



Agenda of Special Session August 13, 2024 The Board of Trustees Wichita Falls Independent School District

In Compliance with the Texas Government Code, Chapter 551, Subchapter C, the Board of Trustees of the Wichita Falls Independent School District will meet for a Special Session at 12:00 PM, on August 13, 2024, in the Board Room at the Education Center, 1104 Broad St, Wichita Falls, TX 76301.

The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

I. CALL TO ORDER AND OPENING STATEMENT

II. INVOCATION

III. PUBLIC COMMENT

Public comments at Special Sessions are limited to items listed on the agenda.

IV. REPORTS OR SPECIAL DISCUSSION ITEMS

A. Construction Update for WF Legacy High School and WF Memorial High School

V. FINANCIAL SERVICES

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C. One Time Payment 13

D. Purchase of NWEA MAP Growth K-12 14

E. Purchase of Police Vehicles 17

F. Region 9 Education Service Center Contract for 2024-2025 18

VI. SCHOOL ADMINISTRATION

A. Innovative Course Offering - Kinesiology I and II 20

VII. DISTRICT OPERATIONS

A. Resolution Regarding Extracurricular Status of 4-H Organizations 21

B. Junior FFA Extracurricular Status 26

C. Adult Breakfast and Lunch Price Increase for the 2024-25 School Year 27

D. Annual Review of Local Policies - 1st Reading 28

E. Student Code of Conduct 48

VIII. HUMAN RESOURCES

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B. Applicant Pool 99

IX. BOARD MATTERS

A. Consider and Adopt Order of Election for the November 5, 2024 Election for Board of Trustees Representing Single Member District 2, District 4, and At-Large Position 104

B. Joint Election Agreement and Election Services Agreement Between the Wichita Falls ISD and Wichita County for the November 5, 2024 Election

C. Minutes from July Meetings 108

D. Upcoming Events

E. Closed Session:

1. Personnel Matters Including the Appointment, Evaluation, Reassignment, Duties, Discipline, Dismissal and/or Compensation of Individual District Employees (*Pursuant to Texas Government Code 551.074*)

2. Deliberations on Nonrenewal of Term Contract Teacher Gene

Silverstrand (Pursuant to Texas Government Code 551.074)

F. Open Session:

1. Consideration and Possible Action Regarding the Nonrenewal of Term Contract
Teacher Gene Silverstrand

X. ADJOURNMENT

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

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on Friday, August 9, 2024 at 2:00 pm.

For the Board of Trustees

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	June, 2024 Final Budget Amendments
Administrator Responsible:	Leah Horton, Chief Financial Officer
Attachments:	Attachment
 <input checked="" type="checkbox"/> Action Needed <input type="checkbox"/> Future Action <input type="checkbox"/> Information <input type="checkbox"/> Report	

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approves the attached budget amendments to the 2023-2024 budgets, as detailed on the attached Budget Amendment report. These amendments are submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

Budgeted funds that are transferred between functions, as well as increases/decreases to the district's legally adopted budgets, require Board approval in the form of a budget amendment.

Fiscal Note:

General Operating revenues increased by \$5,980,000 and expenditures increased by \$5,980,000 resulting in a balanced budget.

Food Service revenues and expenditures reflect no change resulting in a deficit budget of \$2,140,080.

There are no proposed amendments to the Debt Service budget.

The detail of the proposed amendments and cross-function transfers is reflected on the attached Budget Amendment report.

Memorandum

To: Dr. Donny Lee, Superintendent
From: Leah Horton, Chief Financial Officer
Date: August 13, 2024
Subject: June 2024 Budget Amendments/Revisions - Final

General Operating Fund (199) Please approve the following inter-functional budget transfers:

General Operating Fund (181/199): Please approve the following budget revisions to appropriate additional revenue and expenditures:

Campus/Dept. - Revenue	Account	Amount
740 – Chief Financial Officer To increase state revenue	199 R 00 5812 00 000 0 00 000	\$4,700,000
740 – Chief Financial Officer To increase interest income	199 R 00 5742 00 000 0 00 000	\$1,280,000

Campus/Dept. – Expense	Account	Amount
Function 11 - EOY	199 E 11 6119 00 XXX 0 11 000	\$4,800,000
Function 36 - EOY	199 E 36 6119 00 XXX 0 99 000	\$ 200,000
Function 41 - EOY	199 E 41 6116 00 XXX 0 99 000	\$ 10,000
Function 51 - EOY	199 E 51 6XXX 00 XXX 0 99 000	(\$ 810,000)
Function 52 - EOY	199 E 52 6129 00 XXX 0 99 000	\$ 80,000
Function 81 - EOY	199 E 81 6629 00 011 0 99 000	\$ 850,000
Function 81 - EOY	199 E 81 6629 00 012 0 99 000	\$ 850,000

Attached spreadsheet(s) reflect the impact to the budget.

**Wichita Falls Independent School District
General Operating Fund Budget
Final - 6/30/2024**

	Original Operating Fund 199 June	Proposed Transfers & Revisions Increase/ (Decrease)	Amended Operating Fund 199 June
Revenues:			
5700 - Local Revenues	\$ 43,998,577	\$ 1,280,000	\$ 45,278,577
5800 - State Program Revenues	82,910,091	4,700,000	87,610,091
5900 - Federal Program Revenues	2,215,000	-	2,215,000
Total Revenues	<u>\$ 129,123,668</u>	<u>\$ 5,980,000</u>	<u>\$ 135,103,668</u>
Expenditures			
11 - Instruction	\$ 68,298,814	4,800,000	\$ 73,098,814
12 - Instructional Resources and Media Services	1,517,295	-	1,517,295
13 - Curriculum and Instructional Staff Development	692,477	-	692,477
21 - Instructional Leadership	2,173,121	-	2,173,121
23 - School Leadership	7,287,134	-	7,287,134
31 - Guidance, Counseling and Evaluation Services	3,995,882	-	3,995,882
32 - Social Work Services	285,027	-	285,027
33 - Health Services	1,948,447	-	1,948,447
34 - Student Transportation	5,390,900	-	5,390,900
35 - Food Service	32,618	-	32,618
36 - Cocurricular/Extracurricular Activities	3,743,065	200,000	3,943,065
41 - General Administration	4,894,853	10,000	4,904,853
51 - Plant Maintenance and Operations	16,446,279	(810,000)	15,636,279
52 - Security and Monitoring Services	1,633,521	80,000	1,713,521
53 - Data Processing Services	3,849,520	-	3,849,520
61 - Community Services	21,278	-	21,278
71 - Debt Service	1,103,600	-	1,103,600
81 - Facilities Acquisition and Construction	5,084,461	1,700,000	6,784,461
93 - Payments to Fiscal Agent	100,000	-	100,000
95 - Payments to JJAEP	40,000	-	40,000
99 - Other Intergovernmental Charges	763,152	-	763,152
Total Expenditures	<u>\$ 129,301,442</u>	<u>\$ 5,980,000</u>	<u>\$ 135,281,442</u>
Other Financing Sources (Uses)			
Sale of Real & Personal Property	\$ 10,000	\$ -	\$ 10,000
Transfer in from Food Service Fund	342,776	-	342,776
Transfer to Capital Projects for Stadium Maintenance	(75,000)	-	(75,000)
Transfer to Capital Projects for Athletics	(50,000)	-	(50,000)
Transfer to Capital Projects for Fine Arts	(50,000)	-	(50,000)
	-	-	-
Excess (Deficiency) of Revenues Over Expenditures	<u>\$ 0</u>	<u>\$ -</u>	<u>\$ 0</u>

**Wichita Falls Independent School District
Food Service Budget
Final - 6/30/2024**

	Original Child Nutrition Funds 240 & 242 June	Increase/ (Decrease)	Amended Child Nutrition Funds 240 & 242 June
Revenues:			
Local Revenues	\$ 844,581	\$ -	\$ 844,581
State Program Revenues	36,000	-	36,000
Federal Program Revenues	7,111,432	-	7,111,432
Total Revenues	\$ 7,992,013	\$ -	\$ 7,992,013
Expenditures			
Instruction			
Instructional Resources and Media Services			
Curriculum and Instructional Staff Development			
Instructional Leadership			
School Leadership			
Guidance, Counseling and Evaluation Services			
Health Services			
Student Transportation			
Food Services	\$ 7,421,337	\$ 2,367,980	\$ 9,789,317
Cocurricular/Extracurricular Activities			
General Administration			
Plant Maintenance and Operations			
Security and Monitoring Services			
Data Processing Services			
Community Services			
Facilities Acquisition and Construction			
Payments to Fiscal Agent			
Other Intergovernmental Charges			
Total Expenditures	\$ 7,421,337	\$ 2,367,980	\$ 9,789,317
Other Financing Sources (Uses)			
Operating Transfers In			
Operating Transfers Out to General Operating Fund	\$ (342,776)	\$ -	\$ (342,776)
Excess (Deficiency) of Revenues Over Expenditures	\$ 227,900	\$ (2,367,980)	\$ (2,140,080)

**Wichita Falls Independent School District
Debt Service Budget
Final - 6/30/2024**

	Original Debt Service Fund 599 June	Increase/ (Decrease)	Amended Debt Service Fund 599 June
Revenues:			
Local Revenues	\$ 23,614,035	\$ -	\$ 23,614,035
State Program Revenues	0	-	0
Federal Program Revenues			
Total Revenues	\$ 23,614,035	\$ -	\$ 23,614,035
Expenditures			
Instruction			
Instructional Resources and Media Services			
Curriculum and Instructional Staff Development			
Instructional Leadership			
School Leadership			
Guidance, Counseling and Evaluation Services			
Health Services			
Student Transportation			
Food Services			
Cocurricular/Extracurricular Activities			
General Administration			
Plant Maintenance and Operations			
Security and Monitoring Services			
Data Processing Services			
Community Services			
Debt Service	\$ 22,019,483		\$ 22,019,483
Facilities Acquisition and Construction			
Payments to Fiscal Agent			
Total Expenditures	\$ 22,019,483	\$ -	\$ 22,019,483
Other Financing Sources (Uses)			
Sale of Bonds			
Excess (Deficiency) of Revenues Over Expenditures	\$ 1,594,552	\$ -	\$ 1,594,552

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	July, 2024 Budget Amendments
Administrator Responsible:	Leah Horton, Chief Financial Officer
Attachments:	Attachment
 <input checked="" type="checkbox"/> Action Needed <input type="checkbox"/> Future Action <input type="checkbox"/> Information <input type="checkbox"/> Report	

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approves the attached budget amendments to the 2024-2025 budgets, as detailed on the attached Budget Amendment report. These amendments are submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

Budgeted funds that are transferred between functions, as well as increases/decreases to the district's legally adopted budgets, require Board approval in the form of a budget amendment.

Fiscal Note:

General Operating revenues and expenditures reflect no change resulting in a balanced budget.

Food Service revenues and expenditures reflect an increase in expenditures of \$3,098,000 resulting in a deficit budget of \$2,873,000.

There are no proposed amendments to the Debt Service budget.

The detail of the proposed amendments and cross-function transfers is reflected on the attached Budget Amendment report.

Memorandum

To: Dr. Donny Lee, Superintendent
From: Leah Horton, Chief Financial Officer
Date: August 13, 2024
Subject: July 2024 Budget Amendments/Revisions

General Operating Fund (199) Please approve the following inter-functional budget transfers:

<u>Campus/Dept.</u>	<u>Amount</u>	<u>From Function</u>	<u>To Function</u>
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General Operating Fund (181/199): Please approve the following budget revisions to appropriate additional revenue and expenditures:

<u>Campus/Dept.</u>	<u>Account</u>	<u>Amount</u>
Food Service Excess Fund Balance	240 E 35 6639 00 980 0 99 000	\$3,098,000.00

Attached spreadsheet(s) reflect the impact to the budget.

