district-wide initiatives and trainings.
- Administrators, Curriculum Designers, Design Coaches, and Student Services personnel will play a pivotal role in the PLC process to ensure students' needs are impacted through the Response to Intervention (RtI) process.
- Baker Elementary will dedicate 30 minutes per day to flex/tier time. During this time, students may receive interventions or enrichments based on common formative assessments across the grade level, content area and based on individual student need.
- Through the implementation of PBIS (Positive Behavior Intervention System), teachers and staff will help encourage students to use positive behaviors throughout the school day and school wide expectations will be posted in all common areas of the building, (hallway, restrooms, cafeteria and playground), helping students understand behavior expectations and therefore cultivate opportunities to unite staff, students and families and develop a sense of belonging and community.
- Administrators will conduct monthly safety walks ensuring that locks, gates, fences, and doors of our portable classrooms and outside doors are secure. In addition, school-wide drills scheduled throughout the school year will provide important data on the security and safety needs of the campus.

## Recommendations:

- Baker Elementary will continue to implement and sustain a monitoring and intervention system that will target maximum growth for all student groups, including special education and ESL.
- Baker Elementary will continue to implement a Positive Behavior Intervention System (PBIS) to maintain a nurturing environment conducive to learning with an emphasis on students developing the social and emotional competencies needed to meet the behavioral expectations and ensure positive social emotional health for the whole child.
- Baker Elementary will provide students opportunities to explore individual interests, passions, and strengths and extend daily learning to maximize growth and create an ownership and love of learning.



## Executive Summary

**Date:** August 1, 2019

**Division:** Lorene Rogers Middle School

**Subject:** Campus Improvement Plan 2019-20

**Important Information:**

- The campus goals are in alignment with the seven district initiatives for 2019-20.

**Notable Changes:**

- We will ensure consistent implementation of the RtI (Response to Intervention) process for all grade levels and content areas and use various student data to support specific interventions that meet the needs of each student.
- We will provide all students a customized and differentiated learning experience that results in the academic growth of each student and decreases the performance gaps between student groups.
- We will increase the number of opportunities and student involvement in advanced placement, co-curricular classes, extracurricular, clubs and student organizations.
- We will utilize the Instructional Round process and other valid sources of data to create common campus and department goals that will transform teaching practices and learning experiences for students and staff.
- We will implement a consistent professional learning model that increases the technology integration of the 4-C's of learning (Collaboration, Critical thinking, Communication and Creativity) into all content areas.
- We will utilize a common accountability system that supports the Prosper ISD Acceptable Use Policy to ensure that students and staff follow safe digital-aged practices and digital citizenship standards to promote ethical and responsible conduct during the use of all electronic resources.
- We will embed a heutagogical model (self-determined learning) that will increase autonomy and the collective commitment between all professional staff and support the continuous cycle of growth and achievement of campus goals.
- We will increase partnerships from the previous year with area businesses, community organizations, local government, and higher education institutions to support the growth and needs of our students and surrounding community.
- We will implement a consistent cycle of educational awareness, recognition, and prevention sessions for students, parents and staff on social-emotional, digital & safety topics throughout the school year
- We will implement a systematic process to provide awareness and active training to all staff and students for all required emergency procedure protocols, and consistently collaborate with the Prosper ISD Police and other local authorities.
- We will utilize the Instructional Round process and other valid sources of data to create common campus and department goals that will transform teaching practices and learning experiences for students and staff.
- We will create and implement a digital lesson and designated "Digital Detox" days that increases the awareness between technology use and social-emotional well-being of students and staff.



# Executive Summary

**Date:** July 29, 2019

Division: Reynolds Middle School

**Subject:** Campus Improvement Plan Summary 2019-2020

## **Important Information:**

- Reynolds is a 1:1 campus by incorporating Chromebooks, and will continue to encourage Digital Citizenship with our students and staff.
- There is a point of emphasis on Professional Learning Communities (PLC), Response to Intervention (RtI), T-TESS, Understanding by Design (UbD), Writing Across the Disciplines, and Cross-Curricular Instruction.
- Reynolds Middle School will begin the year with a population of 1500+ students and will continue to grow as the year progresses.
- Reynolds will utilize feedback gained through the Instructional Rounds process to push students forward academically using new and innovative techniques.
- Reynolds Middle School is home to the Behavior Transition Class and Active Learning special population.
- Reynolds will continue to host two RISE classes this year.
- Reynolds will continue to provide students with community involvement projects, i.e. Cultural Fair, Day of Service, and Curriculum Night.

## **Notable Changes:**

- Reynolds will add a Principal Student Advisory Council to better serve all students.
- Reynolds will incorporate an SEL awareness program called HOPE Squad.
- Reynolds will increase the amount of communication between administration, teachers, students, and parents to enhance the students' school experience via several social media outlets and google sites (Reynolds Twitter, Reynolds Facebook, Talent Talk, Reynolds Run Down).
- Reynolds has incorporated a teacher-led organization called DIRT (Developing Intentional Relationships with Teachers) to better serve the campus morale and build capacity within our teachers as leaders.

## **Recommendations:**

- PLCs will move from two weekly meetings to three weekly meetings with emphasis placed on data diving and moving students to the masters level of state testing.
- The campus Building Leadership Team, along with the Site-based Decision Making Committee will meet quarterly to discuss the progress of our campus improvement objectives.
- We will continue to implement and sustain monitoring systems that target all student groups and their progress on our campus with a focus on the RtI process via PLC.
- Form community partnerships with local businesses (ie: Lowe's, Toyota).
- Reynolds Administration Team will conduct monthly collaborative learning walks to ensure alignment of written and taught curriculum.



# Executive Summary

**DATE:** July 29, 2018

**DIVISION:** Prosper High School

**SUBJECT:** 2018-2019 Campus Improvement Plan

## **Important Information:**

- Formative reviews of Performance Objectives within each Campus Goal will be completed throughout the year.
- Campus goals are aligned with district goals and the Strategic Plan.
- PHS continues to prioritize collaborative planning times for parallel courses through the PLC model.

## **Notable Changes:**

- PHS is extending Eagle Time, and administrators will be providing more support for teachers and more structure for students during this time to ensure that students receive the extra time and attention needed for Response to Intervention (RtI) and for extension opportunities.
- Building on our 2018-2019 focus on Essential Questions, PHS will use the PLC model and campus professional learning opportunities to fine-tune the staff's ability to ask questions that deepen students' understanding of the standards. The genesis for this change is the staff-wide book study over Sattes' and Walsh's *Quality Questioning*.
- The Hope Squad, along with the Social-Emotional Team (SET) and the implementation of restorative practices, are intentional moves that will reinforce our commitment to the social and emotional well-being of our students.
- PHS will support students, teachers, and staff through the challenges of rapidly increasing enrollment by prioritizing connectedness amongst students through class-embedded teambuilding and monthly "device-free" lunches and by prioritizing connectedness amongst staff through ongoing collaboration with PTO and administration.

## **Recommendations:**

- The PHS Administrative team will meet quarterly to assess the progress towards completion of Campus Improvement Plan Performance Objectives.
- PHS will continue to celebrate diversity in its staff and students by hiring a diverse staff that parallels the diversity of our student body, by adding clubs that are requested by our diverse student body, and by allowing all clubs to meet during Eagle Time.
- The PHS staff will leverage key takeaways from *Quality Questioning* within the context of the PLC to increase academic growth for all students, from struggling students to students enrolled in advanced courses.
- The 36 Job-embedded Teams (JETs) will each conduct 4 instructional walks this year focusing on key tenets of *Quality Questioning*. The Campus Site based Decision Making team will also provide semi-annual input on the campus' progress towards successful completion of Campus Improvement Plan Performance Objectives.

# Prosper Independent School District

## District Improvement Plan

2019-2020



# Mission Statement

The Mission of Prosper Independent School District is to develop and graduate motivated, academically prepared individuals with the strength of character to make contributions to a rapidly changing society through an educational system that maintains high expectations, provides quality instruction, and establishes a safe, orderly learning environment in the community that lives its name.

## Vision

Grounded by Tradition, Soaring to New Beginnings.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Prosper was considered a small rural town on Preston Road in North Texas about 6 miles north of Frisco, but in recent years – true to its name – it has prospered. Prosper has maintained a spacious country feel while developing into an upscale suburb with rolling terrain, many trees and large single-family-home lots. Prosper is growing rapidly in terms of new home building (single family houses in the \$360,000 to \$3,000,000 + range). Prosper ISD encompasses 57.75 square miles.

Prosper ISD is made up of the City of McKinney, the City of Frisco, the City of Celina, Collin County, and Denton County. At build-out, Prosper ISD will have approximately 45,000 to 50,000 students and will be served by 20-25 elementary schools, 11-14 middle schools, and 6-8 high schools.

Prosper ISD serves nearly 16,000 students annually in its one high school, three 6-8 middle schools, eleven elementary schools, and one alternative school. Over the past year, the student population has grown by 2,099 students, making it one of the fastest growing school districts in the State of Texas. Campus boundaries were redrawn to facilitate the opening of Chuck and Cindy Stuber Elementary, Jack and June Furr Elementary, and Hays Middle School.

The district student ethnic base during the fall 2018-2019 data collection or snap shot date is 10% African American, 13% Hispanic, 65% White, 7% Asian, 6% two or more races. Eight percent of the district's students are considered Economically Disadvantaged; 4% English Language Learners, and 22% are considered at risk of academic failure.

The annual dropout rate for students in grades 9-12 is 0.1% and more than 83% of the district's graduating seniors take the SAT and ACT college entrance exams scoring well above state averages according to the 2017-2018 Texas Academic Performance Report (TAPR). The 2018-2019 TAPR will be released later in the fall of 2019.

### Demographics Strengths

Prosper ISD is a rapidly growing community that continues to become more diverse. Diversity provides a greater awareness and understanding of national and global perspectives.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Staff diversity in Prosper ISD is not reflective of student demographics. **Root Cause:** Applicant pool does not have the depth of diversity to meet the district's growing needs.

# Student Academic Achievement

## Student Academic Achievement Summary

The 2018-2019 school year represented the eighth year of STAAR assessments. The District is happy to report that based on the 2017-2018 Texas Academic Performance Report every campus received a rating of "Met Standard" under the performance index framework. Prosper ISD will receive state reporting information for 2018-2019 school year in early fall of 2019.

Using preliminary STAAR report data, students at the "Approaches Grade Level" indicator (satisfactory) for all subjects/all students is 91%. "All student" content area breakdown for grades 3-8 are Reading: 91%, Writing: 86%, Math: 94%, Science 93%, Social Studies 90%. Students identified as economically disadvantaged scored an average of 10 percentage points below "all students," and special education students scored 29 percentage points below "all students."

## Student Academic Achievement Strengths

Prosper ISD students continue to demonstrate strong academic performance, with increases in a majority of the State of Texas Assessment of Academic Readiness (STAAR) tested subjects based on score reports from the Texas Education Agency.

Based on the 2018 Texas Academic Performance Report, Prosper ISD students performed best in math with an overall passing rate of 94%, followed by Science 92%, Social studies 90%, and Reading 91%. End of Course STAAR percentages for the spring were English I with 90%, English II at 86%, Biology 97%, US History 98%, Algebra I 97%.

The content areas showing progress over scores from the 2017 school year include math and English Language Arts and Reading, while science scores remained the same from the previous year.

Prosper Independent School District's graduation rate is 99% which far exceeds the region and state percentages.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The District STAAR reading and writing scores are the lowest of all content areas. **Root Cause:** Use of diagnostic data is lacking.

# District Processes & Programs

## District Processes & Programs Summary

Prosper ISD stakeholders began the strategic planning process in May of 2018. Through the work of the Strategic Planning Committee, strategies were determined by all stakeholders that will guide Prosper Independent School District's work for the next six years. The six overarching strategic objectives are Innovative Learning, Social & Emotional Health, Human Resources, Facilities, Funding & Finance, and Communications & Community Partnerships. The strategic objectives are further broken down into strategies and action plans that encompass the District's long-term goals.

Prosper ISD provides all teachers with an aligned curriculum to guarantee that all educators in the District have a cohesive plan to ensure all students have access to the required state standards and teachers can build assured learning experiences. The strategic planning initiatives tied to innovative learning seek to build a culture of risk-taking and productive struggle for both students and educators.

The curriculum and instruction team supports teachers in professional development through job embedded professional learning opportunities specific to the content area or instructional strategy. Prosper ISD will continue utilizing Professional Learning Communities for the 2019-2020 school year to support student learning and build teacher capacity. Staff members participate in professional learning communities (PLC) in order to focus on continuous improvement and job-embedded learning, providing teachers intensive reflection on strengthening instructional practices and desired student outcomes. Through the PLC process opportunities for collaboration and communication are realized among educators, which is a tenet of the 2019-2025 Strategic Plan.

Prosper ISD strives to recruit, select, support, and retain the most highly qualified and student-focused individuals who are committed to maximizing the potential of all students. The District has grown by over 250 employees for the 2019-2020 school year in order to accommodate the rapidly increasing student population. The District partners with area and state universities to provide future teachers with student observation and student teaching opportunities. Prosper High School also offers the Ready, Set, Teach program, pairing students with district teachers for observations and hands-on experiences and offering future teachers a chance to return to the district. Furthermore, district administrators participate in regional job fairs and visit state and regional universities known for their educator preparation programs to attract future student teachers and potential teachers.

Prosper ISD engages all stakeholders by maintaining a district website as well as campus websites for all campuses. Parents can access their child(ren)'s grades and attendance records through Skyward Family Access. PISD campuses utilize the Connect Ed messaging service which affords the District the ability to reach parents and community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification—keeping our community more informed and involved.

The District Site-Based Team (SBDM), composed of district-wide, elected professional staff, parents, community members, and business representatives, advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major district-wide classroom instructional programs.

