



**BURNET**  
Consolidated ISD  
**CRAFTING *the* FUTURE**

**BURNET CONSOLIDATED I.S.D.**

**Regular Meeting**

**Monday, October 19, 2015 6:30 PM**

# Agenda of Regular Meeting

## The Board of Trustees BURNET CONSOLIDATED I.S.D.



A Regular meeting of the Board of Trustees of BURNET CONSOLIDATED I.S.D. will be held October 19, 2015, beginning at 6:30 PM in the Bertram Elementary School Library, 315 Main Street, Bertram, Texas 78605.

The subjects to be discussed or 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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. INVOCATION

Roberta Goodman, Minister, Bertram United Methodist Church

2. PLEDGE OF ALLEGIANCE

Bertram Elementary 5th graders Cody Baladez, Avery Nisely, Jackson Crawford, and Genesis Torres

3. CALL TO ORDER

4. ATTENDANCE (Sign In)

5. OPEN FORUM

Any interested citizen may use not more than three (3) minutes to present any subject that may affect the school district. However, if the subject is not on the agenda, no action or discussion can or will be taken. The item may be placed on the agenda for consideration at the next regular Board meeting upon request of the Board President. A total of 30 minutes will be allotted for this portion of the agenda.

6. COMMUNICATIONS AND REPORTS

A. BHS Students of the Month 5  
Gary Smart and Mario Cruz

B. October Spotlight - Academic Achievement - Principal Presentations 6

C. Financial Reports (Cervi) 7  
Monthly Financial Statement, Fund Balance Report, Investment Report, Tax Collection Report, Extra-Curricular Trip Report, Check Register, Credit Card Report, Utility Reports, Attorney Invoices, Bond Financial Report

D. Report on 2014 Bond Program (Alaniz) 45

E. Report on Activity Buses (Cervi) 46

7. CONSENT AGENDA

Information on these items has been sent to the Board of Trustees for review prior to the meeting. Any Board member may pull any item from the Consent Agenda (without a second) for deliberation prior to consideration. Any item pulled will be considered with the action

items on the agenda.

- A. Board Minutes 47
- B. Purchases in Excess of \$25,000.00 54

8. BUSINESS ITEMS

- A. Discussion and Possible Action regarding Approval of District and Campus Improvement Plans (Reavis/Connor) 55
- B. Discussion and Possible Action regarding Approval of TASB Policy Update 103 affecting local policies: BF(LOCAL): BOARD POLICIES; CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS; CB(LOCAL): STATE AND FEDERAL REVENUE SOURCES; CKE(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL; CO(LOCAL): FOOD SERVICES MANAGEMENT; DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST; DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT; DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION; FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE; FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT; GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES; GRA(LOCAL): RELATIONS WITH GOVERNMENTAL ENTITIES - STATE AND LOCAL GOVERNMENTAL AUTHORITIES (Huffman) 142
- C. Discussion and Possible Action regarding Approval of Revisions to 2015-2016 Athletic Stipend Schedule (Huffman) 192
- D. Personnel (Huffman) 194
  - Board discussion could be held in Executive Session Under Texas Government Code, Section 551.074
  - 1. Employment of Professional Personnel
  - 2. Report on professional staff resignations and transfers and at-will staff member hirings, resignations, and transfers

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*If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). 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. [See BEC(LEGAL)]*

§551.071 *Private consultation with the Board's attorney.*

§551.072 *Discussing purchase, exchange, lease or value of real property.*

§551.073 *Discussing negotiated contracts for prospective gifts or donations.*

§551.074 *Discussing personnel or to hear complaints against personnel.*

§551.076 *Considering the deployment, specific occasions for, or implementation of, security personnel or devices.*

§551.082 *Considering discipline of a public school child, or complaint or charge against personnel.*

§551.0821 *To deliberate a matter regarding a public school student if personally identifiable information will be revealed.*

§551.083 *Considering the standards, guidelines, terms or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.*

§551.084 *Excluding witnesses from a hearing.*

*Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either:*

*(a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or*

*(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.*

Keith McBurnett  
Superintendent of Schools

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Information**  
**Department: Burnet High School**



**Agenda Item #6A (Communications & Reports)**

**Recognition of BHS Students of the Month**

**Summary**

**The October Students of the Month are Gary Smart and Mario Cruz. These students will be introduced and recognized at the Board meeting.**

**Respectfully Submitted by:**

**Mark Kincaid**  
**BHS Principal**

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Information**  
**Department: Curriculum and Instruction**



**Agenda Item 6B (Communications & Reports)**

**October Spotlight – Academic Achievement – Principal Presentations**

**Summary**

**During the meeting, campus principals will take approximately 10 minutes each to share with the Board challenges they face related to academic achievement and initiatives to address the challenges.**

**Respectfully Submitted by:**

**Keith McBurnett**  
**Superintendent of Schools**

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Information**  
**Department: Business Office**



**Agenda Item #6C (Communications and Reports)**

**Financial Reports**

**Summary**

The financial reports are included for your review. You'll notice the bond financial report looks a little different as we have closed out our first fiscal year. In order to track expenditures back to their original bond budget, I have included the original budget, expenditures for 2014-15 and 2015-16 with a final ending balance for each account code/project.