**Wichita Falls Independent School District
General Operating Fund Budget
Jul-24**

	Original Operating Fund 199 July	Proposed Transfers & Revisions Increase/ (Decrease)	Amended Operating Fund 199 July
Revenues:			
5700 - Local Revenues	\$ 41,117,000	\$ -	\$ 41,117,000
5800 - State Program Revenues	82,182,178	-	82,182,178
5900 - Federal Program Revenues	3,215,000	-	3,215,000
Total Revenues	\$ 126,514,178	\$ -	\$ 126,514,178
Expenditures			
11 - Instruction	\$ 70,356,994	-	\$ 70,356,994
12 - Instructional Resources and Media Services	1,254,603	-	1,254,603
13 - Curriculum and Instructional Staff Development	931,354	-	931,354
21 - Instructional Leadership	1,955,736	-	1,955,736
23 - School Leadership	6,960,875	-	6,960,875
31 - Guidance, Counseling and Evaluation Services	3,792,578	-	3,792,578
32 - Social Work Services	173,084	-	173,084
33 - Health Services	1,863,955	-	1,863,955
34 - Student Transportation	6,285,910	-	6,285,910
35 - Food Service	30,000	-	-
36 - Cocurricular/Extracurricular Activities	3,822,186	-	3,822,186
41 - General Administration	3,886,191	-	3,886,191
51 - Plant Maintenance and Operations	17,873,851	-	17,873,851
52 - Security and Monitoring Services	1,902,550	-	1,902,550
53 - Data Processing Services	3,668,192	-	3,668,192
61 - Community Services	14,490	-	14,490
71 - Debt Service	1,102,800	-	1,102,800
81 - Facilities Acquisition and Construction	-	-	-
93 - Payments to Fiscal Agent	100,000	-	100,000
95 - Payments to JJAEP	40,000	-	40,000
99 - Other Intergovernmental Charges	763,152	-	763,152
Total Expenditures	\$ 126,778,501	\$ -	\$ 126,748,500
Other Financing Sources (Uses)			
Sale of Real & Personal Property	\$ 10,000	-	\$ 10,000
Transfer in from Food Service Fund	429,323	-	\$ 429,323
Transfer to Capital Projects for Stadium Maintenance	(75,000)	-	\$ (75,000)
Transfer to Capital Projects for Athletics	(50,000)	-	\$ (50,000)
Transfer to Capital Projects for Fine Arts	(50,000)	-	(50,000)
	-	-	-
Excess (Deficiency) of Revenues Over Expenditures	\$ -	\$ -	\$ 30,000

**Wichita Falls Independent School District
Food Service Budget
Jul-24**

	Original Child Nutrition Funds 240 & 242 July	Increase/ (Decrease)	Amended Child Nutrition Funds 240 & 242 July
Revenues:			
Local Revenues	\$ 1,350,042	\$ -	\$ 1,350,042
State Program Revenues	32,000	-	32,000
Federal Program Revenues	7,257,395	-	7,257,395
Total Revenues	\$ 8,639,437	\$ -	\$ 8,639,437
Expenditures			
Instruction			
Instructional Resources and Media Services			
Curriculum and Instructional Staff Development			
Instructional Leadership			
School Leadership			
Guidance, Counseling and Evaluation Services			
Health Services			
Student Transportation			
Food Services	\$ 7,985,114	\$ 3,098,000	\$ 11,083,114
Cocurricular/Extracurricular Activities			
General Administration			
Plant Maintenance and Operations			
Security and Monitoring Services			
Data Processing Services			
Community Services			
Facilities Acquisition and Construction			
Payments to Fiscal Agent			
Other Intergovernmental Charges			
Total Expenditures	\$ 7,985,114	\$ 3,098,000	\$ 11,083,114
Other Financing Sources (Uses)			
Operating Transfers In			
Operating Transfers Out to General Operating Fund	\$ (429,323)	\$ -	\$ (429,323)
Excess (Deficiency) of Revenues Over Expenditures	\$ 225,000	\$ (3,098,000)	\$ (2,873,000)

**Wichita Falls Independent School District
Debt Service Budget
Jul 2024**

	Original Debt Service Fund 599 July	Increase/ (Decrease)	Amended Debt Service Fund 599 July
Revenues:			
Local Revenues	\$ 23,188,723	\$ -	\$ 23,188,723
State Program Revenues	0	-	0
Federal Program Revenues	-		
Total Revenues	\$ 23,188,723	\$ -	\$ 23,188,723
Expenditures			
Instruction			
Instructional Resources and Media Services			
Curriculum and Instructional Staff Development			
Instructional Leadership			
School Leadership			
Guidance, Counseling and Evaluation Services			
Health Services			
Student Transportation			
Food Services			
Cocurricular/Extracurricular Activities			
General Administration			
Plant Maintenance and Operations			
Security and Monitoring Services			
Data Processing Services			
Community Services			
Debt Service	\$ 22,029,183	-	\$ 22,029,183
Facilities Acquisition and Construction			
Payments to Fiscal Agent			
Total Expenditures	\$ 22,029,183	\$ -	\$ 22,029,183
Other Financing Sources (Uses)			
Sale of Bonds			
Excess (Deficiency) of Revenues Over Expenditures	\$ 1,159,540	\$ -	\$ 1,159,540

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	One Time Payment		
Administrator Responsible:	Leah Horton, Chief Financial Officer		
Attachments:			
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Information	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approve a one time payment to WFISD full time staff in the amount of \$1,014.00 and substitutes in the amount of \$253.50 for the 2024-2025 school year as submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

District administration would like to provide a one time payment of \$1,014.71 to the estimated 1,640 full time WFISD employees in the district. This one time payment and the Medicare benefits will total \$1,664,124.40. District administration would also like to provide the 200 substitutes who are signed up for the 2024-2025 who substituted for the district at least 10 days in Spring 2024 a one time payment of \$253.68 that will total \$50,736.

Fiscal Note:

Expenditures will be made from ESSER funds.

WICHITA FALLS ISD BOARD OF TRUSTEES

August 13, 2024

Agenda Item:	NWEA MAP Growth K-12 and MAP Reading Fluency		
Administrator Responsible:	Leah Horton, Chief Financial Officer		
Attachments:	NWEA Invoice		
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Information	<input type="checkbox"/> Report

Administrative Information:

That the Wichita Falls Independent School District Board of Trustees approve the renewal purchase of MAP Growth K-12 and MAP Reading Fluency PK-3 from Northwest Evaluation Association (NWEA) for a total of \$110,364.50 as submitted by Leah Horton, Chief Financial Officer and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

NWEA MAPS is an online data resource utilized by WFISD since 2020-2021. The products allow staff to measure, predict, and compare student and school performance. MAP Growth provides assessment tools that measure achievement and growth in K–12 math, reading, language usage, and science. MAP Reading Fluency provides insights to support early readers, maximize instructional time, and to monitor oral reading fluency, literal comprehension, and foundational reading skills

WFISD also utilizes MAP Growth assessments with students in 1st-8th grades. The MAP Reading Fluency assessment is administered to all 1st grade students, 7th grade students that did not have a passing Reading/Language Arts score in 6th grade, and upon campus request to kindergarten students. The MAP Reading Fluency assessments meet the state requirements to administer a dyslexia screener to all 1st grade students within the District.

The quote is attached for MAPS Growth K-12, MAPS Reading Fluency Add-on Bundle, and including Growth Reporting at no cost (with one hour of Virtual Counseling), for the period of September 1, 2024, through August 31, 2025. The purchase will utilize Allied States Cooperative Contract # 24-7474. Per user pricing was reduced from last year, and the quantity of users was reduced to match current enrollment, which resulted in a decrease of \$8,615.93 from last year’s total cost of \$118,980.43.

Fiscal Note:

This purchase will be paid from budgeted Student Evaluation funds managed by Cyndy Kohl. Purchases over \$100,000 require the Board of Trustees approval per policy, CH Local.



SALES ORDER

Order Date: 08/01/2024

Start Date: 09/01/2024

Order #: 00103726

End Date: 08/31/2025

Prepared For

Account Name: Wichita Falls ISD

Agency Code: 19080

Primary Contact: Cynthia Kohl

Email: ckohl@wfsd.net

Customer Information

Wichita Falls ISD
PO Box 97533
Wichita Falls, TX 76301-4412
United States

Bill-To Information

Wichita Falls ISD
PO Box 97533
Wichita Falls, TX 76301
United States

NWEA Sales Point of Contact

Jennifer Little

jennifer.little@nwea.org

Products & Services

Product	Catalog Price	Sales Price	Quantity	Total Price	Item Discount
MAP Reading Fluency Add-on for Bundle price (incl. English & Spanish)	\$7.00	\$5.00	1,211	\$6,055.00	-\$2,422.00
MAP Growth K-12	\$14.50	\$12.25	8,322	\$101,944.50	-\$18,724.50
MAP Growth Science (Add-On)	\$2.75	\$2.50	946	\$2,365.00	-\$236.50
Growth Report +1hr Virtual Consulting	\$2,000.00	\$0.00	1	\$0.00	-\$2,000.00

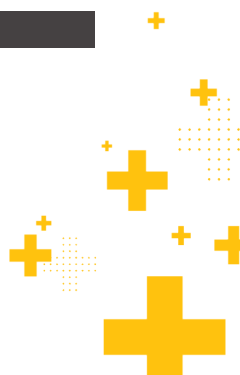
Discount	-\$23,383.00
Subtotal	\$110,364.50
Estimated Tax	\$0.00
Grand Total	\$110,364.50

Notes

Allied States Cooperative Contract# 24-7474

Invoicing Information

Unless otherwise specified, payment terms are Net 30. Remittance instructions will be included with your invoice.



Until this Sales Order is signed, the pricing is valid for 30 days from the Order Date listed at the top of this document. Please confirm the billing address or specify changes to your Sales Point of Contact.

For a copy of the latest NWEA division W-9, it is available at <https://support.hmhco.com/s/article/Billing-and-Invoices>. Click on "Requesting a W-9" and select "NWEA".

The Tax ID for NWEA, a division of Houghton Mifflin Harcourt Publishing Company, is 04-1456030.

Terms and Conditions

This Sales Order is between Customer and NWEA, a division of Houghton Mifflin Harcourt Publishing Company, and is subject to the HMH Standard PreK-12 Terms of Purchase located at <https://www.hmhco.com/terms-of-purchase> (the "Agreement") for the Products and Services listed above. By signing this Sales Order, you agree you have read, understand, and agree to the Agreement.

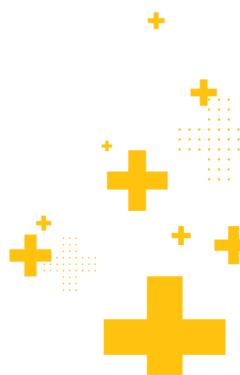
Signature

Customer
Signature: _____

Customer
Printed Name: _____

Date: _____

Customer Title _____



WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	RFP 2425-08-C-25 Police Vehicles		
Administrator Responsible:	Leah Horton, Chief Financial Officer		
Attachments:	None		
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Information	<input type="checkbox"/> Report

Administrative Information:

That the Wichita Falls Independent School District Board of Trustees approve the purchase of eight (8) used police vehicles, not to exceed \$160,000, for WFISD Police Vehicles procured on RFP 2425-08-C-25 as submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

The RFP was advertised twice in the Times Record News and posted on WFISD’s electronic bid solicitation platform. Five (5) North Texas dealers were directly invited and thirty-eight (38) vendors received auto-invites on the electronic platform. Chicago Motors is the only respondent. The listed vehicles (all are Ford Explorers, white, black or silver in color). The RFP response was reviewed by Police Chief Anthony Smith, and facilitated by Lauren Zotz, Director of Purchasing.

Texas House Bill 3 (HB3) relates to measures for ensuring public school safety, including the development and implementation of purchases relating to public school safety and security requirements. HB3 requires the establishment of an armed security officer at each campus. The purchase of eight (8) police vehicles will support the requirement by allowing all officers to quickly respond to incidents district-wide. The purchase request includes is for eight (8) officer vehicles to support the current quantity of officers without vehicles.