Prosper ISD has been named a Google for Education Reference District. According to Google, "Google for Education Reference Districts are districts that

demonstrate thoughtful leadership through the innovative use of technology, including G Suite for Education and Chromebooks, to drive impactful and positive learning outcomes." Currently there are fewer than 100 districts in the United States that have been recognized with this honor.

### **District Processes & Programs Strengths**

The district curriculum is written with a high level of rigor designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful contexts. Student data is gathered in an on-going manner in order to inform classroom instruction as well as to inform improvements to the curriculum. Teachers in Prosper ISD are encouraged to collaborate and communicate with other professionals to ensure students are learning at high levels and the social and emotional needs of every child is being met.

Professional learning communities allow teachers and staff to collaborate on expert instructional delivery in order to maximize and strengthen instructional time. Teachers and staff apply research-based instructional strategies that are both vertically and horizontally aligned. Site-based decision making committees provide campuses with the resources to envision, develop, articulate, and implement programs that support the curriculum and instruction.

Prosper ISD is providing ongoing professional development in the use of Google Suite. Currently Prosper ISD has 358 teachers and administrators certified as Google Educators.

Prosper ISD offers a competitive salary and benefits program for all employees. Benefits include a generous health insurance and comprehensive health program, 403(b) retirement savings, on site professional development, stipends for advanced degrees and high needs areas, and life insurance. The District has also developed an outstanding New Teacher Induction Program, a highly supportive program geared to educate, support, and develop first year teachers, pairing them with trained and experienced mentors within their team or department. The Prosper Education Foundation awards teachers each month with a Star Polisher Award to recognize exceptional efforts performed by highly skilled teachers.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Maintaining the small-community feel we have enjoyed in past years has proven to be a challenge due to the rapid growth of the District. **Root Cause:** Prosper ISD is the fastest growing school district in Texas.

# Perceptions

## Perceptions Summary

The Prosper Independent School District is committed to creating a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The District's Strategic Plan reinforces this commitment with specific action plans created to ensure students' social and emotional health and positive connectedness to the school and district is fostered. Prosper ISD will continue to find innovative ways to promote feedback while fostering a growth mindset through a safe environment that recognizes struggles and encourages individual growth.

The Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the District. Prosper ISD partners with our local community and local law enforcement agencies to ensure safety on all campuses. In addition, having our own Prosper ISD Police Department has served as a positive connection for our students in the area of safety and security. All campuses offer a variety of before and after-school activities, clubs, and UIL events promoting student connectedness and enhancing a positive school environment.

Prosper ISD fosters family and community involvement by promoting service events such as Senior Citizen Luncheon, Junior Diabetes Research Foundation, Science Technology Engineering Arts and Math (STEAM) Expo, Prosper Homecoming Parade, Cory Ausenbaugh Memorial Scholarship, Prosper Education Foundation Golf Tournament, Stuff the Bus, and Convocation.

## Perceptions Strengths

Prosper Independent School District is committed to recruiting and hiring the best educators available because instruction provided in the classroom is directly correlated to the quality of educational professionals. Prosper ISD intentionally provides a high level of support to staff members by providing childcare services on staff development days, incentive programs, and direct contact with the Superintendent of Schools.

Prosper Independent School District cultivates opportunities to unite staff, students, and families to reinforce traditions and develop a sense of belonging. Service events such as Senior Citizen Luncheon, Junior Diabetes Research Foundation, Relay for Life, Science Technology Engineering Arts and Math (STEAM) Expo, Cory Ausenbaugh Memorial Scholarship, Stuff the Bus, Prosper Homecoming Parade, Prosper Education Foundation Golf Tournament, and Convocation are some examples for collaboration and means for connectedness between all stakeholders. These events promote generosity and contributions to the community and are in line with the district's REACH (Respect, Encourage, Appreciate, Communicate, and Honor) initiative. Prosper ISD is fortunate to have the support of the families it serves and the community at large as these events are hosted throughout the school year and are supported by our parents and the PTO.

Prosper ISD is committed to providing a safe and secure environment for students, staff and visitors. In an effort to accomplish this goal the district's security department provides a comprehensive security program after conducting safety and security audits throughout the district.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Sustaining a supportive and positive environment for all staff as we continue to experience fast growth. **Root Cause:** Prosper ISD is growing at a fast rate.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results




# Goals



## Goal 1: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.







**Performance Objective 1:** Increase academic achievement through an aligned written and taught and assessed curriculum as evidenced through a 4% increase in students attaining approaches performance level on STAAR, a 5% increase in students attaining meets performance level on STAAR and an 8% increase in students attaining masters performance level on STAAR in 2020.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Increase the importance of literacy in regards to achievement with a specific focus on the importance of reading, writing, and discussing to promote risk taking in all instructional settings.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Curriculum Designers, Campus Administrators	Curriculum Course Maps, Increase of students reading at or above grade level			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
2) Provide and maintain a guaranteed and viable curriculum for all subject areas and grade levels to provide the foundation for risk taking.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Curriculum Designers	Completed Course Maps and Unit Framework Document			
3) To implement processes and support structures to ensure the efficiency and effectiveness of collaborative planning increased collaboration between library media specialists, instructional technology specialists, and curriculum design team on the curriculum documents to refine and adjust alignment of content and assessments including performance tasks.	Curriculum Designers, Campus Administrators, Library Media Specialists, Library Coordinator, Instructional Technology Specialists, Classroom Teachers	Creation of Vertical Alignment Documents			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
4) Evaluate and align accelerated instructional practices such as Response to Intervention (RtI), English as a Second Language (ESL), Special Education (SPED), Gifted and Talented (GT), Dual Language, and State of Texas Assessments of Academic Readiness (STAAR)/End of Course (EOC) to the PISD curriculum documents to allow opportunities for productive struggle.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Director of Dual Language, LOTE & ESL, Director of Advanced Academics, Advanced Academics Coordinator, Campus Administrators	Achievement Gap Data, Program Evaluation, Progress Reports, Texas Academic Performance Report Data			
 = Accomplished  = No Progress  = Discontinue					

**Goal 1:** Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

**Performance Objective 2:** Provide campuses with achievement reports twice a nine weeks to increase access to available reports used to identify and track student academic growth .

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI) and Professional Learning Community (PLC) processes.	Campus Administrators, Educators, Executive Director or Special Education, Director of ESL, LOTE, Dual, Director of Program Evaluation, Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction	Completed Intervention Plans, Student Data from Aware, MAP, etc.	0%	0%	0%
2) All English Learner students (EL) will become proficient in English and reach high academic standards achieving the 'meets' or 'masters' level of performance on the state assessments in Reading / Language Arts and Math.	Director of Dual Language/LOTE/ESL, ESL Teacher Specialists, Campus Administrators, Educator	PEIMS, STAAR, and PBMAS Reports	0%	0%	0%
3) Continue to train PISD staff members and campus administration on Professional Learning Communities to implement processes and support structures to ensure efficiency and effectiveness of proper planning.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Director of Program Evaluation, Campus Administrators	Graduation Completion Reports, RtI documentation, STAAR failure reports, DNQ data for Special Education testing	0%	0%	0%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
4) Prosper ISD and each campus will increase advanced academic performance on state assessment and achieve met standard on the state accountability system. Each campus will increase their Master's grade level scores by 5% in all tested areas.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Director of Program Evaluation, Director of Advanced Academics, Advanced Academics Coordinator, Executive Director of Special Education, Director of ESL, LOTE, Dual Language, Campus Administrators	Accountability Data, Curriculum Documents, STAAR/EOC results			
5) Continue to implement the Leveled Literacy Intervention System (LLI) at all campuses to support and intervene with identified struggling readers by campus.	Associate Superintendent of Curriculum and Instruction, Executive Director of Special Education, Director of Program Evaluation, Director of Curriculum and Instruction, Campus Administrators, and Teachers	Sign in sheets from LLI training, observations, feedback from trained teachers, reading assessment growth at the local and state level			
6) The Prosper ISD Curriculum Department will continue to refine the course maps and unit framework documents and build upon resources that are provided to teachers through the Prosper ISD curriculum documents that will offer a guaranteed and viable curriculum to encourage risk taking by students.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Curriculum Designers, Administrators, and Teachers	Sign in sheets from LLI training, observations, feedback from trained teachers, reading assessment growth at the local and state level			
= Accomplished      = No Progress      = Discontinue					



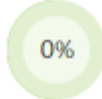


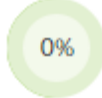



## Goal 2: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

**Performance Objective 1:** Increase innovative learning opportunities for underrepresented student populations by reviewing data each semester and prioritizing strategies to holistically reach all student populations.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Provide students the opportunity to explore a variety of elective opportunities to build interest and explore strengths.	Campus Administrators, Special Education Team Leaders, Team Leaders	Course Enrollment, Course Selection Options, College and readiness and Xello.	0%	0%	0%
2) Provide information and counseling regarding graduation options and endorsement offerings to students, parents and educators.	Middle School and High School Campus Administrators	Master Schedules, Course Requests, High School Expo, 8th grade Parent/Student meetings	0%	0%	0%
3) Expand opportunities to identify gifted and talented students through an advanced differentiated curriculum.	Director of Advanced Academics, Advanced Academics Coordinator, CTE Counselor	Identification Data, Enrollment Reports, Course Selection	0%	0%	0%
4) Serve identified gifted and talented students in grades K-5 in a pull out program, in grades 6-8 in protected sections of ELAR and Math, and in grades 9-12 in protected sections including Humanities or cluster groups in PreAP and AP ELAR and Math PreAP.	Director of Advanced Academics, Advanced Academic Coordinator, Campus Administration	Identification Data, Enrollment Reports, Course Selection	0%	0%	0%




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
5) Increase the number of underrepresented student groups enrolled in Dual Credit, Concurrent Enrollment, and Advanced Placement Courses.	Director of Advanced Academics, Advanced Academic Coordinator, High School Campus Administrators	Identification Data, Enrollment Reports, Course Selection			
6) Provide differentiated classroom instruction designed to meet the various needs of all students through Texas Teacher Evaluation and Support System (T-TESS) training and Professional Learning Communities implementation.	Campus Administrators	Classroom Instructional Strategies, Walkthrough Data			
7) Expand opportunities for students to participate in dual credit and advanced placement.	Director of Advanced Academics, Advanced Academic Coordinator, Campus Administrators	Dual Credit & Advanced Placement Enrollment			
8) Increase opportunities for students to receive technical college credit with opportunities for certification and the likelihood of state licensing or industry-recognized certification upon completion of the program.	Director of Career & Technical Education	Course requests			
 = Accomplished  = No Progress  = Discontinue					













### Goal 3: Develop and implement a meaningful assessment system that informs and inspires students and educators to work toward continuous improvement and growth to transform teaching and learning.

**Performance Objective 1:** Increase PLC effectiveness and ability to analyze data, create lesson plans and lesson cycles in an effort to increase student growth by 5% and decrease achievement gaps in student populations by 5%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Continue to implement Professional Learning Communities for appropriate staff to understand the use of testing methodologies that support teachers in using various strategies to enhance styles of individual learners in the classroom in order to promote risk taking, identify learning needs and utilize rubrics for assessment.	Associate Superintendent Curriculum and Instruction, Director of Curriculum and Instruction, Director of Program Evaluation, Executive Director of Special Education, Director of ESL/LOTE/Dual Language, Director of Advanced Academics, Advanced Academic Coordinator, Curriculum Designers, Campus Administration, Teachers	Common Formative Assessment Data, Fountas and Pinnell, PSAT, AP, and EOC STAAR data			







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
2) Provide professional development to K-12 teachers on the use of formative and summative assessments to identify ways to promote feedback that encourages risk-taking and values, the learning process fostering a growth mindset.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Campus Administrators, Curriculum Designers	Walkthrough Data, Curriculum Documents, Student Achievement Results			
3) Establish a systematic procedure to identify students in need in order to increase connections to these students and establish personal connections.	Campus Administration, Counselors, Teachers	Program Reports, teacher referral to counselors and Hope Squad referrals.			
4) Provide all campuses the ability to participate in a Professional Learning Community opportunity involving coaching and mentoring of leaders providing the ability to initiate the next steps in the Professional learning Community process that will impact teacher knowledge and student achievement.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Curriculum Designers	Collaborative work with Districts			
 = Accomplished  = No Progress  = Discontinue					

**Goal 3:** Develop and implement a meaningful assessment system that informs and inspires students and educators to work toward continuous improvement and growth to transform teaching and learning.

**Performance Objective 2:** Through the collaboration of district stakeholders, create a local accountability system that reports to the community student achievement in innovative ways.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Collaborate with Mission School Transformation (TASA) Districts to help identify student achievement in innovative ways.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Campus Principals	Collaborative work with other districts			
 = Accomplished  = No Progress  = Discontinue					










## Goal 4: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

**Performance Objective 1:** Increase evidence of technology and other digital resources used to engage learners in Unit Framework Documents by ensuring each unit contains a minimum of two digital resources.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Provide training to central and campus administration on identifying, evaluating and modeling best practices for technology and integration as a learning tool to implement process and support structures to ensure efficiency and effectiveness of planning.	Director of Instructional Media	Training Sessions, Meetings, Agendas			
2) Spotlight learner achievement through a district-wide STEAM Expo to communicate with stakeholders to highlight learner achievement by designing an event that focuses on valuing the learning process.	Instructional Media Coordinator, Librarian Coordinator, Librarians & Instructional Technology Staff, Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction	Participation, Exemplars of District Showcase, parent and community attendance records			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
3) Continue to expand Technology Applications and Career and Technical course offerings to meet the needs of a high tech job market.	Instructional Media Coordinator, Librarians & Instructional Technology Staff, Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction	Participation, Exemplars of District Showcase, parent and community attendance records			
4) Create global learning communities to provide training in various digital-aged learning technologies to encourage risk taking and foster a growth mindset.	Director of Instructional Media, Librarians & Instructional Technology Specialists, Library Coordinator	Participation Records, Lesson Plans, Student Products			
 = Accomplished  = No Progress  = Discontinue					

**Goal 4:** Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

**Performance Objective 2:** Integrate digital-aged practices and digital citizenship standards across the curriculum with targeted lessons no less than three times a year.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Provide orientation to ethical uses of technology including: Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students.	Director of Instructional Media, Librarians, Library Coordinator, and Instructional Technology Specialists	Training session feedback, sign in sheets			
 = Accomplished  = No Progress  = Discontinue					



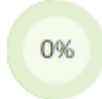



## Goal 5: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

**Performance Objective 1:** Develop a professional learning system for educator and leadership development focused on maximum growth and engagement to decrease attrition of staff from 13% to 10%.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Conduct a comprehensive professional development needs assessment annually.	Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Curriculum Designers	Comprehensive Needs Assessment Data	0%	0%	0%
2) Promote the development of leadership capacity for selected teachers to specifically prepare them for leadership responsibilities in Prosper ISD.	Superintendent, Associate Superintendent, Assistant Superintendent, Director of Human Resources	Advancement of members in district positions, Aspiring Leaders Cohort, Teacher Mentoring Program feedback	0%	0%	0%
3) Create a matrix for all new to Prosper ISD employees that will outline all instructional programs that will require training for effective implementation by August 2020.	Associate Superintendent for Curriculum and Instruction, Curriculum Design Team, Director of Human Resources	Professional development training records, evaluation of data sources through RtI, reading assessments, MAP, Curriculum Based Assessments	0%	0%	0%












Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
4) Continue to refine and implement the teacher appraisal system, T-TESS (Teacher Evaluation and Support System), to provide ongoing training to leaders in an effort to continue to create a more cohesive approach to inter-rater reliability.	Director of Human Resources, Associate Superintendent of Curriculum and Instruction, Campus Administrators	T-TESS evaluation reports by campus and district, the number of teachers retained, feedback provided by campus administrators			
 = Accomplished  = No Progress  = Discontinue					

## Goal 6: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

**Performance Objective 1:** Increase partnerships with businesses, community organization, local government, and higher education institutions by 10% to prepare students for the future.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Continue open communications between the Town of Prosper and local businesses to spotlight support of Prosper ISD teachers and foster continued support for New Employee Orientation, Convocation and Teacher Appreciation.	Communications Department, Prosper Education Foundation	Partnerships			
2) Provide a photo gallery on the front page of each campus website of the events and activities taking place throughout the year.	Communications Department	Feedback from parents and community			
3) Prosper ISD will increase social media connections by 20% through Twitter, Facebook.	Communications Department	Likes, followers, posts, etc.			
 = Accomplished  = No Progress  = Discontinue					

**Goal 6:** Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

**Performance Objective 2:** Expand district educational and business partnership with the local community.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Expand partnership efforts with the Mission: School Transformation and continue building a community based accountability system (TASA).	Superintendent, Associate Superintendent, Assistant Superintendent, Campus Administrators	Professional Development Opportunities, Cross-District Collaborative Documents			
2) Create and expand reciprocal relationships with existing businesses and community members to engage stakeholders in meaningful interactions that increase awareness and opportunities for partnerships.	Superintendent, Associate Superintendent, Assistant Superintendent	Business Partnership Exemplars			
= Accomplished                = No Progress                = Discontinue					

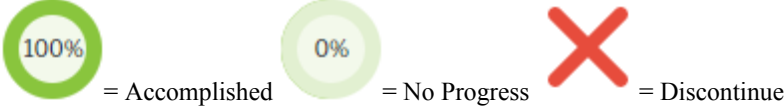
## Goal 7: Provide all learners with a safe, secure, nurturing and positive learning environment.

**Performance Objective 1:** Develop district-wide standards and accountability for students and staff related to emotional and social safety issues (i.e. bullying, harassment, cyber safety) in an effort to decrease drug and bullying incidents by 5%.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Decrease the number of district drug related incidents by 5% through the promotion of age appropriate educational awareness programs with a focus on safe and drug free environments.	Campus Administrators, Director of Transportation & Security Services	District Safety Audits, PEIMS 425 Report, DAEP Placement Report, Prosper ISD Police Officer Reports, SHAC Meeting Minutes	0%	0%	0%
2) Decrease the number of bullying and harassment incidents by 5% through increased student participation in programs such as Hope Squad, guidance lessons, leadership classes, and REACH.	Campus Administrators, Counselors	Participation Records, PEIMS 425 Report, SHAC Meeting Minutes	0%	0%	0%
3) Conduct an on-going digital citizenship / digital footprint campaign at all grade levels.	Director of Instructional Media, Librarians, Instructional Technology Specialists	Lessons Taught	0%	0%	0%
4) Promote programs that discourage under-age drinking, texting while driving, and other dangerous behaviors.	Campus Administrators, Counselors, Prosper ISD Police Officers	Campus incident reports, Prosper ISD Police Officer reports, DAEP placement reports, SHAC Meeting Minutes	0%	0%	0%
5) Educate and communicate the importance of the steps to be taken to prevent suicides.	Campus Counselors, Campus Administrators, Prosper ISD teachers	Attendance and completion of NOVA training, development of detailed crisis plan and suicide protocol, Hope Squad implementation	0%	0%	0%










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
					

**Goal 7:** Provide all learners with a safe, secure, nurturing and positive learning environment.

**Performance Objective 2:** Monthly evaluation of current district-wide safety and security protocols and implementation of a consistent training programs for students, staff and parents that address physical safety and emergency procedure in collaboration with the Prosper ISD Police and local authorities.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	May
1) Complete 100% participation relative to safety training; training evaluated by Prosper ISD Police Department with schools receiving an "acceptable" or higher rating.	Assistant Superintendent of Business and Operations, Director of Transportation, Director of Security, Prosper ISD Police Chief	District Safety Audit			
2) Implementation and on-going evaluation and improvement on the District Comprehensive Safety Plan.	Assistant Superintendent of Business and Operation, Director of Transportation, Director of Security, Prosper ISD Police Chief	District Safety Audit / Plan Notes			
 = Accomplished  = No Progress  = Discontinue					



# Executive Summary

**Date:** July 29, 2019

**Division:** Curriculum and Instruction

**Subject:** District Improvement Plan 2019-2020

## **Important Information:**

- Prosper ISD will continue utilizing Professional Learning Communities for the 2019-2020 school year to support building teacher efficacy and increase student achievement. Through Professional Learning Communities, opportunities for collaboration and communication increase among educators, which is a tenet of the 2019-2025 Strategic Plan.
- The District Site Based Committee will include representatives from the three new campuses and replace members who have served for more than two years. Formative review of the District Improvement Plan will take place in October 2019, February 2020, and May 2020.
- Prosper ISD will continue to find innovative ways to promote effective feedback strategies for campus administrators and teachers using Instructional Rounds. Instructional Rounds is a process that school districts and schools use to understand teaching and learning in schools in order to improve learning at scale. One hundred fifty five leaders and teachers participated in Instructional Rounds training.
- Work collaboratively with Texas Association of School Administrators, participating districts and stakeholders to develop a community based accountability system.
- Data used in the needs assessment will be updated when state accountability reports are made available in early fall of 2019.

## **Notable Changes:**

- Strategies and performance objectives within the District Improvement Plan contain action steps derived from the strategic planning process.
- Social & Emotional Health and helping students feel connected to schools is paramount to the District and part of the 2019-2025 Strategic Plan. The Hope Squad program will be implemented at all secondary campuses. Hope Squad is an educational, school-based curriculum with the purpose of reducing self-destructive behavior and youth suicide through adult and peer training. This program is a peer-to-peer support mechanism that focuses on connectedness, school safety, anti-bullying and mental wellness.
- Certification of all counselors in Question, Persuade, and Refer (QPR), a suicide prevention program will be held on August 19, 2019. This program is designed to teach warning signs of suicide crisis and how to respond.
- New English, Language Arts, and Reading standards adopted at the state level along with new instructional materials for English, Language Arts and Reading provide opportunities to adjust and enhance curriculum documents throughout the 2019-2020 school year.

## **Recommendations:**

- Approve the goals in the district improvement plan.

**Item 6B:** Consideration and possible approval of CIPs and DIP for the 2019-2020 school year.

**Item 6C:** Consideration and possible action on approval of the Student Code of Conduct and Student Handbook updates recommended by TASB.

# Prosper ISD Student Code of Conduct

2019–2020



If you have difficulty accessing the information in this document because of disability, please contact the district at 469-219-2000 or [communications@prosper-isd.net](mailto:communications@prosper-isd.net).

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## **Student Code of Conduct**

### **Accessibility**

If you have difficulty accessing the information in this document because of disability, please contact the campus principal.

### **Purpose**

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Prosper 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. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

**Please note:** The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

## **School District Authority and Jurisdiction**

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods 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, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

## **Campus Behavior Coordinator**

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at [www.prosperisd.net](http://www.prosperisd.net).

## **Threat Assessment and Safe and Supportive School Team**

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

## **Searches**

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

### **Reporting Crimes**

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

### **Security Personnel**

To ensure sufficient security and protection of students, staff, and property, the board employs police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school district peace officers are:

1. Patrol assigned campuses and routes walking or driving within district jurisdiction.
2. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
3. Investigate all criminal offenses that occur within district's jurisdiction.
4. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
6. Write effective legal incident reports.
7. Testify in court as needed.
8. Work cooperatively with other police agencies to share information and provide other assistance.
9. Help provide traffic control at athletic events, school closings or openings, or at any other time.
10. Provide protection to or escort district personnel as needed.
11. Operate all equipment including firearms according to established safety procedures.
12. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

The law enforcement duties of district security personnel are:

The duties of district security personnel are:

1. Patrol assigned campus. Monitor student behavior and enforce school rules related to student conduct, vehicle operation, and parking.

2. Resolve conflict or confrontation between students and report disturbances to principal or assistant principal.
3. Control traffic and parking on campus grounds during school hours and at after-hours events.
4. Register student vehicles and maintain accurate records of registration.
5. Work cooperatively with office personnel to inform students of problems with vehicles (i.e., improperly parked, lights on, etc.)
6. Assist law enforcement personnel as needed.
7. Notify police, fire department, or other appropriate authority of any situation requiring immediate attention.
8. Give directions or act as a guide to authorized visitors.

### **“Parent” Defined**

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

### **Participating in Graduation Activities**

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

### **Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

12. The person poses a substantial risk of harm to any person; or
13. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 23, for information regarding a student assigned to DAEP at the time of graduation.

## **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. Chapter 37 requires the Code to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

## General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 17, **DAEP Placement** on page 19, **Placement and/or Expulsion for Certain Offenses** on page 26, and **Expulsion** on page 29, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section on page 15.

### Disregard for Authority

Students shall not:

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

### Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26.)
- 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, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

### Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 26.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 26.)

### Possession of Prohibited Items

Students shall not 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 that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- 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/or Expulsion for Certain Offenses** on page 26. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

### **Possession of Telecommunications or Other Electronic Devices**

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

### **Illegal, Prescription, and Over-the-Counter Drugs**

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 19 and **Expulsion** on page 29 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

### **Misuse of Technology Resources and the Internet**

Students shall not:

Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.

Attempt to access or circumvent passwords or other security-related **systems** of the district, students, or employees or upload or create computer viruses, **malware, or other malicious software**, including off school property.

Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property.

Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property or infringes on the rights of another student at school.

Send, post, deliver or possess electronic messages that are abusive, obscene, sexually-oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, or infringes on the rights of another student at school.

Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property or infringes on the rights of another student at school.

### **Safety Transgressions**

Students shall not:

- 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**

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

## **Discipline Management Techniques**

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be based on 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.

### **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, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

### **Techniques**

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.

- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 17.
- Placement in a DAEP, as specified in **DAEP** on page 19.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 26.
- Expulsion, as specified in **Expulsion** on page 29.
- 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.

### **Prohibited Aversive Techniques**

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

### **Notification**

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

### **Appeals**

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: [www.prosper-isd.net](http://www.prosper-isd.net)

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

## **Removal from the School Bus**

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

## **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 campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

### **Formal Removal**

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.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

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 shall be followed.

### **Returning a Student to the Classroom**

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

## **Out-of-School Suspension**

### **Misconduct**

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

### **Process**

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

6. A student's status as homeless.

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

### **Coursework During Suspension**

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

## **Disciplinary Alternative Education Program (DAEP) Placement**

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

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

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### **Discretionary Placement: Misconduct That May Result in DAEP Placement**

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

#### ***Misconduct Identified in State Law***

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the 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 campus behavior coordinator **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 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. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 29.) (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 **Expulsion** on page 29.)
  - 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. (See **glossary**.)
  - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- 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 **Expulsion** on page 29.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  - The student receives deferred prosecution (see **glossary**),
  - A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
  - The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

### **Sexual Assault and Campus Assignments**

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

### **Process**

Removals to a DAEP shall be made by the campus behavior coordinator.

### **Conference**

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

### **Consideration of Mitigating Factors**

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

6. A student's status as homeless.

**Placement Order**

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

**Coursework Notice**

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

**Length of Placement**

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on 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.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

**Exceeds One Year**

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

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 campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

### **Exceeds 60 Days**

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

### **Appeals**

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: [www.prosper-isd.net](http://www.prosper-isd.net).