Shipment of vehicles to WFISD is included in the not to exceed amount. Vendor requires full payment prior to shipment (by check or ACH).

Fiscal Note:

This purchase will be paid budgeted Security Funds. Purchases over \$100,000 require the Board of Trustees approval per policy, CH Local.

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	Region 9 Education Service Center Contract for 2024-2025
Administrator Responsible:	Leah Horton, Chief Financial Officer
Attachments:	Summary of Fees 2024-2025 and Services Requested
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action <input type="checkbox"/> Presentation <input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees accepts the recommendation to approve the multiple contracts for Fiscal Year 2024-2025 between Region 9 Service Center and Wichita Falls ISD for a total of \$417,877.84 as submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

Eleven separate contracts/services are included in this agreement with Region 9 Service Center. This contract has been reviewed by the Executive Team and several directors for services within their respective oversight.

Fiscal Note:

This purchase is funded by multiple departments that are responsible for utilizing and overseeing the specific service/contract. Contracts that exceed \$100,000 require Board of Trustees approval per policy CH (Local).

Region 9 ESC

Summary of Fees 2024-2025

Contracted Service	Cost of 2023-24	Cost of 2024-25
	Prior Year Services	Services
Administrative Services		
Administrative Services Cooperative	\$3,500	\$3,500
Professional Development Coop	\$66,191.20	\$64,179.60
Asbestos/IPM Services Coop	\$5,700	\$6,165
District Innovations		
OER Support (Amplify)	\$4,000	\$61,750
Strong Foundations	\$N/A	\$162,925
Federal Programs		
Title III Non-Shared Services Agreement-English Language Acquisition	\$10,000	\$10,000
ESL Services Coop	\$700	\$700
On-line Safe Schools and Compliance Training	\$12,917.59	\$12,764.64
Human Resources Services Cooperative	\$10,588	\$10,588
Future Ready		
Curriculum Coop	\$68,670	\$73,305.60
Technology Service		
Instructional Technology Cooperative	\$12,000	\$12,000
TOTALS	\$263,158.79	\$417,877.84

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	Innovative Course Offering - Kinesiology I and II		
Administrator Responsible:	Michelle Wood Director of Career and Technical Education		
Attachments:	No Attachment		
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approve the proposed agenda item as submitted by Michelle Wood, Director of Career and Technical Education, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

We are asking for board approval of two innovative CTE courses Kinesiology I and II (N1302104 and N1302124). These courses would be added to create an exercise and wellness program of study in the Health Science cluster for CTE. They would be 9th and 10th grade additions to WFISD’s already well-established athletic training program to make it a complete CTE pathway for students. These courses would be offered at both Legacy and Memorial High school.

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	Resolution Regarding Extracurricular Status of 4-H Organizations		
Administrator Responsible:	Scot Hafley, Assistant Superintendent		
Attachments: yes	Resolution		
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approves the proposed resolution that sanctions the Archer County and Wichita County Texas 4-H Organizations as an extracurricular activity as well as the Adjunct Faculty Agreements as submitted by Scot Hafley, Assistant Superintendent and approved by Dr. Donny Lee, Superintendent of Schools.

Explanation:

This resolution recognizes the Archer County Texas 4-H Organization and the Wichita County 4-H Organization as board approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities. Participation by 4-H members under provisions of this resolution is subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by the WFISD Board of Trustees and designated officials of WFISD whose rulings shall be final.

Archer County and Wichita County requests the agents listed on the Adjunct Faculty Agreements to be considered awarded adjunct staff member status for the period of time indicated in the agreement to allow for students to be considered “in attendance” when participating in off campus activities with an adjunct staff.

Fiscal Note: None

EXTRACURRICULAR STATUS REQUEST

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Wichita Falls Independent School District

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Archer

County Texas 4-H Organization as approved for recognition and eligible
for extracurricular status consideration under 19 Texas Administrative Code,
Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject
to all rules and regulations set forth under the 19 Texas Administrative Code
as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension
will request academic eligibility for all 4-H competitive activities,
regardless if a school absence is or is not required, and
for non-competitive purposes when an absence is required.

Approved this _____ day of _____, 20_____.

Board of Trustee

Superintendent

ADJUNCT FACULTY REQUEST

ARCHER COUNTY EXTENSION SERVICE



July 24, 2024

Dr. Donny Lee
Wichita Falls ISD
1104 Broad St,
Wichita Falls, TX 76301

Dear Dr. Lee,

On behalf of the Archer Extension Staff, we hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Wichita Falls Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 (j). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

(A) has a minimum of a bachelor's degree; and

(B) is eligible for participation in the Teacher Retirement System of Texas.

Archer County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Archer City Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Paige McSpadden".

Paige McSpadden

County Extension Agent, Family & Agriculture and Natural Resources

Attachment: Resolution for Extracurricular Status of 4-H Organization

Archer County Extension
PO Box 580 | Archer City, Texas 75351
<http://texas4-h.tamu.edu> | Tel. 940.574.4914 | Fax. 940.574.2833

ADJUNCT FACULTY REQUEST

**THE STATE OF TEXAS
COUNTY OF ARCHER**

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Wichita Falls Independent School District, hereinafter referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Archer City Independent School District.

Upon consideration and vote of _____ in favor, Maranda Revell and Paige McSpadden are hereby named as adjunct faculty member(s) of the Archer City Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the _____ day of _____, 20____ and remain in effect until the _____ day of _____, 20_____.
2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Maranda Revell	County Extension Agent-Family & Community Health	B.S.- Leadership & Development M.S. Agriculture	Texas A&M University Sam Houston State University	08/2006 12/2007
Paige McSpadden	County Extension Agent-Agriculture & Natural Resources	B.S.-Agricultural Media & Communications	West Texas A&M University	5/2020

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Archer City Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator or District Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Archer County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Archer County Extension Agent(s), Maranda Revell and Paige McSpadden are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Wichita Falls Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this _____ day of _____, 2023.

Wichita Falls Independent School District

By: _____

Name of School

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	Junior FFA Extracurricular Status		
Administrator Responsible:	Michelle Wood Director of Career and Technical Education		
Attachments:	No Attachment		
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approve the proposed agenda item as submitted by Michelle Wood, Director of Career and Technical Education, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

This recognizes a junior FFA member as eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities. Participation by junior FFA members under provisions of this resolution is subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by the WFISD Board of Trustees and designated officials of WFISD whose rulings shall be final. WFISD requests the FFA teacher advisors to be considered teachers of record allow for students to be considered “in attendance” when participating in off campus activities with an FFA teacher advisor.

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	Adult Breakfast and Lunch Price Increase for 2024-25 School Year		
Administrator Responsible:	Hafley, Scot, Assistant Superintendent		
Attachments:	No Attachment		
<input type="checkbox"/> Action Needed	<input checked="" type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approve the adult breakfast and adult lunch price increase for the 2024-25 school year as submitted by Scot Hafley, Assistant Superintendent, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

Each year Chartwells calculates meal prices based on the USDA meal price calculations.

Fiscal Note:

The 2023-24 meal prices were:
Adult Breakfast \$2.95
Adult Lunch \$4.35
Recommended prices for 24-25:
Adult Breakfast \$3.35 (increase of .40)
Adult Lunch \$4.45 (increase of .10)

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	TASB Recommended Annual Review of Key Policies Alert		
Administrator Responsible:	Scot Hafley, Assistant Superintendent of Operations		
Attachments:	Annotated policies for review		
<input type="checkbox"/> Action Needed	<input checked="" type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees review the (LOCAL) policies that were recommended by TASB Policy Services for consideration and according to the Annual Review of Key Policies: 2024-25 School Year submitted by Scot Hafley, Assistant Superintendent of Operations, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

Changes in law, districts practice, staffing or other factors can require changes in district policy. The Policy Alert Annual Review of Key Policies: 2024-25 School Year resulted in minimal recommendations to (LOCAL) policies. These policies are for review currently.

LOCAL policies recommended from TASB Annual Review of Key Policies: 2024-25 School Year to be revised are:

- DM (LOCAL)
- EHBAF (LOCAL)
- EIE (LOCAL)
- FDA (LOCAL)
- FL (LOCAL)
- FM (LOCAL)

Purpose

The purpose of the school leadership reform is to identify, develop, and increase the leadership capacity of all employees with a focus on developing the leadership qualities in certified staff. Through school leadership reform, all students shall be provided an opportunity to learn at their fullest potential because of the increased capabilities of District employees.

Leadership development at all levels is designed to:

1. Create a culture of high quality public education;
2. Engage parents as the first and best teachers in the development of District children;
3. Ensure that the teaching/learning process takes place for all students and staff;
4. Develop a structure of highly effective District employees; and
5. Produce a profound impact on every child's life.

Leadership Beliefs and Practices

The District believes that the foundation of leadership development can be viewed in four connecting and interdependent frames that empower individuals to make decisions that help District students achieve success. Each level and structure of the leadership frames carries its own significance with no frame having more importance than another, but creating the expectation for leaders to demonstrate the differing characteristics as individuals accept positions in the District that require increased leadership responsibility. An employee in a position of leadership at any of the levels shall be expected to be proactive in mentoring those who may fill his or her position while always continuing to promote the core beliefs and commitments of the District. The frames of leadership development are as follows.

Emerging Leadership Frame

The Emerging Leadership frame is designed to improve the leadership capacity of the classroom teacher at his or her campus and to identify potential candidates for administrative positions. These are classroom teachers who recognize they have an enduring impact on the lives of their students and that the influence they have reaches beyond their own classroom. The primary purpose of this leadership frame is to help teachers understand that they can have a significant influence on students, parents, teachers, and other members of their building staff. The District also believes some teachers may have a future in a leadership role as an administrator and, therefore, desires to increase the teacher's leadership capacity for that purpose.

The District shall help to identify and develop emerging teacher leadership by creating a Teacher Leadership Cohort (TLC) that

PROFESSIONAL DEVELOPMENT

DM
(LOCAL)

shall meet on a monthly basis and shall run congruent with the school year. This Cohort shall be used to present emerging teacher leaders with leadership principles and skill sets that will allow them to practice and develop their leadership skills at the campus level. The teachers' skill sets shall be developed through multiple activities, which the teachers shall complete throughout the year.

The TLC shall be facilitated by a central office administrator and shall have co-presenters who are teachers who have completed the TLC, assistant principals, principals, and central office staff who shall be modeling the skill sets of emerging leaders. Participants shall also reinforce leadership skills from the other leadership frames. Beyond the one-year experience, each TLC participant shall continue to be invited to participate in leadership development activities on an annual basis.

Developing
Leadership Frame

These staff members are in assistant principal roles and have sought the position to improve their emerging leadership skills. This frame is designed to give them the skill set tools necessary for them to be successful as assistant principals and prepare them for the principal position in the future. Their leadership skills shall continue to be developed at monthly meetings that run congruent with the school year and are facilitated by a central office administrator who is modeling the skill set of a developing leader and reinforcing the skill sets of the other leadership frames.

Practicing
Leadership Frame

These staff members are in principal roles and have sought the position to improve their developing leadership skills. This frame is designed to give them the skill set tools necessary for them to be successful at this level and to consider roles at the central office level. Their leadership skills shall continue to be developed at monthly meetings that run congruent with the school year and are facilitated by central office administrators who are modeling the skill sets of a practicing leader and reinforcing the skill sets of other leadership frames.

Modeling
Leadership Frame

These staff members are in central office administrative roles and have sought the position to improve their leadership skills. Their leadership skills will continue to improve and will be developed by modeling leadership skill sets through facilitating activities throughout the year. Additionally, modeling leaders seek to increase their leadership skills through life-long learning activities that are shared with other leaders throughout the District as these new skills are learned and developed.

**Interdependence of
Frames**

It is understood that the four leadership frames are closely connected and interdependent. Individuals operating in each of the leadership frames shall be capable and shall demonstrate skills

from each of the four frames. The District expects that the individuals identified from each of the frames of leadership have a responsibility and expectation to operate within the frame identified a majority of the time.