Appeals shall begin at Level One with the principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

### **Restrictions During Placement**

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

## **Placement Review**

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

## **Additional Misconduct**

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

## **Notice of Criminal Proceedings**

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

### **Withdrawal During Process**

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls 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 campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

### **Newly Enrolled Students**

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

### **Emergency Placement Procedure**

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

### **Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

## **Placement and/or Expulsion for Certain Offenses**

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

### **Registered Sex Offenders**

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

### **Review Committee**

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

### **Newly Enrolled Student**

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

### **Appeal**

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

### **Certain Felonies**

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

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

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

### ***Hearing and Required Findings***

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

### ***Length of Placement***

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

### ***Placement Review***

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress

toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

***Newly Enrolled Students***

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

## Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 19)

#### **Any Location**

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- 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:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See **glossary**)

Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

***At School, Within 300 Feet, or at a School Event***

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

***Within 300 Feet of School***

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

***Property of Another District***

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

**While in DAEP**

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - a) Public lewdness under Penal Code 21.07;
  - b) Indecent exposure under Penal Code 21.08;
  - c) Criminal mischief under Penal Code 28.03;
  - d) Hazing under Education Code 37.152; or
  - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

**Mandatory Expulsion: Misconduct That Requires Expulsion**

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

**Under Federal Law**

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

**Note:** Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

**Under the Penal Code**

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
  - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)  
**Note:** A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
  - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or children.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

### **Under Age Ten**

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

### **Process**

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

### **Hearing**

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the witnesses called by the district at the hearing.
4. 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 Assistant Superintendent of Business & Operations, Dr. Greg Bradley authority to conduct hearings and expel students.

### **Expulsion Order**

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the principal or the principal's designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

### **Length of Expulsion**

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school.

However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

### **Withdrawal During Process**

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls 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 campus behavior coordinator 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 campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

### **Restrictions During Expulsion**

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

### **Newly Enrolled Students**

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

### **Emergency Expulsion Procedures**

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

### **DAEP Placement of Expelled Students**

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

### **Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LLEGAL) and FODA(LLEGAL) for more information.

## Glossary

**Abuse** is improper or excessive use.

**Aggravated robbery** is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
  - a) 65 years of age or older, or
  - b) A disabled person.

**Armor-piercing ammunition** is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

**Arson** is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
  - a) Any vegetation, fence, or structure on open-space land; or
  - b) Any building, habitation, or vehicle:
    - 1) Knowing that it is within the limits of an incorporated city or town,
    - 2) Knowing that it is insured against damage or destruction,
    - 3) Knowing that it is subject to a mortgage or other security interest,
    - 4) Knowing that it is located on property belonging to another,
    - 5) Knowing that it has located within it property belonging to another, or
    - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
  - a) Recklessly damages or destroys a building belonging to another, or
  - b) Recklessly causes another person to suffer bodily injury or death.

**Assault** is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

**Breach of computer security** includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or

deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

**Bullying** is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable 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 defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

**Controlled substance** means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

**Criminal street gang** is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

**Cyberbullying** is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular

or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**Dangerous drug** is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

**Dating violence** occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

**Deadly conduct** under Penal Code 22.05 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.

**E-cigarette** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

**Explosive weapon** is defined by Penal Code 46.01 as 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** under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

**Firearm** is defined by federal law (18 U.S.C. 921(a)) as:

1. 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;
  2. The frame or receiver of any such weapon;
  3. Any firearm muffler or firearm weapon; or
  4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
- Such term does not include an antique firearm.

**Firearm silencer** is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

**Graffiti** includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Handgun** is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

**Harassment** includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; 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, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
  - a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
  - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
  - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
  - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

**Hazing** is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

**Hit list** is defined in Section 37.001(b)(3) of the Education Code as 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.

**Improvised explosive device** is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

**Indecent exposure** is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

**Intimate visual material** is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

**Location-restricted knife** is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

**Knuckles** means 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.

**Look-alike weapon** means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

**Machine gun** as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**Mandatory** means that something is obligatory or required because of an authority.

**Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

**Possession** means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

**Prohibited weapon** under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
  - a) An explosive weapon;
  - b) A machine gun;
  - c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

**Public Lewdness** is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

**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 that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

**Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

**Serious misbehavior means:**

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - a) Public lewdness under Penal Code 21.07;
  - b) Indecent exposure under Penal Code 21.08;
  - c) Criminal mischief under Penal Code 28.03;
  - d) Hazing under Education Code 37.152; or
  - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

**Serious or persistent misbehavior** includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**Short-barrel firearm** is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

**Terroristic threat** is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

**Tire deflation device** is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

**Title 5 felonies** are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;

- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[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 defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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## Action Item

**Date:** July 29, 2019

**Division:** Curriculum and Instruction

### **Subject: Approval of 2019-2020 Code of Conduct and Student Handbooks**

The Curriculum and Instruction Department is seeking approval of the 2019-2020 Student Handbooks with Post-Legislative Updates. The following handbooks are seeking approval:

- Prosper ISD Code of Conduct
- Elementary Student Handbook
- Middle School Student Handbook
- Prosper High School Student Handbook

Updates to the 2019-2020 Code of Conduct and Student Handbooks:

### **Code of Conduct**

#### **School District Authority and Jurisdiction**

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods 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, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;

9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

### **Threat Assessment and Safe and Supportive School Team**

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

### **Searches**

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

### **Security Personnel**

To ensure sufficient security and protection of students, staff, and property, the board employs police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are:

1. Patrol assigned campuses and routes walking or driving within district jurisdiction.
2. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
3. Investigate all criminal offenses that occur within district's jurisdiction.
4. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
6. Write effective legal incident reports.
7. Testify in court as needed.
8. Work cooperatively with other police agencies to share information and provide other assistance.
9. Help provide traffic control at athletic events, school closings or openings, or at any other time.
10. Provide protection to or escort district personnel as needed.
11. Operate all equipment including firearms according to established safety procedures.
12. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

The law enforcement duties of district security personnel are:

The duties of district security personnel are:

1. Patrol assigned campus. Monitor student behavior and enforce school rules related to student conduct, vehicle operation, and parking.
2. Resolve conflict or confrontation between students and report disturbances to principal or assistant principal.
3. Control traffic and parking on campus grounds during school hours and at after-hours events.
4. Register student vehicles and maintain accurate records of registration.
5. Work cooperatively with office personnel to inform students of problems with vehicles (i.e., improperly parked, lights on, etc.)
6. Assist law enforcement personnel as needed.
7. Notify police, fire department, or other appropriate authority of any situation requiring immediate attention.
8. Give directions or act as a guide to authorized visitors.

### **Unauthorized Persons**

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

### **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, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

### **Prohibited Aversive Techniques**

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student’s ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student’s senses, unless the technique does not cause the student discomfort or complies with the student’s IEP or behavior intervention plan (BIP).

## **Out-of-School Suspension**

### **Misconduct**

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

### **Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LLEGAL) for more information.

## **Coursework During Suspension**

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

## ***Placement Review***

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

## **Student Handbook Updates (All Grade Levels)**

### ***Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service***

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

### ***Objecting to the Release of Directory Information***

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

## **Right of Access to Student Records, Curriculum Materials, and District Records / Policies**

### ***Instructional Materials***

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

## **Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children**

### ***(All Grade Levels)***

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at *[link to district's plan]*.

### ***Warning Signs of Sexual Abuse (All Grade Levels)***

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

### ***Warning Signs of Sex Trafficking (All Grade Levels)***

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

## ***Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children***

### ***(All Grade Levels)***

Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

### ***Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children*** ***(All Grade Levels)***

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

## **Hazing**

### ***(All Grade Levels)***

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

## **Medicine at School (All Grade Levels)**

When possible, student medications should be scheduled for administration at home. If the therapeutic use of the medication can be accomplished by dosage outside of the school day, the medication should not be administered at school. Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized District employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions: Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request form.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container.
- Nonprescription medication (including insect repellent):

### **District-approved list of nonprescription medications (may be generic):**

- Acetaminophen (Tylenol)
  - Ibuprofen (Advil; Motrin)
  - Diphenhydramine (Benadryl)
  - Cough drops/throat lozenges
  - Calcium Carbonate chewable tablets (Tums)
- Parent-provided nonprescription medication from the District-approved list (above), in the original, properly labeled container may be administered with a parent's written request form for up to ten doses (no more than 5 consecutive days of administration) before a physician signature is required.
  - All other nonprescription medications must be provided by the parent in the original, properly labeled container, and may be kept in the school clinic for 10 school days with a parent's written request. If the medication is needed at school for longer than a 10 day period, a physician signature is required.

- PISD school clinics maintain a limited supply of the District-approved nonprescription medications for unexpected situations and when no parent-provided nonprescription medication has been provided. These medications may be given after assessment by the registered nurse, for up to ten doses, in accordance with standing orders by the District’s medical advisor and with appropriate written parent/guardian consent.
- Herbal or dietary supplements provided by the parent, only if ordered in writing by a physician and required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.
- Epinephrine auto-injector provided by the District and administered by authorized and trained individuals at any time a person is reasonably believed to be experiencing anaphylaxis on a school campus.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student’s teacher or other District personnel will apply sunscreen to a student’s exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the District is made aware of any safety and medical issues.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student’s individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

***Food Allergies  
(All Grade Levels)***

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services’ (DSHS) “Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis.” The district’s management plan addresses employee training, dealing with common food allergens, and specific

strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [www.prosper-isd.net](http://www.prosper-isd.net) .

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at [Allergies and Anaphylaxis](#).

### ***In-School Suspension (ISS) and Out-of-School-Suspension (OSS) Makeup Work (All Grade Levels)***

#### ***Completion of Course Work***

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

### ***School Health Advisory Council (SHAC) (All Grade Levels)***

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See policies at BDF and EHAA. See **Human Sexuality Instruction** for additional information.]

### ***Seizures (All Grade Levels)***

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see "**A Student with Physical or Mental Impairments Protected under Section 504**".

### ***Special Programs (All Grade Levels)***

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

### ***Students Who are Homeless (All Grade Levels)***

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison.

## **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials**

### ***(All Grade Levels)***

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

## **PISD High School Handbook Only**

### **College and University Admissions and Financial Aid**

#### ***(Secondary Grade Levels Only)***

For two school years following graduation, a district student who graduates as valedictorian in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the valedictorian or the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

### **Extracurricular Activities, Clubs, and Organizations**

#### ***(All Grade Levels)***

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

### **Foundation Graduation Program**

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, the student and parent should be

aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

### **Credits Required**

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### ***Certificates of Coursework Completion***

#### ***Students with Disabilities***

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

### **High School and Middle School Handbooks Only**

#### **Physical Examinations / Health Screenings**

##### ***Athletics Participation***

##### ***(Secondary Grade Levels Only)***

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

For more information, see the UIL's explanation of [sudden cardiac arrest](#).

##### **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

Students in grades 7–12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

##### **Operation of Automobiles on Campus**

Students are expected to operate vehicles on campus in a safe manner and obey all traffic laws and posted signs. The following types of behaviors on campus are also prohibited and may result in a citation and/or school disciplinary action.

- Fast starts or rapid acceleration ("Jack Rabbit" starts).
- Squealing of tires from starting position or when cornering.
- Excessive noise, loud exhaust, revving engines.
- Any stereo or vocal amplification that can be heard from 100 feet away or from inside the building.
- Any driving conduct that may be considered dangerous by safety and/or community standards.
- Failure to yield to pedestrians.

Violation Consequences: Students who violate these rules are subject to

- 1) Receiving school discipline appropriate for the violation.
- 2) Having their on-campus driving privileges suspended for a period of time.
- 3) Having their on-campus driving privileges terminated.

4) Receipt of citation by PISD Police officer

### **Buses**

Students needing bus transportation should contact the PISD Transportation Department to get information and sign up. Students can only ride the bus assigned. Families may request permission for a student to ride a bus home with another classmate by sending a bus note to the main office. The office will prepare a pass for the student. The student must present the pass to the alternate bus driver. Students without a valid office pass will be denied an alternate bus. Alternate bus notes must be provided each day a student is to ride a different bus. Excess or extended use of this privilege may be denied.

### ***Deliveries***

Deliveries of food and goods to students by third parties (e.g., Favor, Uber-eats, pizza delivery) will not be accepted. Students found accepting deliveries at side doors will be subject to disciplinary consequences for security violations and confiscation of delivered items.

### **Dress Code Violation Consequences**

- 1<sup>st</sup> Violation: Student given opportunity to change clothes (if available) or call parents to provide change of clothing with time out of class not to exceed 30 minutes; or change into campus provided alternative clothing.
- 2<sup>nd</sup> – 4<sup>th</sup> Violations: Student will be provided with campus alternative clothing.
- 5<sup>th</sup> Violation and beyond: Student will be provided campus alternative clothing and placed in ISS for the remainder of the school day.

\*Campus alternative clothing is designated “Eagle Greens” and consists of a green T-Shirt and/or green sweatpants.

\*\*Students who choose not to wear Eagle Greens when required will be placed in ISS for the remainder of the school day.

\*\*\*Students who are in violation, but unable to correct the infraction shall be placed in ISS for the remainder of the day, and remain in ISS until correction has been made.

\*\*\*\*Students who check out of school to avoid disciplinary consequences, including dress code violations, shall serve ISS the day they return to school.

\*\*\*\*\*Any variation in dress code must have prior administrative approval which will be communicated to the student body and/or individual as needed. Campus administration reserves the right to adjust consequences as needed to address any unique situations.

## **Fighting**

Fighting is a severe, disruptive activity and is prohibited. Fighting, except in extreme cases, is thought to be a two (2) party offense with the penalty assessed as such. If a fight has origins of gangs, racial, or premeditation, the punishment can be more severe.

- Disciplinary Consequences for participating in a fight:
- ISS placement for 3 days and Suspended for 3 days.
- Possible Police Citation for Disorderly Conduct;
- Possible loss of campus privileges.
- Possible DAEP placement

## **Tobacco and E-Cigarettes Prohibited**

### **Disciplinary consequences for possession or use\*:**

- ISS placement for 2 days;
- Police Citation
- Possible DAEP placement (repeat offenses)

\*Administration may change consequences based on circumstances of each offense.

## **Inappropriate Language and Displays**

Students who display symbols or other items that display racist connotations or otherwise create a disruption at the school will be asked to hide or remove these items, and may be subject to disciplinary actions.

## **Tardies**

### **(All Grade Levels)**

Reporting late to class is considered an interruption to instructional time and thus should be avoided at all times. A tardy occurs when a student has not crossed the classroom door's threshold upon completion of the tardy bell sounding. Students arriving to class after the tardy bell are to go immediately to the tardy kiosk located at the upstairs administration office, auditorium, arena, and learning cottage. Students will use their student ID number to generate a tardy slip that will admit them in to class. The tardy kiosk will automatically issue the tardy into skyward and issue a detention to be served by the student within 24 hours. Teachers will be validating tardy slips upon return of the student to their classroom. Students unable to serve consequences in the time frame will need to see the assistant principals' secretary before the date of the expected consequence has elapsed.

Ramifications for tardies shall be:

- 1<sup>st</sup> – 4<sup>th</sup> tardy per semester - Detention
- 5<sup>th</sup> -9<sup>th</sup> tardy per semester - Friday Night Reflection or Saturday School
- 10<sup>th</sup> tardy and beyond - One day of ISS per tardy and possible referral to truancy court.

Students who fail to serve a detention will receive Friday Night Reflection or Saturday School. Students who fail to attend Friday Night Reflection or Saturday School will receive ISS.

## **Truancy/Skipping**

Truancy/skipping is an **unexcused absence** from a class. Students have a responsibility to attend every class period for which they are scheduled and must get permission from their teacher to be absent or tardy from a class prior to missing. Any student who is sent to the office for any reason and does not report directly there shall be

subject to placement in ISS. Students given permission to go to a location by a staff member are to go directly there and back with no stops or variation in path in between. Students are to go to the closest bathroom to their classroom during class time. Students found wandering outside of permissible designated areas shall be subject to placement in ISS. Students coming to school late with an unexcused absence will be considered truant. Students must present a valid hall pass at any time when out of class. Truant students are subject to automatic placement in ISS. A student who is 20 minutes or more late to a class will be given an unexcused absence (in the absence of appropriate documentation/arrival at school) and assigned a detention through the tardy system. Students who skip a class entirely are subject to disciplinary actions including ISS and may be required to make-up missed hours of class per attendance policies or can be denied credit for a class in severe attendance circumstances.

Any student who is sent to the office for any reason and does not report directly there shall be subject to disciplinary actions, including placement in ISS. Students given permission to go to a location by a staff member are expected to go directly to that location, with no stops in between. Students found to have accessed locked or non-instructional areas (even if not locked), including, but not limited to storage areas/closets, unoccupied classrooms, instructional spaces, performance areas, athletic areas, and exterior spaces without permission shall be subject to disciplinary actions.

**Item 6C:** Consideration and possible action on approval of the Student Code of Conduct and Student Handbook updates recommended by TASB.

**Item 6D:** Consideration and possible action on approval of any district-wide class-size waivers for K-4.



# BUSINESS

**Item 7A:** Consideration and possible action on approval of the Financial Investment/Tax Reports.

**Prosper Independent School District  
Board Report - Investment Summary  
7/31/2019**

Various Bank Accounts	Average Yield	Interest Paid	Current Balance 7/31/2019	Last Year 7/31/2018
<b>TexPool Investments</b>				
General Fund	2.387%	\$ 132,171.03	\$ 60,789,384.24	\$ 41,130,991.79
Interest & Sinking	2.387%	\$ 63,351.49	\$ 31,304,158.05	\$ 21,510,478.34
New Capital Projects Fund	2.387%	\$ 473.34	\$ 233,907.61	\$ 2,688,430.57
<b>Total TexPool Investment Funds</b>		<b>\$ 195,995.86</b>	<b>\$ 92,327,449.90</b>	<b>\$ 65,329,900.70</b>
<b>Lone Star Investment Pool</b>				
Bond Funds - Land Purchase	2.371%	\$ 13,302.99	\$ 6,618,723.45	\$ 6,469,220.08
Bond Funds - 2017 Bond Sale	2.371%	\$ -	\$ -	\$ 3,448,050.88
Bond Funds - 2018 Bond Sale	2.371%	\$ -	\$ 0.20	\$ 187,035,399.32
Bond Funds - 2019 Bond Sale	2.371%	\$ 284,404.26	\$ 129,169,418.84	\$ -
<b>Total Lone Star Investment Pool</b>		<b>\$ 297,707.25</b>	<b>\$ 135,788,142.49</b>	<b>\$ 196,952,670.28</b>
<b>Independent Bank, Prosper</b>				
General Operating Fund - NOW	2.01%	\$ 17,113.53	\$ 9,849,464.92	\$ 11,983,124.05
Interest & Sinking Fund -NOW	2.01%	\$ 1,651.57	\$ 1,042,887.90	\$ 3,462,082.30
Worker's Compensation Fund-NOW	2.01%	\$ 46.50	\$ 27,220.02	\$ 31,080.41
Bond Funds - Bond 2014	2.01%	\$ 15,097.71	\$ 6,602,101.08	\$ 803,447.48
Capital/Construction Projects Fund	2.01%	\$ 3,013.20	\$ 1,579,914.53	\$ 2,420,641.30
Campus Activity Fund-NOW	2.01%	\$ 2,747.93	\$ 1,522,482.34	\$ 1,247,369.69
<b>Total Independent Bank Accounts</b>		<b>\$ 39,670.44</b>	<b>\$ 20,624,070.79</b>	<b>\$ 19,947,745.23</b>
Legacy Texas	2.52%	\$ 43,943.14	\$ 20,818,581.32	\$ 20,330,233.85
Farmers Bank and Trust	2.48%	\$ 43,127.63	\$ 20,763,919.45	\$ 20,287,696.63
<b>Total Operating &amp; Investment Accounts</b>		<b>\$ 620,444.32</b>	<b>\$ 290,322,163.95</b>	<b>\$ 322,848,246.69</b>
<b>Total By Funds:</b>				
General Funds			\$ 112,221,349.93	\$ 93,732,046.32
Interest & Sinking			\$ 32,347,045.95	\$ 24,972,560.64
Bond Funds			\$ 142,390,243.57	\$ 197,756,117.76
New Capital Projects Fund 2013			\$ 1,813,822.14	\$ 5,109,071.87
All Other Funds			\$ 1,549,702.36	\$ 1,278,450.10
<b>Total By Funds</b>			<b>\$ 290,322,163.95</b>	<b>\$ 322,848,246.69</b>
<b>Total Pledge Securities @ Independent Bank</b>			<b>\$ 37,500,000.00</b>	<b>\$ 37,500,000.00</b>

I, the approved investment Officer of Prosper ISD, hereby certify the Investment Report represents the investment portion of the District as of July 31, 2019 in compliance with the Board Investment Policy, the Public Funds Investment Act (Texas Government Code 2256), and the Generally Accepted Accounting Principles.

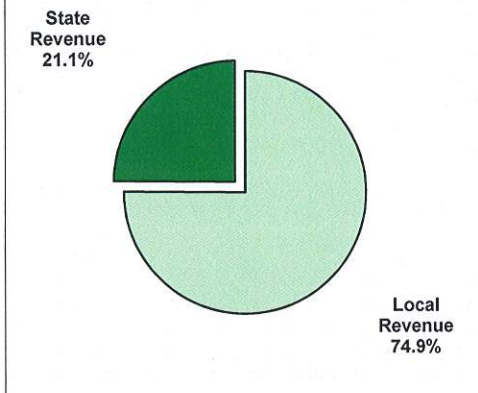
*Rusty Craig*

*July 31, 2019*

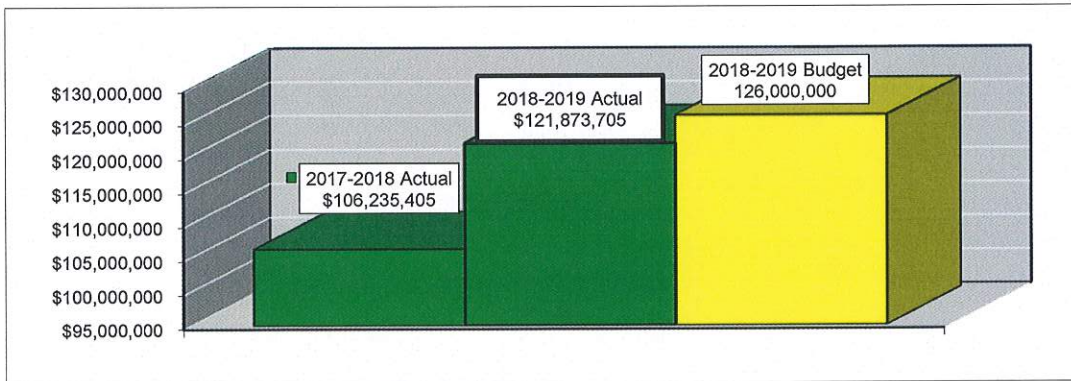
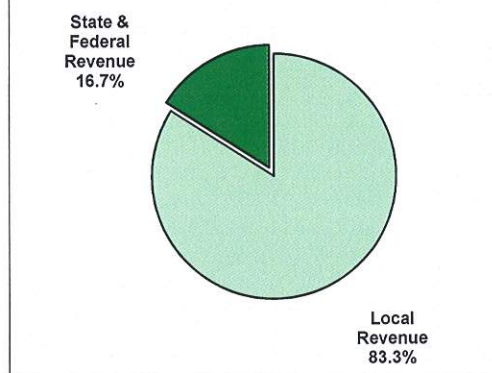
**Comparison of YTD Revenues  
2017-2018 and 2018-2019 School Year  
Board Report July 31, 2019**

General Fund 199	2017-2018 YTD	% To Budget	2018-2019 YTD	2018-2019 Budget Amount	% To Budget
Revenue					
Local Revenue	\$ 79,600,357.59	106.28%	\$ 101,528,276.66	\$ 99,000,000.00	102.55%
State Revenue	\$ 26,359,390.22	101.38%	\$ 19,319,327.14	\$ 26,500,000.00	72.90%
Add: Prior Yr Settle	\$ -	0.00%	\$ -	\$ -	0.00%
Add: Hardship Grant	\$ 10,000,000.00	0.00%	\$ 5,000,000.00	\$ -	0.00%
Federal Revenue	\$ 275,657.87	275.66%	\$ 1,026,100.99	\$ 500,000.00	205.22%
<b>Total Revenue</b>	<b>\$ 116,235,405.68</b>	<b>115.08%</b>	<b>\$ 126,873,704.79</b>	<b>\$ 126,000,000.00</b>	<b>100.69%</b>
Without Grant	\$ 106,235,405.68	105.18%	\$ 121,873,704.79	\$ 126,000,000.00	96.73%

**2017-2018 YTD**

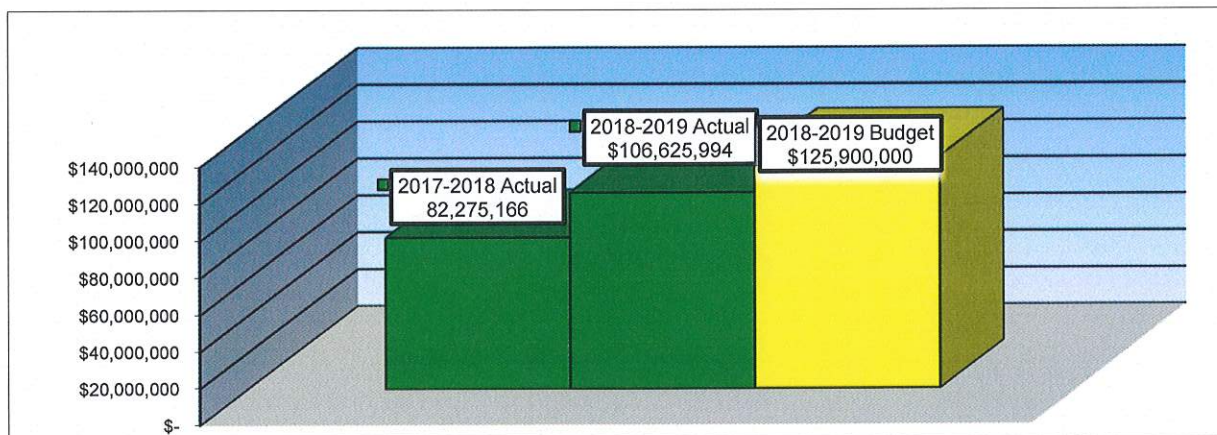
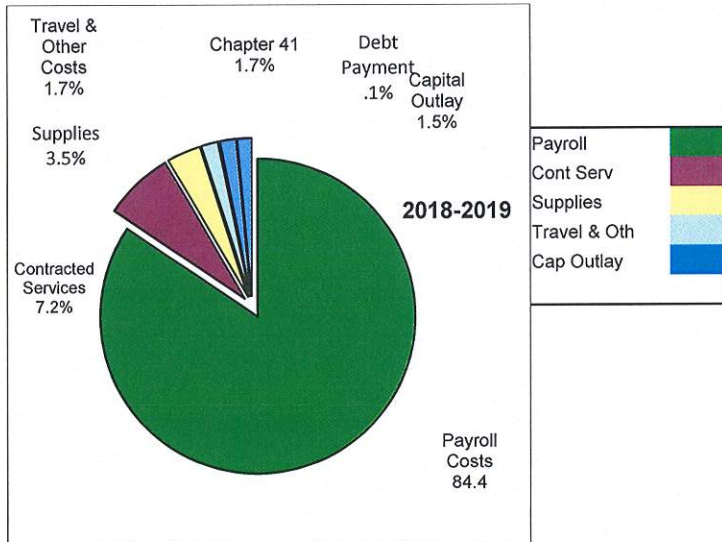
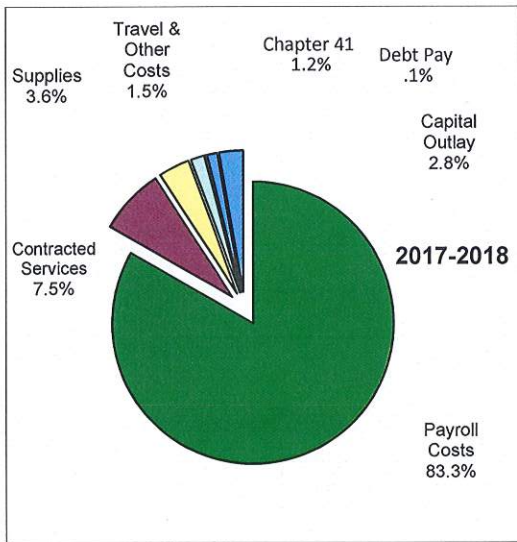