Observable Outcomes

The District believes in order for continuous leadership development to occur, each of the identified participants within the four frames must have objective, measurable outcomes, which verify improved leadership reform is meeting its intended goals.

Emerging Leadership Frame

This frame is designed for classroom teachers to participate in building leadership skill sets that will engage teachers on how to improve student achievement, to positively influence other teachers on their campus, and to give participants an opportunity to explore leadership possibilities at an administrative level. A classroom teacher who is interested in participating in the TLC shall complete the Teacher Leadership Self-Analysis Form and the Teacher Leadership Analysis Profile located on the District website.

The teachers who participate in the TLC shall demonstrate the development of the leadership skills by:

1. Meeting and participating in monthly three-hour training sessions beginning in July through April, with the exception of December;
2. Participating in two leadership development book studies selected by the TLC facilitator;
3. Engaging in monthly online discussion boards using topics selected by the TLC facilitator that cause the participant to reflect and respond to the previous month's training information;
4. Shadowing an assistant principal for half of a day; and
5. Completing two of the leadership skill-building activities on each of the topics covered in the monthly sessions and being prepared to report on the results of those activities by:
 - a. Submitting a written record of the skill-building activities for the facilitator to review and return comments; and
 - b. Attending the TLC banquet in May and sharing with Board members in attendance the impact of the TLC.

How Emerging Leaders Act

By participating in the TLC and through previous pedagogical skills learned in staff development, teachers shall respond with productive contributions using their talent, knowledge, skills, and good work habits. They shall be able to contribute their individual capabilities to the achievement of group objectives and goals with a focus on improving student achievement established within the core

beliefs of the District. Participants of the TLC shall also demonstrate efficient collaborative skills by working effectively with others in small group settings.

Developing
Leadership Frame

This frame is designed for assistant principals to participate in building leadership skill sets that will engage them to improve student achievement; to positively influence parents, teachers, and staff on their campus; and to give participants an opportunity to practice leadership skill sets required at the principal level.

The assistant principals shall participate in the leadership development activities and shall demonstrate emerging leadership skills by:

1. Participating in monthly leadership development meetings throughout the year that focus on assistant principals as catalysts for improving student achievement;
2. Serving as mentors, when called upon, for teachers who are participating in the TLC;
3. Participating in at least one book study a year, selected by the facilitator, which directly focuses on improving the assistant principals' leadership skills and student achievement;
4. Demonstrating, through written and oral reports in the monthly leadership development meetings their developing leadership skills that will enable them at the assistant principal level and beyond; and
5. Working closely with the principal in developing and implementing strategies that focus on improving student achievement.

*How Developing
Leaders Act*

Assistant principals shall demonstrate all of the expected actions of an emerging leader and shall be able to organize people and resources toward effective and efficient goals and objectives as they relate to improving student achievement established within the core beliefs of the District.

Practicing
Leadership Frame

This frame is designed for principals to participate in building leadership skill sets that will engage them on how to improve student achievement, to positively influence parents, teachers, and staff on their campus, and to give participants an opportunity to model leadership skills at the principal and District level.

The principals shall participate in the leadership development activities and shall demonstrate leadership skills by:

1. Mentoring their assistant principals if one is assigned to them;

2. Participating in monthly leadership development meetings throughout the year that focus on principals as catalysts for improving student achievement;
3. Participating in at least one book study a year, selected by the facilitator, which directly focuses on improving the principals' leadership skills and on improving student achievement;
4. Demonstrating, through written and oral reports in the monthly leadership development meetings, practicing leadership skills that will enable them at the principal level and beyond; and
5. Working closely with the central office administration in developing and implementing strategies that focus on improving student achievement.

*How Practicing
Leaders Act*

The principals shall demonstrate all of the expected actions of an emerging and developing leader and shall be able to inspire commitment in pursuit of clear and compelling beliefs that improve student achievement for all students by stimulating higher performance standards.

Modeling
Leadership Frame

This frame is designed for central office administrators to participate in building leadership skill sets through individual and group training that will engage them in improving student achievement, to positively influence parents, teachers, and staff at the District level, and to model leadership skills at the District level.

The central office administrators shall participate in the leadership development activities and shall demonstrate leadership skills by:

1. Mentoring the principals during monthly and individual training sessions;
2. Participating in monthly leadership development meetings throughout the year that focus on leaders as catalysts for improving student achievement;
3. Facilitating at least one book study a year that directly focuses on improving administrative leadership skills and on improving student achievement;
4. Demonstrating emerging, developing, practicing, and modeling leadership skills that focus on improving student achievement through written and oral reports in the monthly leadership development meetings; and
5. Working closely with other central office administration in developing and implementing strategies that focus on improving student achievement.

PROFESSIONAL DEVELOPMENT

DM
(LOCAL)

*How Modeling
Leaders Act*

The central office staff shall demonstrate all of the expected actions of an emerging, developing, and practicing leader and shall demonstrate the ability to build a culture of student success for all students that is enduring and lasting through the building of leadership capacity at all levels of the District.

**Communication of
Leadership
Development
Results**

The **associate assistant** superintendent shall be responsible for bringing an information report to the Board on an annual basis. The report shall detail the results of the leadership development process of the previous school year. The information in the report shall include, but is not limited to, the measurable objectives listed in this policy.

PROPOSED REVISIONS

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The ~~Superintendent~~ **executive director of special programs** is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a self-contained classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the tenth business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s human resources office. If an individual listed in items 2–4, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the director of special education soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ~~ten District business days~~ **10 District business days** after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

PROPOSED REVISIONS

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving
Special Education
Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or **above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills)** ~~higher~~ shall be considered a passing grade. Students in kindergarten–grade 2 do not receive numerical grades. These students are evaluated on individual progress toward mastery of state standards.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or semester examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. Students in kindergarten–grade 2 must receive marks of “progressing” or “mastered” in 70 percent of the evaluated standards in reading and mathematics.

Grades 1-2

In grades 1-2, promotion to the next grade level shall be based on ~~demonstrated proficiency~~ **mastery** of **at least** 70 percent of the ~~evaluated standards~~ **skills listed** in reading and mathematics.

Grades 3-5

In grades 3-5, promotion **to the next grade level** shall be based on **an overall average of 70 or above for all subjects and a grade of 70 or above in language arts, reading, and mathematics.**

~~demonstrated proficiency in the subject matter of the grade level. Demonstrated proficiency shall include all the following:~~

- ~~1.— A final grade average of at least 70 in reading;~~
- ~~2.— A final grade average of at least 70 in language arts (which includes English, spelling, and writing);~~
- ~~3.— A final grade average of at least 70 in mathematics; and~~
- ~~4.— A final combined grade average of 70 for science, social studies, reading, language arts, and mathematics.~~

*Retention for
Elementary
Students*

Failure to meet any one of the above criteria may result in retention of the student in his or her current grade level. ~~Students may attend an extended year summer school program to have an opportunity to be promoted based on demonstrating proficiency in the area of their deficiency.~~ The principal shall be responsible for the promotion of all students.

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on **an overall average of 70 or above for all subjects and a grade of 70 or above in language arts, mathematics, science, social studies, and all other elective classes where possible.**

~~demonstrated proficiency in the subject matter of the grade level. Demonstrated proficiency includes all the following:~~

- ~~1.— A final grade average of at least 70 in language arts;~~
- ~~2.— A final grade average of at least 70 in mathematics;~~
- ~~3.— A final grade average of 70 in science;~~
- ~~4.— A final grade average of 70 in social studies; and~~
- ~~5.— A final grade average of 70 in all other elective classes where possible.~~

*Retention for
Grades 6-8*

Failure to meet any one of the above criteria may result in retention of the student in his or her current grade level. ~~Retained students may attend an extended year summer school program to have an opportunity to be promoted based on demonstrating a passing grade of 70 in the areas of their deficiency.~~ The principal shall be responsible for the promotion of all students.

Grades 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI]

PROPOSED REVISIONS

Authority	The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.
Transfer Requests	Except as provided below, a nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time for elementary and secondary students. Students on a transfer who failed to be in "good standing" during the school year are not allowed a transfer for the subsequent school year.
Transfer Agreements	A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year.
Definitions	<p>As used in this policy, "parent" shall also include guardians, conservators, students 18 years or older, or other persons having legal control of a student.</p> <p>"Good standing" used in this policy shall mean that a student has not been placed in a disciplinary alternative education program (DAEP) and has not been suspended or expelled from classes, has not met standards of attendance to be referred to attendance court, or has not received a failing grade within the current or immediately preceding semester.</p>
Nonresident Students	<p>In approving transfers of nonresident students, the Superintendent or designee shall consider the following criteria:</p> <ol style="list-style-type: none">1. The student's status as a Texas resident.2. Whether the student is in good standing as defined in this policy.3. The availability of space and instructional staff.4. The ability of the student, parent, or legal guardian to provide transportation to and from school. <p>The District shall follow applicable state and federal law when considering the transfer request of a student with a known disability, including a student who receives special education services.</p> <p>Unless the Superintendent or designee grants a waiver, the admission of children of nonresident District employees shall be conditioned upon the criteria set forth in this policy and policy FDB(LOCAL) as interdistrict students, in addition to the requirements of "good standing" as defined in this policy.</p>

Incoming Ninth Graders

Grade 9 students living outside the District's boundaries may attend District high schools in accordance with qualifications and guidelines established in policy FDB(LOCAL) and in this policy.

A parent may contact the student assignment office to receive a transfer application form. The completed forms may be mailed, delivered, or emailed to the student assignment office.

Once a transfer or assignment has been ~~finally~~ approved by the student assignment office and accepted by the parent, the assignment is binding for the **grade span of a campus school year and** ~~may continue to request a transfer each year~~ unless a student fails to meet any of the criteria set forth above. The parent/guardian shall receive notice of tentative assignment, acceptance, or denial within 30 school days after receipt of the application. Final approval shall be made as soon as possible following the transfer period.

The student and parent must enter into a written contract with the District providing that such student shall continue to be allowed to attend the assigned District school each year for so long as the student remains qualified and meets the conditions stated herein.

Tuition

If the District charges tuition, the amount shall be set by the Board, within statutory limits.

Waivers

The Board may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]

Nonpayment

The District may initiate withdrawal of students whose tuition payments are delinquent.

Appeals

Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

PROPOSED REVISIONS

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodians of Records

The Superintendent or principal are custodians of all records for currently enrolled students. The Superintendent is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any accelerated education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, an auditor, a contractor, a volunteer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the

ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The **executive** director of special **program-education** shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the office of the **executive** director of special **programs-education**.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within 10 District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within 10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

PROPOSED REVISIONS

Use of District Facilities	School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.
Extracurricular Activity Absences	The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. Additional absences may be granted in accordance with administrative procedures.
Testing and Scheduling	The Board recommends that staff members and the administration avoid the scheduling of an extracurricular activity or performance to occur on the day and evening immediately preceding the day on which International Baccalaureate (IB), Advanced Placement (AP), or PSAT tests are administered.
UIL Eligibility	<p>The Board shall not grant eligibility to any student in violation of UIL rules.</p> <p>Beginning with the 2018–19 school year, the following provisions regarding UIL eligibility shall apply:</p>
<i>Attendance Zone Students</i>	The first time a student is officially enrolled in his or her appropriate attendance zone high school and/or attends an in-season practice, the student shall have established eligibility in that high school for UIL purposes. If a student moves to another District attendance zone, the student shall be ineligible for varsity UIL competition for 15 days as long as the move was not made for athletic purposes. [See FDB(LOCAL) for proof of residency requirements.] If the move was made for athletic reasons, it could result in permanent ineligibility.
<i>Transfers Intradistrict</i>	A student who has transferred out of his or her attendance zone campus to attend another high school within the District shall be eligible at the school he or she first attends. Any subsequent transfer shall result in a one-year loss of varsity eligibility.
<i>Transfers Interdistrict</i>	A student transferring from out of district shall follow the same guidelines for varsity eligibility as students transferring within the District. If eligibility has been established at the district of residence, the transfer shall result in a loss of varsity eligibility for one year.