**2018-2019 YTD**



**Comparison of YTD Expenditures  
2017-2018 and 2018-2019 School Year  
Board Report as of July 31, 2019**

General Fund 199	2017-2018 YTD	% To Budget	2018-2019 YTD	2018-2019 Budget Amount	% To Budget	Under Budget With in Budget over Budget
<b>Expenditures</b>						
Payroll Costs	\$ 68,529,158.49	83.58%	\$ 90,019,038.43	\$ 103,023,717.00	87.38%	< 91% 91-93% 93%
Contracted Services	\$ 6,201,657.83	81.13%	\$ 7,637,299.49	\$ 9,585,467.00	79.68%	< 90% 90-92% 92%
Supplies	\$ 2,944,126.79	79.37%	\$ 3,683,884.16	\$ 4,711,637.00	78.19%	< 95% 95-97% 97%
Travel & Other Costs	\$ 1,270,244.32	63.67%	\$ 1,830,728.68	\$ 2,747,371.00	66.64%	< 95% 95-97% 97%
Debt Payment	\$ 106,512.50	12.39%	\$ 100,662.50	\$ 840,000.00	11.98%	< 25% 25-30% 30%
Chapter 41	\$ 964,757.00	82.11%	\$ 1,763,430.50	\$ 2,065,000.00	85.40%	< 80% 80-90% 90%
Capital Outlay	\$ 2,258,709.43	64.11%	\$ 1,590,950.49	\$ 2,926,808.00	54.36%	< 90% 90-95% 95%
<b>Net Expenditures</b>	<b>\$ 82,275,166.36</b>	<b>81.54%</b>	<b>\$ 106,625,994.25</b>	<b>\$ 125,900,000.00</b>	<b>84.69%</b>	< 92% 92-94% 94%



**Prosper Independent School District**  
**Consolidated Funds - General Fund, Food Service, Technology, Interest & Sinking and Athletic Activity Fund**  
7/31/2019

**ADOPTED BUDGETED FUNDS**

FUNDS 199	ORIGINAL ESTIMATED REVENUE	AMENDED REVENUE	ACTUAL REVENUE MONTH	ACTUAL REVENUE TO DATE	REVENUE BALANCE	PERCENT REALIZED	LAST Year %
Local revenue (5700)	\$ 99,000,000	\$ 99,000,000	\$ 650,750	\$ 101,528,277	\$ (2,528,277)	102.6%	106.3%
State Revenue (5800)	\$ 26,500,000	\$ 26,500,000	\$ 2,883,251	\$ 19,319,327	\$ 7,180,673	72.9%	101.4%
Federal Revenue (5900)	\$ 500,000	\$ 500,000	\$ 539,573	\$ 1,026,101	\$ (526,101)	205.2%	275.7%
<b>TOTAL REVENUE</b>	<b>\$ 126,000,000</b>	<b>\$ 126,000,000</b>	<b>\$ 4,073,574</b>	<b>\$ 121,873,705</b>	<b>\$ 4,126,295</b>	<b>96.7%</b>	<b>105.2%</b>

FUNDS 199	ORIGINAL BUDGET	AMENDED BUDGET	ENCUMBRANCE YTD	EXPENDITURES MONTH	EXPENDITURES YEAR-TO-DATE	BALANCE	PERCENT EXPENDED	LAST Year
<b>EXPENDITURES BY FUNCTION</b>								
11-Classroom Instruction	\$ 78,186,166	\$ 78,186,166	\$ -	\$ 2,221,621	\$ 66,443,904	\$ 11,742,262	85.0%	84.7%
12-Libraries	\$ 1,810,100	\$ 1,810,100	\$ -	\$ 25,577	\$ 1,450,004	\$ 360,096	80.1%	68.7%
13-Curriculum & Inst Staff	\$ 4,403,734	\$ 4,403,734	\$ -	\$ 400,032	\$ 3,703,752	\$ 699,982	84.1%	81.3%
21-Instructional Leadership	\$ 1,310,150	\$ 1,310,150	\$ -	\$ 83,075	\$ 1,080,933	\$ 229,217	82.5%	67.0%
23-Campus Administration	\$ 5,589,850	\$ 5,589,850	\$ -	\$ 455,281	\$ 5,094,084	\$ 495,766	91.1%	82.1%
31-Guidance & Counseling	\$ 2,532,120	\$ 2,532,120	\$ -	\$ 105,934	\$ 1,844,316	\$ 687,804	72.8%	72.0%
33-Health Services	\$ 999,730	\$ 999,730	\$ -	\$ 14,952	\$ 779,530	\$ 220,200	78.0%	67.8%
34-Student Transportation	\$ 5,755,600	\$ 5,755,600	\$ -	\$ 270,754	\$ 4,929,560	\$ 826,040	85.6%	75.5%
36-Co/Extra Curricular	\$ 2,462,550	\$ 2,462,550	\$ -	\$ 252,648	\$ 2,383,416	\$ 79,134	96.8%	86.7%
41-General Administration	\$ 2,750,000	\$ 2,750,000	\$ -	\$ 286,238	\$ 2,479,829	\$ 270,171	90.2%	82.4%
51-Maintenance	\$ 9,524,850	\$ 9,524,850	\$ -	\$ 916,617	\$ 8,454,013	\$ 1,070,837	88.8%	77.4%
52-Security Services	\$ 1,653,200	\$ 1,653,200	\$ -	\$ 131,411	\$ 1,297,379	\$ 355,821	78.5%	73.9%
53-Data Processing	\$ 4,621,950	\$ 4,621,950	\$ -	\$ 1,053,650	\$ 3,614,950	\$ 1,007,000	78.2%	82.4%
61-Community Services	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ 435	\$ 19,565	2.2%	43.2%
71-Debt Payment	\$ 840,000	\$ 840,000	\$ -	\$ -	\$ 100,663	\$ 739,337	12.0%	12.4%
81-Construction Projects	\$ 650,000	\$ 650,000	\$ -	\$ 23,355	\$ 344,430	\$ 305,570	53.0%	55.0%
91-Cont. Svc Between Schools	\$ 2,090,000	\$ 2,090,000	\$ -	\$ 293,905	\$ 1,769,361	\$ 320,639	84.7%	80.4%
99-Payment to Appraisal	\$ 700,000	\$ 700,000	\$ -	\$ -	\$ 855,436	\$ (155,436)	122.2%	98.6%
<b>Net Total 199 Fund</b>	<b>\$ 125,900,000</b>	<b>\$ 125,900,000</b>	<b>\$ -</b>	<b>\$ 6,535,050</b>	<b>\$ 106,625,995</b>	<b>\$ 19,274,005</b>	<b>84.7%</b>	<b>81.5%</b>

**Prosper Independent School District**  
**Consolidated Funds - General Fund, Food Service, Technology, Interest & Sinking and Athletic Activity Fund**  
7/31/2019

FUNDS 240 FOOD SERVICES FUND	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
<b>TOTAL REVENUE</b>	<b>\$5,300,000</b>	<b>\$5,300,000</b>	<b>\$4,871</b>	<b>\$0</b>	<b>\$4,804,111</b>	<b>\$495,889</b>	<b>90.6%</b>
<b>TOTAL EXPENDITURES</b>	<b>\$5,000,000</b>	<b>\$5,000,000</b>	<b>N/A</b>	<b>\$124,189</b>	<b>\$4,829,410</b>	<b>\$170,590</b>	<b>96.6%</b>

FUND 599 DEBT SERVICES FUND	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
<b>TOTAL REVENUE</b>	<b>\$40,000,000</b>	<b>\$40,000,000</b>	<b>\$202,062</b>	<b>N/A</b>	<b>\$41,685,604</b>	<b>-\$1,685,604</b>	<b>104.2%</b>
<b>TOTAL EXPENDITURES</b>	<b>\$39,600,000</b>	<b>\$39,600,000</b>	<b>N/A</b>	<b>\$0</b>	<b>\$22,225,011</b>	<b>\$17,374,989</b>	<b>56.1%</b>

FUND 224 - SPECIAL ED STATE FUNDING	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
<b>TOTAL REVENUE</b>	<b>\$1,365,955</b>	<b>\$1,407,563</b>	<b>\$14,783</b>	<b>N/A</b>	<b>\$1,081,573</b>	<b>\$325,990</b>	<b>76.8%</b>
<b>TOTAL EXPENDITURES</b>	<b>\$1,365,955</b>	<b>\$1,407,563</b>	<b>N/A</b>	<b>\$0</b>	<b>\$1,407,563</b>	<b>\$0</b>	<b>100.0%</b>

FUND 164 - ATHLETIC ACTIVITY LOCAL FUNDING	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
<b>TOTAL REVENUE</b>	<b>\$250,000</b>	<b>\$250,000</b>	<b>\$342</b>	<b>\$0</b>	<b>\$261,452</b>	<b>-\$11,452</b>	<b>104.6%</b>
<b>TOTAL EXPENDITURES</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>N/A</b>	<b>\$20,000</b>	<b>\$138,803</b>	<b>\$61,197</b>	<b>69.4%</b>

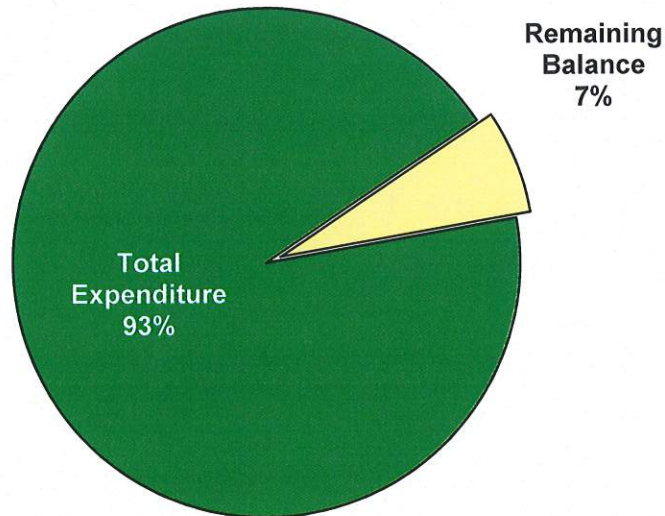
  

COMBINED FUNDS	BUDGET	BUDGET	REALIZED	EXPENDITURES	YEAR-TO-DATE	BALANCE	REC/EXP
<b>TOTAL REVENUE</b>	<b>172,915,955</b>	<b>172,957,563</b>	<b>4,295,632</b>	<b>N/A</b>	<b>169,706,445</b>	<b>3,251,118</b>	<b>98.1%</b>
<b>TOTAL EXPENDITURES</b>	<b>172,065,955</b>	<b>172,107,563</b>	<b>N/A</b>	<b>6,679,239</b>	<b>135,226,782</b>	<b>36,880,781</b>	<b>78.6%</b>

**Middle School #3**  
**Bill Hays Middle School**  
**Contract Price**  
**\$ 54,223,255.00**

Description	Expenditures Prior Years	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
<b>Contract Services</b>				
MS #3	\$ 172,402.38	\$ 279,177.50	\$ 451,579.88	\$ -
<b>Architect Fees</b>				
MS #3	\$ 1,598,713.89	\$ 268,312.75	\$ 1,867,026.64	\$ -
<b>Building Contractor</b>				Pogue Only
MS#3 - See Graph Below	\$ 29,548,913.56	\$ 20,624,274.00	\$ 50,173,187.56	\$ 4,050,067.44
<b>Subtotal</b>	\$ 31,320,029.83	\$ 21,171,764.25	\$ 52,491,794.08	\$ 4,050,067.44
<b>Other Costs:</b>				
Technology	\$ -	\$ 1,944,726.00	\$ 1,944,726.00	
Furniture	\$ -	\$ 1,550,766.00	\$ 1,550,766.00	
Supplies	\$ -	\$ 1,278,942.00	\$ 1,278,942.00	
<b>Sub Total</b>	\$ 31,320,029.83	\$ 25,946,198.25	\$ 57,266,228.08	\$ 4,050,067.44
<b>Grand Total</b>	\$ 31,320,029.83	\$ 25,946,198.25	\$ 57,266,228.08	\$ 4,050,067.44

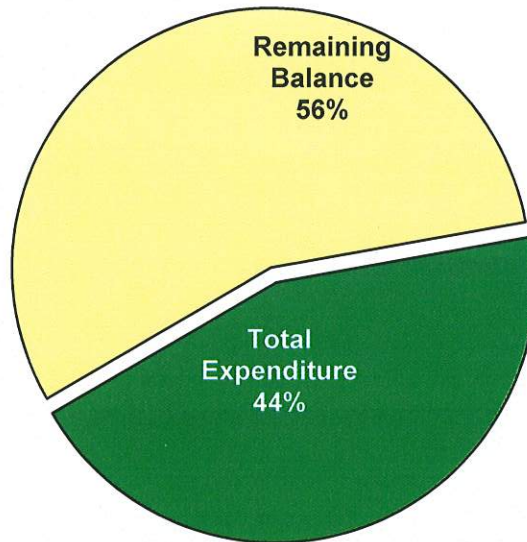
**Hays Middle School**  
**Bond Funds**  
**\$54,223,255**



**High School #2  
Rockhill High  
Contract Price  
\$ 199,671,350.00**

Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
<b>Contract Services</b>				
MS #3	\$ 1,696,470.64	\$ 736,400.00	\$ 2,432,870.64	\$ -
<b>Architect Fees</b>				
MS #3	\$ 7,293,576.80	\$ 983,624.00	\$ 8,277,200.80	\$ -
<b>Building Contractor</b>				Pogue Only
MS#3 - See Graph	\$ 10,589,457.39	\$ 78,053,897.06	\$ 88,643,354.45	\$ 111,027,995.55
<b>Subtotal</b>	\$ 19,579,504.83	\$ 79,773,921.06	\$ 99,353,425.89	\$ 111,027,995.55
<b>Other Costs:</b>				
Technology	\$ -	\$ -		
Furniture	\$ -	\$ -		
<b>Sub Total</b>	\$ 19,579,504.83	\$ 79,773,921.06	\$ 99,353,425.89	\$ 111,027,995.55
<b>Grand Total</b>	\$ 19,579,504.83	\$ 79,773,921.06	\$ 99,353,425.89	\$ 111,027,995.55

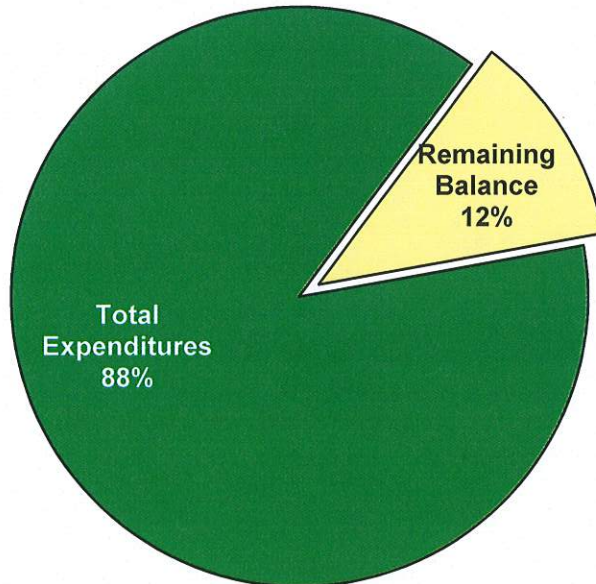
**Rockhill High School  
Bond Funds Project  
\$199,671,350**



**Prosper ISD  
Stadium Project  
Contract Price  
\$ 51,955,486.00**

Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
<b>Contract Services</b>				
Stadium	\$ 154,882.13	\$ 109,608.87	\$ 264,491.00	\$ -
<b>Architect Fees</b>				
Stadium	\$ 3,575,527.83	\$ 400,051.49	\$ 3,975,579.32	\$ -
<b>Building Contractor</b>		\$ -		Pogue Only
Stadium -	\$ 17,445,623.13	\$ 28,270,935.55	\$ 45,716,558.68	\$ 6,238,927.32
<b>Subtotal</b>	\$ 21,176,033.09	\$ 28,780,595.91	\$ 49,956,629.00	\$ -
<b>Other Costs:</b>				
Daktronics	\$ -	\$ 1,710,934.16	\$ 1,710,934.16	
Technology		\$ 184,622.00	\$ 184,622.00	
Furniture	\$ -	\$ 87,604.00	\$ 87,604.00	
<b>Sub Total</b>	\$ 21,176,033.09	\$ 30,763,756.07	\$ 51,939,789.16	\$ 6,238,927.32
<b>Grand Total</b>	\$ 21,176,033.09	\$ 30,763,756.07	\$ 51,939,789.16	\$ 6,238,927.32

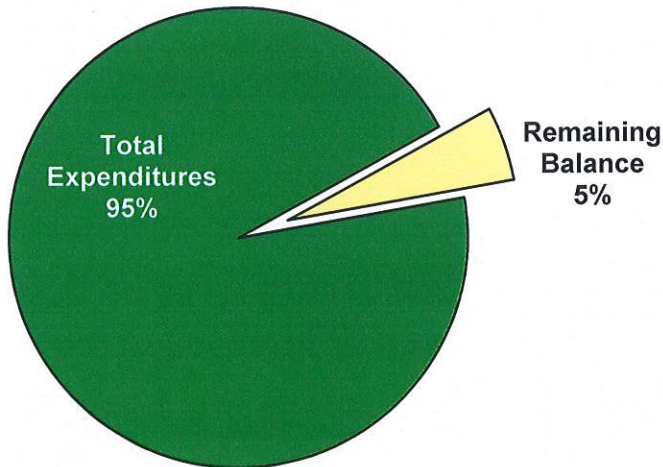
**PISD Stadium  
Bond Funds 2017  
\$51,955,486**



**Prosper ISD  
Natatorium Project  
Contract Price  
\$ 13,731,917.00**

Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
<b>Contract Services</b>				
Stadium	\$ 335,304.07	\$ 65,406.18	\$ 400,710.25	\$ -
<b>Architect Fees</b>				
Stadium	\$ 449,428.20	\$ 149,589.50	\$ 599,017.70	\$ -
<b>Building Contractor</b>				
Stadium -	\$ 2,642,551.86	\$ 10,373,912.99	\$ 13,016,464.85	\$ 715,452.15
<b>Sub-Total</b>	\$ 3,427,284.13	\$ 10,588,908.67	\$ 14,016,192.80	\$ -
<b>Other Costs:</b>				
Technology	\$ -	\$ 42,736.00	\$ 42,736.00	
Equipment	\$ -	\$ 64,821.00	\$ 64,821.00	
<b>Sub Total</b>	\$ 3,427,284.13	\$ 10,696,465.67	\$ 14,123,749.80	\$ 715,452.15
<b>Grand Total</b>	\$ 3,427,284.13	\$ 10,696,465.67	\$ 14,123,749.80	\$ 715,452.15

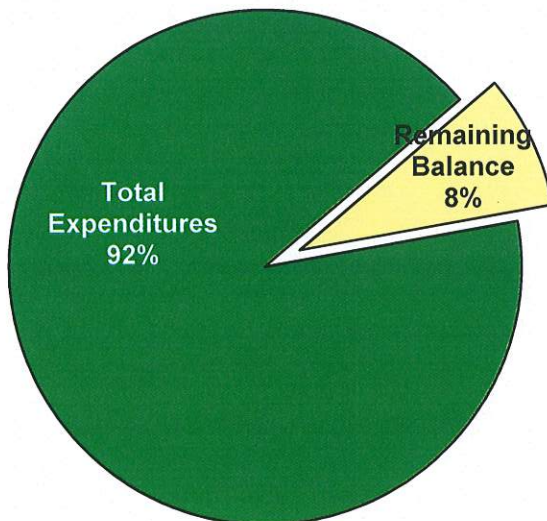
**PISD Natatorium  
Bond Funds Project  
\$13,731,917**



**Prosper ISD  
Elementary #10 - Furr Campus  
Contract Price  
\$ 19,395,617.00**

Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
<b>Contract Services</b>				
Elementary #10	\$ 124,797.81	\$ 80,862.00	\$ 205,659.81	\$ -
<b>Architect Fees</b>				
Elementary #10	\$ 953,395.41	\$ 215,704.04	\$ 1,169,099.45	\$ -
<b>Building Contractor</b>				
Elementary #10	\$ 363,332.24	\$ 17,396,156.93	\$ 17,759,489.17	\$ 1,636,127.83
Pogue Only				
<b>Sub-Total</b>	\$ 1,441,525.46	\$ 17,692,722.97	\$ 19,134,248.43	
		\$ -		\$ -
<b>Other Costs:</b>				
<b>Technology</b>	\$ -	\$ 1,063,467.00	\$ 1,063,467.00	
<b>Furniture</b>	\$ -	\$ 620,177.00	\$ 620,177.00	
<b>Sub Total</b>	\$ 1,441,525.46	\$ 19,376,366.97	\$ 20,817,892.43	\$ 1,636,127.83
<b>Grand Total</b>	\$ 1,441,525.46	\$ 19,376,366.97	\$ 20,817,892.43	\$ 1,636,127.83

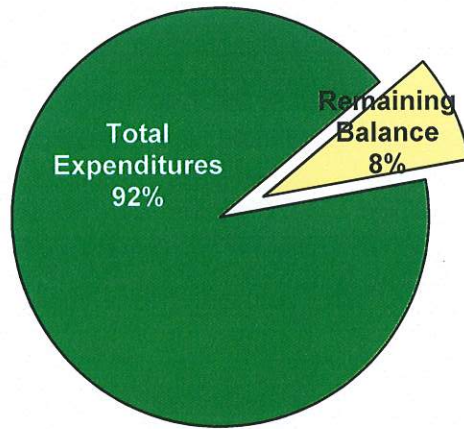
**Elementary #10 - Furr Elementary  
Bond Funds Project  
\$19,395,617**



**Prosper ISD**  
**Elementary #11 - Stuber Campus**  
**Contract Price**  
**\$ 21,706,058.00**

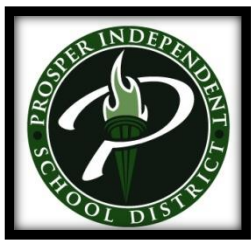
Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
<b>Contract Services</b>				
Elementary #11	\$ 166,887.32	\$ 115,196.00	\$ 282,083.32	\$ -
<b>Architect Fees</b>				
Elementary #11	\$ 202,290.16	\$ 302,775.69	\$ 505,065.85	\$ -
<b>Building Contractor</b>				
Elementary #11	\$ 501,239.50	\$ 19,400,539.00	\$ 19,901,778.50	\$ 1,804,279.50
<b>Sub-Total</b>				
	\$ 870,416.98	\$ 19,818,510.69	\$ 20,688,927.67	\$ -
<b>Other Costs:</b>				
Technology	\$ -	\$ 1,066,855.00	\$ 1,066,855.00	
Furniture	\$ -	\$ 669,623.00	\$ 669,623.00	
<hr/>				
<b>Sub Total</b>	<b>\$ 870,416.98</b>	<b>\$ 21,554,988.69</b>	<b>\$ 22,425,405.67</b>	<b>\$ 1,804,279.50</b>
<hr/>				
<b>Grand Total</b>	<b>\$ 870,416.98</b>	<b>\$ 21,554,988.69</b>	<b>\$ 22,425,405.67</b>	<b>\$ 1,804,279.50</b>

**Elementary #11 - Stuber Elementary**  
**Bond Funds Project**  
**\$21,706,058**



**Item 7A:** Consideration and possible action on approval of the Financial Investment/Tax Reports.

**Item 7B:** Consideration and possible action on approval of any budget amendments.



# Action Item

**Date:** August 19, 2019

**Division:** Business Office

**Subject:** Budget amendments to close out the 2018-2019 fiscal year.

Reallocation of adopted budget between functions is necessary to recognize additional revenue and expenditures and allow for the reclassification of expenditures.

	Revenue	Appropriation		Revenue	Appropriation
Fund/Function	Incr (Decr)	Incr (Decr)	Fund/Function	Incr (Decr)	Incr (Decr)
<b>Fund 199-General Operating</b>			<b>Fund 240-Food Service</b>		
00- TRS On Behalf	635,000		00-Revenue	-	
11-Instruction		-2,515,000	35-Child Nutrition		100,000
12-Library		75,000			
13-Prof Dev		75,000	<b>Fund 599-Debt Service</b>		
21-Instruct Admin		225,000	00-Revenue	1,900,000	
23-Campus Admin		275,000	71-Debt Svc		1,950,000
31-Counselors		-150,000			
33-Health Svcs		150,000	<b>Fund 164-Athletic Activities</b>		
34-Transportation		-25,000	00-Revenue	30,000	
36-Co-Curricular		550,000	36-Co-Curricular		-
41-Gen Admin		275,000			
51-Maintenance		210,000			
52-Security		165,000			
53-Data Svcs		-175,000			
61-Comm Svcs		25,000			
71-Debt Svc		40,000			
81-Construction		150,000			
91-Contract Instr Svcs		325,000			
93-Shared Svcs		0			
99-Inter-Govt		325,000			
TOTAL	635,000	-	TOTAL	1,930,000	2,050,000

**Item 7B:** Consideration and possible action on approval of any budget amendments.

**Item 7C:** Consideration and possible action on approval to purchase diesel and propane fuel for 2019-2020 school year.



# Action Item

**Date:** August 19, 2019

**Division:** Business Office

**Subject: Fuel Bid**

Background

The district solicited bids for fuel purchases (unleaded, diesel, and propane) for September 1, 2019 to August 31<sup>st</sup>, 2020. Invitations were sent to 34 agencies with 4 vendors responding. The bid tabulation is as follows:

FUEL BID TABULATION

	<u>DOUGLASS</u>	<u>SUNCOAST</u>	<u>MARTIN</u>	<u>NORTHWEST</u>
DIESEL	\$ 178,104.00	\$ 174,739.00	\$ 174,184.00	
UNLEADED	\$ 54,062.00	\$ 53,474.00	\$ 53,305.00	
DELIVERY FEE	\$ 1,440.00	\$ -	\$ 1,440.00	
TANK MONITORS	\$ -	\$ 960.00	\$ -	
SERVICE FEE	\$ -	\$ 300.00	\$ 800.00	
	<u>\$ 233,606.00</u>	<u>\$ 229,473.00</u>	<u>\$ 229,729.00</u>	
 <i>PROPANE</i>	 \$ 215,409.60	 \$ -	 \$ -	 \$ 208,412.00

\*\*SUNCOAST IS LOWEST BID FUEL

\*\*NORTHWEST IS LOWEST BID PROPANE

Recommendation

The administration recommends approval of Suncoast for fuel, and Northwest for propane for a period of one year, with four possible one-year renewals.

**Item 7C:** Consideration and possible action on approval to purchase diesel and propane fuel for 2019-2020 school year.

**Item 7D:** Consideration and possible approval to adopt an update to FFAC (Local) as it pertains to Wellness and Health Services.



## Action Item

**Date:** August 1, 2019  
Instruction

**Division:** Curriculum and

**Subject:** Updated to Prosper ISD Board Policy FFAC(LOCAL)

The Curriculum and Instruction Department is seeking approval of FFAC (LOCAL). The update to the policy updates the policy in the area of administering medication. The revisions to the policy tightly aligns to the verbiage in the Prosper ISD Student Handbook and medical forms provided to parents.