STUDENT ACTIVITIES

FM
(LOCAL)

Extracurricular
Participation
Eligibility

A student in grades 7–12 may participate in extracurricular activities at the beginning of the school year if the student has earned the cumulative number of units in state-approved courses as indicated below:

1. Beginning at the seventh grade year, a student must have been promoted from the sixth grade to the seventh.
2. Beginning at the eighth grade year, a student must have been promoted from the seventh grade to the eighth.
3. Beginning at the ninth grade year, a student must have been promoted from the eighth grade to the ninth.
4. Beginning at the tenth grade year, a student must have earned at least 5 units toward graduation.
5. Beginning at the eleventh grade year, a student must have earned at least 10 units toward graduation.
6. Beginning at the twelfth grade year, a student must have earned at least 15 units toward graduation.

[See EIE and EIF]

[For eligibility of private school students, including homeschool students, to participate in extracurricular activities, see FD(LOCAL).]

**Eligibility Appeals
Committee**

A student who is ruled ineligible to participate in UIL activities due to circumstances completely beyond his or her control may appeal to the eligibility appeals committee. This committee shall be composed of the principal of the school the student had been attending, the principal of the school the student will be attending, ~~the athletic coordinator from each school,~~ the director of athletics, ~~and the student assignment specialist or designee~~ **the director of student services, and the assistant superintendent.** The appeal and reason must be submitted to the athletic office in writing and dated and signed by the parent/guardian. A hearing shall be scheduled with the parent(s), student, and committee. Within ten days after the hearing, the committee shall send its decision in writing to the parent and both principals.

If the outcome of the conference with the eligibility appeals committee is not to the student's or parent's satisfaction, the student or parent may appeal the decision in accordance with FNG(LOCAL).

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item: Adoption of 2024-2025 Student Code of Conduct

Administrator Responsible: Scot Hafley, Assistant Superintendent

Presentation:

Action Needed For Discussion Presentations Report

Administrative Information:

That the Wichita Falls Independent School District Board of Trustees review and adopt the 2024-2025 Student Code of Conduct as submitted by Scot Hafley, Assistant Superintendent, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Explanation:

Annual update of the Student Code of Conduct as approved by the District Advisory Committee.

Fiscal Note: None

Wichita Falls ISD Student Code of Conduct

2024-25 School Year

If you have difficulty accessing the information in this document because of disability, please contact district's Communications Officer, Ashley Thomas, athomas@wfisd.net or 940-235-1004.

Wichita Falls ISD Campus Behavior Coordinators

High Schools	Email address	Phone (940)	Campus Behavior Coord.
Legacy High	cblair@wfid.net	235-4337 x 36002	Cody Blair
	bbailey@wfid.net	x 36007	Brittany Bailey
	smacunningham@wfid.net	x 36006	Shannon Cunningham
	tdavis@wfid.net	x 36005	Tami Davis
	tfarris@wfid.net	x 36004	Troy Farris
	clfreeman@wfid.net	x 36008	Christopher Freeman
Memorial High	lkinne@wfid.net	235-4344 x 37002	Laurie Kinne
	rforney@wfid.net	x 37004	Michael Forney
	pmoore@wfid.net	x 37007	Patrick Moore
	mspeer@wfid.net	x 37005	Misty Speer
	kstutz@wfid.net	x 37006	Kim Jans-Stutz
Middle Schools			
Barwise Middle School	pbraveboy@wfid.net	235-1108 x 40002	Peter Braveboy
	bdeleon@wfid.net	x 40005	Brenda DeLeon
	rdavenport@wfid.net	x 40006	Kyle Davenport
	sdbrown@wfid.net	x 40004	Stacey Brown
Hirschi Middle School	dlhardaway@wfid.net	235-1070 x 41002	Del Hardaway
	sbynum@wfid.net	x 41005	Summer Bynum
	swatson@wfid.net	x 41004	Suzanne Watson
McNiel Middle School	ammartin@wfid.net	235-1118 x 42002	Alex Martin
	jmccartney@wfid.net	x 42005	Jackie McCartney
	jamorales@wfid.net	x 42006	Jason Morales
	wmoulds@wfid.net	x 42004	Wendy Moulds
Elementary Campuses			
Booker T. Washington	ssanfordlewis@wfid.net	235-1196 x 67002	Synquis Lewis
	sleger@wfid.net	x 67004	Sandra Leger
Burgess	tbrowne@wfid.net	235-1136 x 52002	Tristan Browne
	kshillingford@wfid.net	x 52004	Kerris Shillingford
Crockett	lbcoyle@wfid.net	235-1140 x 53002	Lydia Coyle
	jshean@wfid.net	x 53004	Jennifer Shean
Cunningham	asimmons@wfid.net	235-1144 x 54002	Amy Simmons
	jwjacobs@wfid.net	x 54004	Jared Jacobs
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Jefferson	kroberts@wfid.net	235-1168 x 60002	Kelli Roberts
	nmills@wfid.net	x 60004	Nanette Mills

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Milam	gayers@wfid.net	235-1176 x 62002	Gena Ayers
	mlemon@wfid.net	x 62004	Molly Lemon
Scotland Park	lscott@wfid.net	235-1180 x 63002	Laura Scott
	kheathington@wfid.net	x 63004	Kelli Heathington
Sheppard	cwaddell@wfid.net	235-1184 x 65002	Cindy Waddell
	ltaylor@wfid.net	x 65004	Lauryn Taylor
Southern Hills	agarcia@wfid.net	235-1188 x 64002	Amanda Garcia
	lrogers@wfid.net	x 64004	Lindsay Rogers
West Foundation	ksmith@wfid.net	235-1192 x 66002	Kim Smith
	lcarr@wfid.net	x 66004	Laura Carr
Zundy	rhernandez@wfid.net	235-1123 x 59002	Rebecca Hernandez
	jbaka@wfid.net	x 59004	Joseph Baka
Alternative Campuses			
Career Education Ctr.	jspurgers@wfid.net	235-1091 x 33002	Jennifer Spurgers
	camiller@wfid.net	x 33004	Chrystal Miller
Denver Alternative Ctr.	gdarden@wfid.net	235-1101 x 35002	Greg Darden
JJAEP/ Juvenile Det.	lnichols@wfid.net	766-8225 x 6033	Linda Nichols
Early Learning			
Brook Village EC	lwillis@wfid.net	235-1132 x 51002	Letitia Willis
Haynes Head Start	lwillis@wfid.net	235-1160	Letitia Willis
	ptinker@wfid.net	x 58002	Paula Tinker

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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 district's Communications Officer, Ashley Thomas, athomas@wfishd.net or 940-235-1004.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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 Code of Conduct has been adopted by the Wichita Falls ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office 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 Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct 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 district's authority 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;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

In accordance with the District's state approved innovation plan, WFISD is exempt from the state law requiring that a single administrator known as the campus behavior coordinator be responsible for discipline management and other specific duties. See policy FO(LOCAL). For terminology clarification throughout this document, 'principal', 'campus administration', appropriate administrator', and 'campus behavior coordinator' hold the same meaning as it pertains to discipline management. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the administrators serving as CBC's. Contact information may be found at [Home - Wichita Falls Independent School District \(wfisd.net\)](http://www.wfisd.net)

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and 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

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

The board utilizes a chief of police and police officers to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons and not tasked with behavioral or administrative duties better addressed by other district employees. Provisions addressing the various types of security personnel can be found in the CKE policy series including the job duties.

“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 of Conduct.

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

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

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

Unauthorized Persons

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

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and 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 calendar days, unless the complaint is resolved before a board hearing.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, 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 16, **DAEP Placement, Placement and/or Expulsion for Certain Offenses** on page 18 and **Expulsion** on page 29, those 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 on page 15.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence 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 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**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- 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.)
- Enter, without authorization, district facilities that are not open for operations.

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;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- 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, unless it is for 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 cell phone, 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 18, 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 to body or mind. (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 information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if

General Conduct Violations

the conduct causes a substantial disruption to the educational environment 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, if the conduct causes a substantial disruption to the educational environment 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 if the conduct causes a substantial disruption to the educational environment 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.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- 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 of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible 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, including restorative practices. 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 Code of Conduct. In the event of any conflict, 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 Admission, Review, and Dismissal (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 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).
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- 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 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 16.
- Placement in a DAEP, as specified in **DAEP** on page 18.
- Expulsion and/or placement 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.
- 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.

Discipline Management Techniques

- 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 using 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 CBC 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 CBC 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 to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. 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 CBC shall send written notification by U.S. Mail. If the CBC 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 CBC, 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 CBC's office, or the central administration office or through Policy Online® at the following address: [Wichita Falls ISD Board Policy Manual Policy Online \(tasb.org\)](http://Wichita Falls ISD Board Policy Manual Policy Online (tasb.org)).

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

Although Durham Transportation is authorized and generally initiates all corrective action involving incidents occurring on the bus, a bus driver may refer a student to the campus administrator's office to maintain effective discipline on the bus. The administrator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, a campus administrator or authorized representative of Durham Transportation may restrict or revoke a student's transportation privileges, in accordance with law.

Students who ride the school bus are expected to abide by the following rules:

1. Students will become familiar with their bus schedule and route. Students must be on time at their bus stop. The bus will not wait for a tardy passenger.
2. Students will ride only on their assigned school bus. Students will board and get off the bus at the nearest bus stop to their residence or at some other place as assigned by the transportation manager. The principal must approve any exception.
3. Students who are not eligible to ride the bus may not ride home with a friend who is eligible to ride the bus.
4. Students must not stand in the street or roadway while waiting for the bus. Students will wait a safe distance from the curb and allow the bus sufficient room to stop.
5. Students must obey the driver or aide promptly and with a respectful, satisfactory attitude.
6. Unnecessary conversation with the driver is prohibited.
7. Outside of ordinary conversation as a passenger, classroom conduct will be observed.
8. Smoking or tobacco products of any kind are not permitted on the bus.
9. Bottle or can drinks, candy, gum, snacks or other similar items will not be consumed on the bus.
10. Students will not throw waste paper or other litter on the floor of the bus or throw objects inside or outside of the bus.
11. Student will not extend their arms or heads out of the bus at any time.
12. Profane or vulgar language or gestures will not be tolerated.
13. Students are prohibited from carrying radios, other audio-mechanical devices, or weapons.
14. Students will remain in their seats and not move around from one seat to another.

Removal from the School Bus

15. Horseplay is not permitted.
16. Private transportation arrangements will need to be made for a student who brings to school or takes home from school large, heavy, bulky items that cannot be held in the student's lap or placed under the seat. Items are not allowed in the aisle or to occupy a seat.

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

Formal Removal

A teacher may initiate a formal removal from class if:

- a. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
- b. 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 CBC 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 CBC 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 CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- 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

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

A student who has been formally removed by a teacher for any other conduct 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 behavior listed in the Code of Conduct 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 verified homeless at the time of the offense (per current District of Innovation Plan) 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 sections 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 CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC 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 CBC 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 ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. 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

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 in conjunction with other students.

A student who is court ordered to JJAEP 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 JJAEP placement.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC 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 of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any 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, or gang 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.

Disciplinary Alternative Education Program (DAEP) Placement

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 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 CBC **may** 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, 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 a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 29.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. 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.
 - 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.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
 - 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 six to nine years of age.

Disciplinary Alternative Education Program (DAEP) Placement

- 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:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- 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.

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 CBC.

Conference

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

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- 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 CBC shall take into consideration:

Disciplinary Alternative Education Program (DAEP) Placement

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 currently homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services 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 a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

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

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

Disciplinary Alternative Education Program (DAEP) Placement

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.

Most DAEP placements will be for 90 days with the possibility of early release at 20 days for the first placement of a school year, 30 days for the second placement and 45 for the third. The length of any subsequent assignments within one school year will be determined on a case-by-case basis. Extensions for each minimum requirement are rare but may be made based on the seriousness of the offense or the behavior during the original placement.

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 are in a DAEP placement 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 CBC 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 of Conduct.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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 CBC's office, the central administration office, or through Policy Online® at the following address: [Wichita Falls ISD Board Policy Manual – Policy Online \(tasb.org\)](#).

Appeals shall begin at Level One with the campus principal unless otherwise determined by the superintendent or his designee.

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

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP for the first placement of the school year 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. It will be the parent's responsibility to provide transportation directly to the DAEP for subsequent placements.

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 CBC 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 CBC may enter an additional disciplinary order as a result of those proceedings.

Disciplinary Alternative Education Program (DAEP) Placement

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 of Conduct 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 CBC 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 CBC 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 including a district in another state.

Disciplinary Alternative Education Program (DAEP) Placement

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year 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 student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed 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 Students

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.

Placement and/or Expulsion for Certain Offenses

Certain Felonies

Regardless of whether DAEP 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 CBC 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;
- 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;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- 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
- 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 and/or Expulsion for Certain Offenses

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC 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 CBC 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.

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 disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- 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 CBC 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 CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP for students 17 and over while their hearing is pending.
- JJAEP at the release from juvenile detention per the MOU between WFISD and Department of Juvenile Justice.

Hearing

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

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Director of Student Services authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC 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 Office of the Director of Student Services 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 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's conduct 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 designee 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 CBC 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(LEGAL) and FODA(LEGAL) 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 a crime that involves:

1. 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 on 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. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or 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 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 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 by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

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, 1-B, 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 Education Code 37.0832 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 or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. 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 silencer, defined as any device for silencing, muffling, or diminishing the report of a portable [firearm](#); or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique 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 Education Code 37.001(b)(2); 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;
- d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- e. Making a telephone call and intentionally failing to hang up or disengage the connection;
- f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
- g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 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; or
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 Education Code 37.001(b)(3) 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:

1. Clothing, purse, or backpack;
2. 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;
3. Telecommunications or electronic devices; or
4. 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: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;

2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

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, when the person 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 Education Code 37.121(d) 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 and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes 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 schoolwork 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 disabled individual 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.

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 that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

WICHITA FALLS ISD BOARD OF TRUSTEES

August 13, 2024

Agenda Item:	Monthly Personnel Report		
Administrator Responsible:	Dayna Hardaway, Director of Human Resources		
Attachments:	No Attachment		
<input type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input checked="" type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees reviews the employee resignations/retirements that have been submitted since the last Board meeting. The resignations/retirements have been accepted by Dr. Donny Lee, Superintendent of Schools, in accordance with the requirements of Policy DFE (Local).

Letters of Retirement:

Professionals

Roberts, Ward- Director of Innovation and Advanced Academics, Ed center, Last Day 7/31/24

Clerical/Auxiliary/Support

Letters of Resignation:

Professionals

Bell, Rahsaan- Teacher, Hirschi, Last Day 5/24/24

Cadotte, January-Community Partnership Coordinator, Ed Center, Last Day 8/14/24

Coward, Krystal-Teacher, CEC, Last Day 5/24/24

Frank, M. Robert-Teacher, Kirby, Last Day 5/24/24

Gibbs, Carol-SLP, Ed Center, Rescinded acceptance, 7/16/2024

Gonzales, Sarah-Registered Nurse, Ed Center, Last Day 5/24/24

Kirksey, Kim-SLPA, Ed Center, Last Day 5/24/24

Mujica, Joshua-Teacher, Rider, Last Day 5/24/24

Nimetz, Ryan- Teacher, WFHS, Last Day 5/24/24

Nix, Keri-Teacher, Fain, Last Day 5/24/24

Roark, Guy-Teacher, Hirschi MS, Rescinded Acceptance

Shaver, Jennifer-Teacher, Jefferson, Last Day 5/24/24

Shierry, Ashlea-Teacher, Cunningham

Turner, Antoinette-Counselor, Kirby, Last Day 5/31/24

Clerical/Auxiliary/Support

Blunt, Alyssa- Aide, Brook Village, Last Day 5/24/24

Bruce, Yolanda-Registrar, Rider, Last Day, 6/28/24

Handy, Staci-Aide, Fowler, Last Day 5/24/24

Hurd, Chanell-Aide, Zundy, Last Day 5/24/24

Montoya, Esperanza-Aide, Burgess, Last Day 5/24/24

Redding, Sunny-Aide, Cunningham, Last Day 5/24/24

Rios, Jennifer-Aide, Cunningham, Last Day 5/24/24

Stokes, Monica-Aide, Brook Village, Last Day 5/24/24

**WICHITA FALLS ISD BOARD OF TRUSTEES
AUGUST 13, 2024**

Agenda Item:	Applicant Pool		
Administrator Responsible:	Dayna Hardaway, Director of Human Resources		
Attachments:	Applicant Pool		
<input checked="" type="checkbox"/> Action Needed	<input type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approve the proposed applicant pool as submitted by Dayna Hardaway, Director of Human Resources, and as recommended by Dr. Donny Lee, Superintendent of Schools.

APPLICANTS TO BE APPROVED BY THE BOARD OF EDUCATION

August 13, 2024

CERTIFIED APPLICANT POOL

Name	Certification	University	Yrs of Exp	Position/Assignment	Previous District
*Frazier, Cody	English Language Arts & Reading Grades (7-12)	Midwestern State University	NA	Teacher Legacy High School Replacing Ryan Nimitz	NA
Walterschied, Jared	Physical Education Grades (EC-12)	Texas Woman's University Bachelor's	NA	Teacher Hirschi Middle School Replacing Charles Birk	NA
*Minor, Darion	Core Subjects Grades (4-8)	Midwestern State University Bachelor's	NA	Teacher/Coach Hirschi Middle School Replacing Adrienne Fore	NA

Asterisk indicates Contract Addendum Required. See key below.

** Enrolled in an Alternative Certification Program*

*** One-year out-of state Certification*

****Emergency Permit*

***** Non-Renewal Permit*

DOI = District of Innovation

Brennan, Pamela	Core Subjects Grades (EC-6) Generalist Grades (EC-4) English as a Second Language Supplemental Grades (EC-6)	Douglass College-Rutgers University Bachelor's	18	Teacher Jefferson Elementary Replacing Emily Anderson (in-district promotion)	Vernon ISD
*Woods, Ken	English, Language Arts & Reading Grades (7-12)	Appalachian State University Bachelor's	3	Teacher McNiel Middle School Replacing Luke Northcutt	NA
**Smith, Denise	Elementary Grades (1-8)	University of Kansas Bachelor's	NA	Teacher Jefferson Elementary	NA
DOI -Gonzales, Connor	CPR Enhanced Primary Care (EPC)	Midwestern State University Bachelor's	NA	Teacher Memorial High School Replacing Krystal Coward	NA

Asterisk indicates Contract Addendum Required. See key below.

** Enrolled in an Alternative Certification Program*

*** One-year out-of state Certification*

****Emergency Permit*

***** Non-Renewal Permit*

DOI = District of Innovation

**Williams, Genica	Music Grades (EC-12)	University of Arizona Bachelor's	NA	Teacher McNiel Middle School Replacing Courtney Reames (in-district promotion)	NA
DOI - Honore, Theron	NA	Midwestern State University Bachelor's	NA	Teacher Career Education Center Replacing Zeno Ferguson	NA
Rohrbach, Bradley	Social Studies Grades (7-12)	Midwestern State University Bachelor's	NA	Teacher Hirschi Middle School Replacing Guy Roark	NA

Asterisk indicates Contract Addendum Required. See key below.

** Enrolled in an Alternative Certification Program*

*** One-year out-of state Certification*

****Emergency Permit*

***** Non-Renewal Permit*

DOI = District of Innovation

APPLICANTS TO BE APPROVED BY THE BOARD OF EDUCATION

August 13, 2024

Contract Change

Name	Current Contract	Current Position	New Contract	New Position
Anderson, Emily	Teacher Term	Teacher	Diagnostician Probationary	Diagnostician

Asterisk indicates Contract Addendum Required. See key below.

** Enrolled in an Alternative Certification Program*

*** One-year out-of state Certification*

****Emergency Permit*

***** Non-Renewal Permit*

DOI = District of Innovation

WICHITA FALLS ISD BOARD OF TRUSTEES
August 13, 2024

Agenda Item:	Order of Election for November 5, 2024 Election for School Trustees Representing Single Member Districts 2, 4, and At-Large Positions
Administrator Responsible:	Dr. Donny Lee, Superintendent
Attachments:	Order of Election
<input checked="" type="checkbox"/> Action Needed <input type="checkbox"/> Future Action <input type="checkbox"/> Presentation <input type="checkbox"/> Report	

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approves an Order of Election to be held on November 5, 2024 for the purpose of electing School Trustees to District 2, District 4, and At-Large Positions as recommended by Dr. Donny Lee, Superintendent of Schools.

ORDER OF ELECTION
FOR
WICHITA FALLS INDEPENDENT SCHOOL DISTRICT

A general election is hereby ordered to be held on **NOVEMBER 5, 2024**, for the purpose of electing School Trustees to Single Member District 2, District 4, and At-Large Position on the Wichita Falls Independent School District Board of Trustees.

Early voting shall be conducted by personal appearance at the locations and on the dates and at the times set forth below:

**WICHITA FALLS INDEPENDENT SCHOOL DISTRICT
Early Voting Locations***

LOCATION	ADDRESS	DATE	TIME
(Main Location) WICHITA COUNTY COURTHOUSE	900 7TH ST ROOM 139 WICHITA FALLS, TX 76308	October 21st – 25th October 26th October 27th October 28th – Nov 1st	8:00am to 5:00pm 7:00am to 7:00pm 1:00pm to 6:00pm 7:00pm to 7:00pm
MARTIN LUTHER KING CENTER	1100 SMITH WICHITA FALLS, TX 76301	October 21st – 25th October 26th October 27th October 28th – Nov 1st	8:00am to 4:00pm 7:00am to 7:00pm 1:00pm to 7:00pm 8:00am to 4:00pm
SENER MALL SIKES	102 W COLLEGE BURKBURNETT, TX 76354	October 21st – 25th October 26th October 27th October 28th – Nov 1st	11:00am to 7:00pm 7:00am to 7:00pm 1:00pm to 7:00pm 11:00am to 7:00pm
COMMISSIONER PRECINCT 2 BLDG	3111 MIDWESTERN PKWY WICHITA FALLS, TX 76308	October 21st – 25th October 26th October 27th October 28th – Nov 1st	8:00am to 4:00pm 7:00am to 7:00pm 1:00pm to 7:00pm 8:00am to 4:00pm
WICHITA COUNTY TAX OFFICE SUBSTATION	TBD IOWA PARK, TX 76367	October 21st – 25th October 26th October 27th October 28th – Nov 1st	8:00am to 4:00pm 7:00am to 7:00pm 1:00pm to 7:00pm 8:00am to 4:00pm
COMMISSIONER PRECINCT 4 BLDG	2023 SH 25 N ELECTRA, TX 76360	October 21st – 25th October 26th October 27th October 28th – Nov 1st	8:00am to 4:00pm 7:00am to 7:00pm 1:00pm to 7:00pm 8:00am to 4:00pm

*LOCATIONS AND TIMES ARE SUBJECT TO CHANGE

Any voter who is entitled to vote an early ballot by personal appearance may do so at any Early Voting Polling Place.