## PROPOSED REVISIONS

**Student Illness** Procedures shall be established by the administration to ensure that proper attention is given to any student who becomes ill during the course of a school day.

**Accidents Involving Students** Emergency procedures shall be established by the administration to ensure proper attention for any student injured at school. Records shall be maintained on all accidents that require the attention of a medical doctor.

**Emergency Treatment Forms** Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law.

**Administering Medication** No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as provided below.

Provided by Parent Employees authorized by the Superintendent or designee may administer to students:

1. Prescription medication in accordance with legal requirements. [See FFAC(LEGAL)] ~~If Ritalin is to be administered to a student, the student's parents shall be required to bring Ritalin to the student's campus.~~

~~1.2.~~ **Nonprescription medication, upon a parent's written request, when properly labeled and in the original container, and in accordance with administrative procedures communicated in the student handbook.**

~~Nonprescription medication, herbal substances, or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities.~~

~~2.3.~~ **Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities.**

Provided by District  
**At School** **The District shall purchase nonprescription medication that may be administered to a student at school. Only a licensed nurse or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:**

1. **The student's parent has given prior written consent for medication to be administered; and**

2. The administration of a medication by a licensed nurse is in accordance with a standing order provided by a physician licensed to practice medicine in the state of Texas.

*In the Athletic Program*

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. The student's parent has given prior written consent for medication to be administered; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

*Provided by District*

- ~~3. Nonprescription medication provided only on an emergency basis by the District and consistent with:
  - a. Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and
  - b. Parental consent given on the emergency treatment form.~~

**Psychotropics**

Except as permitted by Education Code 38.016, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

**Item 7D:** Consideration and possible approval to adopt an update to FFAC (Local) as it pertains to Wellness and Health Services.

**Item 7E:** Consideration and possible approval of lifeguard services for the PISD Natatorium.

**Item 7F:** Consideration and possible approval to of granting authority to certain individuals to sign employee service records.



## BOARD OF TRUSTEES AGENDA ITEM

**YOUR NAME:**

Todd Shirley \_\_\_\_\_

**SCHOOL OR DEPARTMENT:**

Human Resources \_\_\_\_\_

**DATE:** August 5, 2019

**ITEM :**                    **Authority to Sign Service Records**

Request to give Todd Shirley the authority to sign service records. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Item   X   or Information Item \_\_\_\_\_

**BACKGROUND INFORMATION:**

I am requesting to have Todd Shirley be authorized to sign service records.

**RECOMMENDATION:**

Give Todd Shirley the authority to sign service records.

**COMMENTS:**

\_\_\_\_\_

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**Item 7F:** Consideration and possible approval to of granting authority to certain individuals to sign employee service records.

**Item 7G:** Consideration and possible action on approval of certifications of anticipated collection rate and excess debt collections.



**Kenneth L. Maun**  
**Tax Assessor-Collector**  
**Collin County**  
**2300 Bloomdale Road, Suite 2366**  
**P.O. Box 8006**  
**McKinney, TX 75070-8006**  
**(972) 547-5020**  
Email: [kmaun@collincountytexas.gov](mailto:kmaun@collincountytexas.gov)

July 9, 2019

Drew Watkins, Superintendent  
Prosper Independent School District  
605 E. 7th Street  
Prosper, TX 75078

Dear Dr. Watkins,

In accordance with Texas Property Tax Code, Section 26.04, I hereby certify that:

The anticipated collection rate for 2019 will be 100%.

There were no excess debt collections for 2018, as the anticipated collection rate for 2018 was 100%, and collections exceeded that amount.

I, Kenneth L. Maun, Tax Assessor-Collector of Collin County, hereby certify that the above statements are true and correct to the best of my knowledge.

Sincerely,

Kenneth L. Maun  
Tax Assessor-Collector

KLM:ket

cc: Rusty Craig

*This letter is a required notice by Texas Property Tax Code, Section 26.04. No action or response is required.*

**Item 7G:** Consideration and possible action on approval of certifications of anticipated collection rate and excess debt collections.

**Item 7H:** Consideration and possible action on approval of the PISD annual budget for 2019-2020.



## Action Item

**Date:** August 19, 2019

**Division:** Business Office

**Subject: PISD Annual Budget Adoption for 2019-2020**

Consideration and approval of the 2019-2020 General Fund, Debt Service Fund, and Food Service Fund budgets.

The Texas Education Code (TEC) and the Texas Education Agency (TEA) require that the Official district budget be adopted at the fund and function level and must include the General Fund, Debt Service Fund, and Food Service Fund.

Note: the General Fund budget for adoption includes the Athletics Activity Fund, General Operating, and TRS On Our Behalf.

**Item 7H:** Consideration and possible action on approval of the PISD annual budget for 2019-2020.

**Item 7I:** Consideration and possible action on approval of designation of CFO and Director of Business Services as investment officers.



## Action Item

**Date:** August 19, 2019

**Division:** Business Office

**Subject:** Designation of Investment Officers

### Background

In accordance with Texas Government Code 2256.005(f) and board policy CDA (Local), the District shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. Authority granted to a person to invest the District's funds is effective until rescinded by the District or until termination of the person's employment by the District.

### Recommendation

The attached resolution designates the Chief Financial Officer and Director of Business Services as investment officers.

RESOLUTION DESIGNATING INVESTMENT OFFICERS  
PROSPER INDEPENDENT SCHOOL DISTRICT

WHEREAS, Prosper Independent School District (the "District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees has convened on this date at a meeting open to the public and wishes to designate investment officers for the District as referenced in board policy CDA(Local); Now, Therefore,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE PROSPER INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: The primary investment officer is hereby designated as the Chief Financial Officer (Annette Folmar) with full authority to invest funds on behalf of the District.

Section 2: Additional investment officer(s) are hereby designated as the Director of Business Services (Rusty Craig).

Section 3: The provisions of the Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

PASSED AND APPROVED this 19th day of August 2019.

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Jim Bridges, President  
Prosper ISD Board of Trustees

ATTEST:

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Michelle McBride, Secretary  
Prosper ISD Board of Trustees

**Item 7I:** Consideration and possible action on approval of designation of CFO and Director of Business Services as investment officers.

**Item 7J:** Consideration and possible approval of CFO, Annette Folmar, as an authorized representative for the investment pools.



## Action Item

**Date:** August 19, 2019

**Division:** Business Office

**Subject:** Add Authorized Representative at Lonestar and Texpool

Adding Annette Folmar as an authorized representative for the Lonestar and Texpool investment pools.

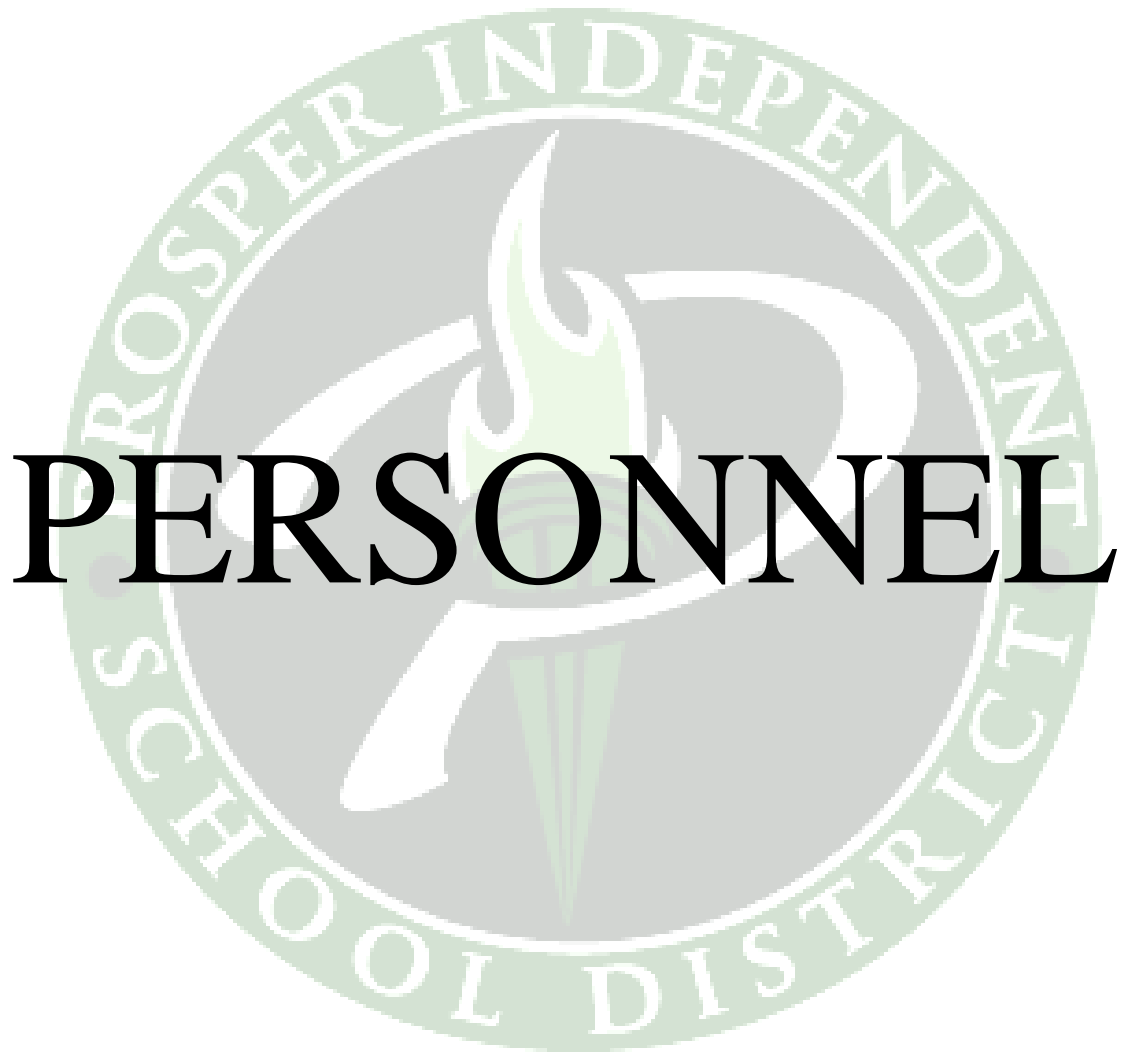
**Item 7J:** Consideration and possible approval of CFO, Annette Folmar, as an authorized representative for the investment pools.

# EXECUTIVE SESSION

The School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

- 551.071 Private consultation with the Board's attorney.**
- 551.072 Discussing purchase, exchange, lease, or value of real property.**
- 551.073 Discussing negotiated contracts for prospective gifts or donations.**
- 551.074 Discussing personnel or to hear complaints against personnel.**
- 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.**
- 551.082 Considering discipline of a public school child, or complaint or charge against personnel.**
- 551.083 Considering the standards, guidelines, terms or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.**
- 551.084 Excluding witnesses from a hearing.**

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either the open meeting covered by the Notice upon the reconvening of the public meeting or at a subsequent public meeting of the School Board.



# PERSONNEL

# Prosper ISD Educator Profile

The collective stakeholders and communities that serve Prosper ISD strive for the Prosper ISD Educator to be a model for the students of the district in their academic abilities and drive, in their constant pursuit of challenges and learning opportunities, in their well-rounded experiences, in their fair and respectful treatment of others, and in their contributions towards the community through their involvement.

## 1 EXHIBITS ACADEMIC READINESS

The Prosper ISD Educator provides a challenging curriculum to the student, helping him or her to pursue academic success in all levels of education, culminating in a successful transition to college, career or the workforce. The educator provides classroom experiences that match the student's strengths and interests, as well as challenges the mind, imagination, feelings and social skills. The educator encourages the student to think critically and to express ideas clearly through multiple expressions in order to develop an academic skill set that allows for mastery of appropriate and rigorous coursework. The educator models self-discipline, initiative, creativity and personal integrity.

## 2 SEEKS THE OPPORTUNITIES & CHALLENGES OF LEARNING

The Prosper ISD Educator provides the student with opportunities to learn and grow as well as be reflective and self-evaluative through a diverse background of formational experiences. The educator offers a safe haven for the mistakes and false starts inherent in learning, teaching the student that intellectual risk-taking and resiliency are necessary for growth. The educator enables growth in an ever changing digital learning and global society. Further, the educator treats the student with respect and dignity. The educator models this by seeking opportunities for their own growth personally and professionally.

## 5 DEMONSTRATES WELL-ROUNDED CHARACTERISTICS

The Prosper ISD Educator appreciates the variety of talents and gifts that each student displays, providing opportunities for the student to excel in areas of interest, which may include: art, music, UIL, the stage, career training, and the athletic fields. The educator promotes aesthetic and physical development as essential to an education and supports activities in the competitive arena that promote teamwork, leadership, responsibility, integrity, humility, and physical and emotional fitness. The educator models this by getting involved in supporting student growth as a sponsor, coach or facilitator in areas of enrichment. The educator also models physical and emotional health through their daily habits.

## 3 VALUES HONORING & RESPECTING OF OTHERS

The Prosper ISD Educator displays honor in his or her actions and words. The educator stresses and models the importance and use of Respect, Encouragement, Appreciation, Communication and Honor, respecting differing ideas and opinions while clinging to their own values. The educator conscientiously chooses to act in accordance with the principle, "Treat others as you wish to be treated" in their interactions with students, teachers, administrators, parents and community members in a variety of settings.

## 4 CONTRIBUTES TOWARDS COMMUNITY THROUGH INVOLVEMENT

The Prosper ISD Educator displays ethical thinking and ethical action in the classroom and on campus and lives the principle of responsibility to community, which is learned through involvement in a cause or service. The educator models for the student a desire to put others before self, responding in love and service to those in need and striving to move beyond self-interest or self-centeredness in relationships with others.