Address for Early Voting by Mail:

Applications for early voting by mail must be **received** at the following address no later than Friday, October 25, 2024:

Robin Fincannon, County Clerk
 900 7th Street, Room 104
 Wichita Falls, TX 76301

The election shall be held between the hours of 7:00 a.m. and 7:00 p.m. on November 5, 2024, in said District at the polling places, as follows:

**WICHITA FALLS INDEPENDENT SCHOOL DISTRICT
 ELECTION DAY LOCATIONS***

November 5, 2024, 7:00 AM – 7:00 PM; PRECINCTS CAN VOTE ANYWHERE
Martin Luther King Center, 1100 Smith., Wichita Falls, 76301
Region 9 Education Center, 301 Loop 11., Wichita Falls, 76306
Tenth & Broad Church of Christ, 1319 10th St., Wichita Falls, 76301
Western Hills Baptist Church, 5107 Ridgecrest., Wichita Falls, 76310
Wesley United Methodist Church, 1526 Weeks St., Wichita Falls, 76302
Life Church, 4350 Seymour Hwy., Wichita Falls, 76309
Allendale Baptist Church., 4650 Allendale Rd., Wichita Falls, 76310
Commissioner Pct. 2 Bldg., 102 West College, Burkburnett, 76354
Kamay VFD, 8537 SH 258 W, Wichita Falls, 76369
First Baptist Family Center, 300 W Bank, Iowa Park, 76367
Haws Rd. Community Church, 2635 Haws Rd., Iowa Park, 76367
First Baptist Church, 406 W. Garrison, Electra, 76360
The Church at Sheppard, 2101 Puckett Rd., Wichita Falls, 76306
Sikes Lake Center, 3410 Taft Blvd, Wichita Falls, 76310
Faith Baptist Church, 411 S Wall., Iowa Park, 76367

*LOCATIONS AND TIMES ARE SUBJECT TO CHANGE.

Issued this 13th day of August, 2024.

Wichita Falls Independent School District

By: _____
Katherine McGregor
President, Board of Trustees

Attest: _____
Sandy Camp
Secretary, Board of Trustees

**WICHITA FALLS ISD BOARD OF TRUSTEES
AUGUST 13, 2024**

Agenda Item:	Minutes		
Administrator Responsible:	Dr. Donny Lee, Superintendent of Schools		
Attachments:	Minutes of Work Session, July 8, 2024 Minutes of Regular Meeting, July 15, 2024 Minutes of Special Session, July 30, 2024		
<input type="checkbox"/> Action Needed	<input checked="" type="checkbox"/> Future Action	<input type="checkbox"/> Presentation	<input type="checkbox"/> Report

Administrative Recommendation:

That the Wichita Falls Independent School District Board of Trustees approves the proposed minutes of a work session on July 8, 2024, a regular meeting on July 15, 2024, and a special session on July 30, 2024 as submitted by Dr. Donny Lee, Superintendent of Schools.

Explanation:

The following are copies of the minutes referenced above. These minutes will become official upon approval by the Board.

**WICHITA FALLS INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
WFISD ADMINISTRATION BUILDING – BOARD ROOM
WORK SESSION MEETING JULY 8, 2024**

CALL TO ORDER AND OPENING STATEMENT:

The Board of Trustees of the Wichita Falls Independent School District met in a work session meeting on the above date. The meeting was called to order at 12:00 p.m. by Ms Katherine McGregor, board president.

Board members present: Ms. Katherine McGregor, Mr. Mark Lukert, Mr. Jim Johnson and Ms. Sandra Camp. Ms. McGregor noted that a quorum was present and the meeting had been duly called and notice of the meeting had been posted for the time and manner required by law.

Staff members present: Dr. Donny Lee, Superintendent of Schools, Ms. Dayna Hardaway, Director of Human Resources, Ms. Ashley Thomas, Communications Officer, Ms. Leah Horton, Chief Financial Officer, Ms. Keli Sims, Administrative Assistant- HR Department, Ms. Vanessa Dishman, Administrative Assistant to the Superintendent, Mr. Scot Hafley, Executive Director of Operations, Ms. Kim Thorne Associate Director of Special Education, Mr. Grant Freeman, Director of Athletics, Ms Denise Brown, Director of Finance, Ms Deb Dipprey, Executive Director of School Administration and Chief Anthony Smith, WFISD Police Department.

Also present: Mr. David Potter, Architect with DP4 Consult and Huckabee, Inc., Ms Jackie Hoegger, Owner, Hoegger Communications, and various media

INVOCATION:

Mr. Mark Lukert gave the invocation.

PUBLIC COMMENT:

None

REPORTS OR SPECIAL DISCUSSION ITEMS:

CONSTRUCTION UPDATE ON WF LEGACY HIGH SCHOOL AND WF MEMORIAL HIGH SCHOOL:

Mr. David Potter, Architect with DP4 Consult and Huckabee, Inc, gave a detailed report using photo slides on the construction at Wichita Falls Legacy High School and Wichita Falls Memorial High School. Temporary Occupancy Permit approved through the City of Wichita Falls. Mr. Potter stated that the auditoriums as well as the Bistros at both campuses will not be ready for the first days of school.

HOEGGER COMMUNICATIONS

Ms. Jackie Hoegger from Hoegger Communications presented the 20 second commercial the firm developed to promote the new high schools.

FINANCIAL SERVICES:

FINANCIAL REPORTS AS OF MAY 31, 2024

Mr. Mark Lukert, seconded by Mr. Jim Johnson, motioned that the Wichita Falls Independent School District Board of Trustees approve the year-to-date financial reports and investment reports as submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Carried unanimously by a vote of 4-0

END OF YEAR BUDGET AMENDMENTS

Ms. Sandy Camp, seconded by Mr. Jim Johnson, motioned that the Wichita Falls Independent School District Board of Trustees approve the budget amendments to the 2023-2024 budgets as submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Carried unanimously by a vote of 4-0

RFP 2324-27-S-24 FOOD SERVICE DELIVERY VEHICLES (VANS)

Ms Leah Horton, Chief Financial Officer, recommended that the Wichita Falls Independent School District Board of Trustees approve the purchase of two (2) cargo vans, totaling \$102,772.00, for WFISD Food Service as submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools. RFP 2324-27-S-24 for (2) Cargo Vans for Food Service was advertised twice in the Times Record News and web-published for fourteen (14) days as required by Texas Department of Agriculture (TDA), as well as issued on WFISD's electronic bid solicitation platform for forty-five (45) days (TDA required). Thirty-one vendors received notification of the solicitation and (1) responded with a proposal for the cargo vans. Foundation Automotive US Corp's proposal fully meets the vehicle specifications and offers the lowest price

This item will be placed on the consent agenda for the regular meeting on July 15, 2024

RFP-2324-30-S-25 CAFETERIA SERVING LINE EQUIPMENT

Mr. Jim Johnson, seconded by Mr. Mark Lukert, motioned that the Wichita Falls Independent School District Board of Trustees award RFP 2324-30-S-24 Cafeteria Serving Line Equipment (with installation) for a total of \$401,943.00 to Mission Restaurant Supply as submitted by Leah Horton, Chief Financial Officer, and as recommended by Dr. Donny Lee, Superintendent of Schools.

Carried unanimously by a vote of 4-0

PURCHASE OF EUREKA MATH

Ms. Leah Horton, Chief Financial Officer, recommended that the Wichita Falls Independent School District Board of Trustees approve the purchase of Eureka Math for TEKS-aligned educational support of all K-12 students during the 2024-2025 school year in the amount of \$620,495.64 as submitted by Leah Horton, Chief Financial Officer and as recommended by Dr. Donny Lee, Superintendent of Schools. Great Minds PBC is a public benefit corporation and a subsidiary of Great Minds, a nonprofit organization, which established Eureka Math, a program developed by teachers and math experts who wrote the curriculum to be aligned with the new college- and career-ready standards, which emphasize deeper learning, critical thinking, and conceptual understanding of math. The Great Minds' Eureka Math proposal includes online resources for all district students, plus K-5 student kits and teacher kits, along with manipulatives to expand methods of learning. This purchase will be made utilizing Great Mind's award on New Caney ISD's RFP 149.20 IV, which was advertised twice in the Houston Community Newspaper in Conroe, Texas. The vendor quote has been reviewed and is verified to be compliant with the vendor award. Three alternate quotes were obtained and compared but none could provide the uniformity of learning across all methods offered by Eureka Math.

This item will be placed on the consent agenda for the regular meeting on July 15, 2024

SKYWARD FINANCE ANNUAL LICENSE AGREEMENT

Ms. Leah Horton, Chief Financial Officer, recommended that the Wichita Falls Independent School District Board of Trustees renew the Skyward Finance Annual License Agreement for the 2024-2025 fiscal year in the amount of \$121,356.00, as recommended by Leah Horton, CFO, and as recommended by Dr. Donny Lee, Superintendent of Schools. Skyward Finance is utilized for the management of all District funds, as well as for Payroll, Human Resources, Inventory, Fixed Assets, and PEIMS. The Skyward Finance expenses are as follows:

2024-2025 for \$121,356.00 (attached)

For comparison:

2023-2024 total was \$121,160.00

2022-2023 total was \$110,317.00 (included a one-time discount of \$7,041)

2021-2022 total was \$112,303.

This item will be placed on the consent agenda for the regular meeting on July 15, 2024

PURCHASE OF IXL

Ms. Leah Horton, Chief Financial Officer, recommended that the Wichita Falls Independent School District Board of Trustees approve the purchase of IXL Learning for educational support of all K-10 students (10,000 students) during the 2024-2025 school year in the amount of \$207,495.00 as submitted by Leah Horton, Chief Financial Officer and as recommended by Dr. Donny Lee, Superintendent of Schools. IXL Learning uses insights from student work in the curriculum and real-time diagnostic to generate personalized guidance for each learner. The personalized action plans link individual students to the skills that will help them build on their knowledge and remediate gaps in understanding by utilizing interactive components and unlimited practice questions. IXL Learning offers program training for teachers to assure full utilization and effectiveness. IXL Learning is a District-approved digital online resource.

This purchase will be made utilizing IXL Learning's award on TIPS 230105, which was advertised twice in in The Journal Record in Oklahoma City, Oklahoma. The vendor quote has been reviewed by TIPS and is verified to be compliant with the vendor award. The cost per student-user in 2023-2024 was \$20.93, while the cost per student-user for 2024-2025 is \$20.50. Alternative quotes were obtained but did not meet the resource needs nor budget for this purchase.

This item will be placed on the consent agenda for the regular meeting on July 15, 2024

PURCHASE OF FLIPPEN GROUP'S CAPTURING KIDS HEARTS PROGRAM

Ms. Leah Horton, Chief Financial Officer, recommended That the Wichita Falls Independent School District Board of Trustees purchase professional development package from Capturing Kids' Hearts (The Flippen Group) in the amount of \$147,850.00 (previously approved for \$120,950.00), as submitted by Leah Horton, Chief Financial Officer and as recommended by Dr. Donny Lee, Superintendent of Schools. Capturing Kids Hearts (CKH) has been an integral component of our district initiatives since the 2015-2016 school year. All of our elementary campuses trained before 23-24 have received at least one National Showcase Distinction from CKH. In 23-24, Jefferson and West Foundation earned their 1st Distinction, and in its first year of CKH implementation, Cunningham earned the Rising Star Recognition, showing that campuses believe in this program. CKH supports several components of our current 5-part Strategic Plan, including Part 1 – “We will maximize human potential through a culture of high expectations”; Part 3 – “We will build a collaborative culture to foster ownership and increase engagement”; and Part 4 – “We will develop systems to identify and meet the physical, emotional, and social needs of students.” The increase of \$26,900.00 is for the expansion of CKH to McNiel Middle School. This additional cost will allow the district to equip McNiel staff with the CKH strategies that emphasize the importance of relationships and its effect of increasing academic achievement, building a strong classroom culture, and serving the whole child. Additionally, continued usage of the CKH Leadworthy Character Lessons on our campuses, and in our classrooms, is imperative in our continued efforts to improve campus and classroom culture, increase student engagement, build meaningful relationships, and meet the social and emotional needs of our students.

The purchase of the proposed CKH trainings will be made using RFP 23-15 and competitive quotes for services. This item will be placed on the consent agenda for the regular meeting on July 15, 2024.

This item will be placed on the consent agenda for the regular meeting on July 15, 2024

DISTRICT OPERATIONS

2024-2025 TDA EXCESS FUND BALANCE SPENDING PLAN

Mr. Scot Hafley, Assistant Superintendent, recommended that the Wichita Falls Independent School District Board of Trustees approve the Texas Department of Agriculture Excess Net Cash Resource Plan for the 2024-25 school year as submitted by Scot Hafley, Assistant Superintendent, and as recommended by Dr. Donny Lee, Superintendent of Schools. A plan was developed by members of WFISD maintenance, finance, purchasing and food services. The plan was submitted to TDA on March 4, 2024 and approved. Following TDA approval, the WFISD Board of Trustees is asked to approve the spending plan as well. Prior to purchasing any item over \$5000.00 on the plan WFISD must receive final approval from TDA again to ensure compliance. The spending plan is attached for your review. The highlights of the plan are upgraded kitchen equipment, delivery trucks, and improvements to the Rider kitchen and cafeteria. The completion date is estimated for August 1, 2025.

The excess cash resources are determined by subtracting the three-month average expenditures from the Net Cash resources. These funds are strictly tied to improvements in food service and food quality for WFISD students. The Food Service fund balance is separate from the WFISD fund balance and budget.

This item will be placed on the consent agenda for the regular meeting on July 15, 2024

HUMAN RESOURCES:

PERSONNEL REPORT

Ms. Dayna Hardaway, Director of Human Resources, reported to the Wichita Falls Independent School District Board of Trustees a review of employee resignations/retirements that have been submitted since the last board meeting. The resignations/retirements have been accepted by Dr. Donny Lee, Superintendent of Schools, in accordance with the requirements of Policy DFE (LOCAL).

TEACHER APPLICANT POOL

Mr. Mark Lukert, seconded by Mr. Jim Johnson, moved that the Wichita Falls Independent School District Board of Trustees approve the proposed teacher applicant pool.

Carried unanimously by a vote of 4-0

BOARD MATTERS:

BOARD MINUTES:

Minutes of a work session, June 11, 2024, public hearing June 17, 2024 and regular meeting June 17, 2024

These items will be placed on the consent agenda for the regular meeting on July 15, 2024

CONSIDER AND APPROVE MOVING THE AUGUST 19TH BOARD MEETING TO AUGUST 20TH:

Ms. Sandy Camp, seconded by Mr. Jim Johnson, motioned that the Wichita Falls Independent School District Board of Trustees approve the movement of the August 19th regular board meeting to August 20th as submitted by Dr. Donny Lee, Superintendent of Schools.

Carried unanimously by a vote of 4-0

2024-2025 BOARD MEETING DATES:

That the Wichita Falls Independent School District Board of Trustees approve the 2024-2025 Board Meeting Dates Schedule as submitted and recommended by Dr. Donny Lee, Superintendent

These items will be placed on the consent agenda for the regular meeting on July 15, 2024

RECESS:

Ms. Katherine McGregor, board president, recessed the work session to go into closed session at 1:00 pm.

CLOSED SESSION:

1. Personnel Matters Including the Appointment, Evaluation, Reassignment, Duties, Discipline, Dismissal and/or Compensation of Individual District Employees (*Pursuant to Texas Government Code 551.074*)
2. Superintendent Evaluation

OPEN SESSION:

Ms. Katherine McGregor, board president, recessed the closed session to go back into open session at 2:57pm to act on the following:

SUPERITENDENT EVALUATION

Mr. Mark Lukert, seconded by Mr. Jim Johnson, motioned that the Wichita Falls Independent School District Board of Trustees approve the Superintendent Evaluation as presented in Closed Session

Carried unanimously by a vote of 4-0

SUPERITENDENT CONTRACT

The consideration of approval of the Superintendent Contract as presented in closed session.

This item will be placed on the agenda for the regular meeting on July 15, 2024

ADJOURNED:

Ms. Katherine McGregor, board president, adjourned the meeting at 2:59pm.

President, Board of Trustees

Secretary, Board of Trustees

**WICHITA FALLS INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
WFISD ADMINISTRATION BUILDING – ROOM 302
REGULAR SESSION MEETING JULY 15, 2024**

CALL TO ORDER AND OPENING STATEMENT:

The Board of Trustees of the Wichita Falls Independent School District met in a work session meeting on the above date. The meeting was called to order at 6:12 p.m. by Ms Katherine McGregor, board president.

Board members present: Ms. Katherine McGregor, Mr. Jim Johnson, Mr. Dale Harvey and Ms. Diann Scroggins. Ms. McGregor noted that a quorum was present and the meeting had been duly called and notice of the meeting had been posted for the time and manner required by law.

Staff members present: Dr. Donny Lee, Superintendent of Schools, Ms. Dayna Hardaway, Director of Human Resources, Ms. Leah Horton, Chief Financial Officer, Ms. Vanessa Dishman, Administrative Assistant to the Superintendent, Ms. Keli Sims, Administrative Assistant, HR, Ms. Ashley Thomas, Communications Officer, Ms. Trish Potts, Internal Auditor, Mr. Grant Freeman, Director of Athletics, Mr. Scot Hafley, Executive Director of Operations, Mr. Larry Menefee, Director of Student Services, Mr. Loy Studer, Rider Band Director and Ms. Kelly Strenski, Director of fine Arts.

Also present: Media

INVOCATION:

Ms. Diann Scroggins gave the invocation.

PUBLIC COMMENT:

None

PRESENTATIONS

UIL STATE SOLO AND ENSAMBLE OVERALL OUSTANDING PERFORMERS

Ms. Kelly Strenski, Director of Fine Arts, requested that the Wichita Falls Independent School District Board of Trustees recognize students from Rider High School who were named Overall Outstanding Performers at the UIL State Solo and Ensemble Contest as submitted and recommended by Dr. Donny Lee, Superintendent.

In May, two Rider High School students competed at the Texas State Solo and Ensemble Contest and were named UIL State Champions after being selected as UIL State Solo and Ensemble Overall Outstanding Performers.

Out of 9,544 soloists who performed, only 286 students earned the "Outstanding Performer" ranking from the judges.

Keira Dassinger - Outstanding Performer on Trumpet

Jun Park - Outstanding Performer on Violin

Instructor:

Loy Studer

SUPERINTENDENT'S REPORT:

Dr. Donny Lee, Superintendent of Schools, gave his monthly update:

- Informed the board of trustees that the district partnered with Hoegger Communications to develop a commercial highlighting the new high schools, it will air during the Olympics.
- Hirschi Renovations ongoing and looking great
 - New paint
 - Refurbishing band hall
 - Added Sidewalks
 - Polished floors
 - New lighting, etc.
- Cell Phone Pilot Program
 - Yonder-cell phone pouch.
 - Hirschi and McNeil Middle Schools: pilot campuses
 - Depending on results from these campuses will decide if the program will be used district wide in the future
- New campuses
 - Open houses

- Memorial: August 19th
 - Legacy: August 22nd
- School Board Election
 - Filing to run dates
 - July 20-August 19th
- Leadership Training
 - MSU, July 23rd & 24th
 - All District Administrators and Directors, any leadership role
- New Teacher Orientation
 - August 2nd-Draft
 - August 5th-7thOrientation
- Project Back to School
 - August 3rd
- Teacher Report Day
 - August 8th
- School Starts
 - August 15th
- STAAR results ruling: new law suit
 - Law suit puts a hold on district grading results for the 23-24 year
 - Dr Lee recommended Wichita Falls ISD to NOT join the law suit along with over 100 other Texas public school districts
 - Due to Rules for district grading change in the middle of the testing year
 - Same results as 22-23 would be graded a letter lower
 - AI grading new in 23-24 with many, many errors

CONSENT AGENDA:

Minutes from June Meetings
 Purchase of Eureka Math
 Skyward Finance Annual License Agreement
 Purchase of IXL
 Purchase of Flippen Group’s Capturing Kids’ Hearts Program
 2024-2025 TDA Excess Fund Balance Spending Plan
 RFP 2324-27-S-24 Food Service Delivery Vehicles (Vans)
 2024-2025 Board Meeting Dates

Mr. Jim Johnson, seconded by Ms. Diann Scroggins, motioned that the Wichita Falls Independent School District Board of Trustees approve the above items placed on the Consent Agenda at the July 8, 2024 meeting.

Carried unanimously by a vote of 4 – 0

HUMAN RESOURCES:

TEACHER APPLICANT POOL

Mr. Jim Johnson, seconded by Ms. Diann Scroggins, moved that the Wichita Falls Independent School District Board of Trustees approve the proposed teacher applicant pool.

Carried unanimously by a vote of 4 – 0

BOARD MATTERS:

CONSIDER AND APPROVE STRATEGIC PLAN, BELIEF STATEMENTS, VISION, MISSION, PRIORITIES AND STRATEGIC OBJECTIVES

Ms. Diann Scroggins, seconded by Mr. Jim Johnson, moved that the Wichita Falls Independent School District Board of Trustees approve the Strategic Plan Belief Statements, Vision, Mission, Priorities, and Strategic Objectives.

Carried unanimously by a vote of 4 – 0

RECESS:

Ms. Katherine McGregor, board president, recessed to go into closed session at 6:51pm.

CLOSED SESSION:

1. Personnel Matters Including the Appointment, Evaluation, Reassignment, Duties, Discipline, Dismissal and/or Compensation of Individual District Employees (Pursuant to Texas Government Code 551.074)
2. Superintendent Contract

OPEN SESSION:

Ms. Katherine McGregor, board president, called the closed session to go back into open session at 7:32pm

STUDENT INTRA-DISRICT TRANSFER PETITION

Mr. Jim Johnson, seconded by Ms Diann Scroggins, motioned that the Wichita Falls Independent School District Board of Trustees approve the Superintendent's contract as presented in closed session.

Carried by a vote of 4-0

ADJORNMENT:

With no other action to take, Ms. Katherine McGregor, board president, adjourned the meeting at 7:36 pm.

President, Board of Trustees

Secretary, Board of Trustees

**WICHITA FALLS INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
WFISD ADMINISTRATION BUILDING – BOARD ROOM
SPECIAL SESSION MEETING JULY 30, 2024**

CALL TO ORDER AND OPENING STATEMENT:

The Board of Trustees of the Wichita Falls Independent School District met in a work session meeting on the above date. The meeting was called to order at 6:45 p.m. by Ms Katherine McGregor, board president.

Board members present: Ms. Katherine McGregor, Mr. Jim Johnson and Ms. Sandra Camp, Ms. Susan Grisel. Ms. McGregor noted that a quorum was present and the meeting had been duly called and notice of the meeting had been posted for the time and manner required by law.

Staff members present: Dr. Donny Lee, Superintendent of Schools, Ms. Dayna Hardaway, Director of Human Resources, Ms. Terrilyn Nowicki, Leave Specialist, Mr. Gene Silverstrand, Teacher.

Also present: Mr. Craig Wood, Counsel for District, Ms. Laura McLean, Counsel for District, Ms. Ashton Makarwich, Counsel for District, Ms. Carmen Jo Rejda-Ponce, Counsel for Employee.

INVOCATION:

None.

PUBLIC COMMENT:

None

BOARD MATTERS:

RECESS:

Ms. Katherine McGregor, board president, recessed the special session to go into closed session at 6:47 pm.

CLOSED SESSION:

1. Consultation with District’s Legal Counsel Regarding Legal and Procedural Issues Concerning the Nonrenewal Hearing of a Term Contract Teacher (*Pursuant to Texas Government Code 551.07*)
2. Hearing and Deliberation of Nonrenewal of a Term Contract Teacher (*Pursuant to Texas Government Code Section 551.074*)

OPEN SESSION:

Ms. Katherine McGregor, board president, recessed the closed session to go back into open session at 11:45 pm. The board agreed to make a decision regarding the nonrenewal at the August 13th board work session.

ADJOURNED:

Ms. Katherine McGregor, board president, adjourned the meeting at 11:53 pm.

President, Board of Trustees

Secretary, Board of Trustees