**Respectfully Submitted by:**

**Sarah Cervi**  
**Director of Business and Finance**

**BURNET CISD  
MONTHLY FINANCIAL STATEMENT  
FOR YEAR ENDED AUGUST 31, 2016**

<b>GENERAL OPERATING FUND - 199</b>								
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	YTD TOTALS	BUDGET	AMT REM	USED/ REC
<b>Revenues</b>								
Local	135,715				135,715	19,893,247	19,757,532	1%
State	1,784,031				1,784,031	5,071,409	3,287,378	35%
Federal	-				-	440,000	440,000	0%
Other Resources	50,000				50,000	-	-	0%
<b>Total Revenues</b>	<b>1,969,746</b>	-	-	-	<b>1,969,746</b>	<b>25,404,656</b>	<b>23,484,910</b>	<b>8%</b>
<b>Expenditures</b>								
11 Instructional	1,164,397				1,164,397	13,290,971	12,126,574	9%
12 Library	26,818				26,818	257,897	231,079	10%
13 Staff Development	47,345				47,345	430,349	383,004	11%
21 Instructional Leadership	27,063				27,063	203,720	176,657	13%
23 Campus Administration	140,065				140,065	1,679,006	1,538,941	8%
31 Counseling	51,295				51,295	637,148	585,853	8%
33 Health Services	20,875				20,875	254,304	233,429	8%
34 Student Transportation	111,168				111,168	1,601,120	1,489,951	7%
35 Food Services	-				-	3,500	3,500	0%
36 Co-Curricular	125,742				125,742	1,125,747	1,000,005	11%
41 General Administration	173,306				173,306	1,523,739	1,350,433	11%
51 Plant Maintenance	399,906				399,906	3,414,986	3,015,080	12%
52 Security & Monitoring	237				237	76,061	75,823.83	0%
53 Data Processing	38,327				38,327	653,921	615,595	6%
61 Community Services	44.20				44	4,750	4,706	1%
71 Debt Service	-				-	-	-	0%
99 TAX APPRAISALS COSTS	66,919				66,919	297,439	230,520	22%
00 Other Uses	-				-	-	-	0%
<b>Total Expenditures</b>	<b>2,393,507</b>	-	-	-	<b>2,393,507</b>	<b>25,454,656</b>	<b>23,061,149</b>	<b>9%</b>

<b>Cash and Investment Balances:</b>	<b>September 30, 2015</b>
Local Maintenance	\$ 9,531,812
Food Service Fund	12,914
Debt Service Fund	1,965,581
Student Activity/Special Fund	931,868
Employee Health Insurance	50,938
Workers' Compensation	23,810
Construction (2014 Bond)	22,169,231
<b>Total</b>	<b>\$ 34,686,154</b>

<b>Recap of Other Resources:</b>	
Assigned FB for Small Activity Bus	
199-34-6631-00-905-6-99-0-FB	50,000

**BURNET CISD  
MONTHLY FINANCIAL STATEMENT  
FOR YEAR ENDED AUGUST 31, 2016**

FOOD SERVICE FUND - 240								
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	YTD TOTALS	BUDGET	AMT REM	USED/ REC
<u>Revenues</u>								
Local	82,347				82,347	476,000	393,653	17%
State	-				-	9,000	9,000	0%
Federal	-				-	1,254,000	1,254,000	0%
Other Resources-Fund Bal.	-				-	-	-	0%
<b>Total Revenues</b>	<b>82,347</b>	-	-	-	<b>82,347</b>	<b>1,739,000</b>	<b>1,656,653</b>	<b>5%</b>
<u>Expenditures</u>								
35 Food Services	112,544				112,544	1,761,612	1,649,069	6%
00 Indirect Costs	-	-	-	-	-	20,000	20,000	0%
<b>Total Expenditures</b>	<b>112,544</b>	-	-	-	<b>112,544</b>	<b>1,781,612</b>	<b>1,669,069</b>	<b>6%</b>

DEBT SERVICE FUND - 599								
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	YTD TOTALS	BUDGET	AMT REM	USED/ REC
<u>Revenues</u>								
Local	7,907				7,907	5,114,752	5,106,845	0%
Other Resources	-	-	-	-	-	-	-	
<b>Total Revenues</b>	<b>7,907</b>	-	-	-	<b>7,907</b>	<b>5,114,752</b>	<b>5,106,845</b>	<b>0%</b>
<u>Expenditures</u>								
71 Debt Services	-	-	-	-	-	5,114,752	5,114,752	0%
00 Other Uses	-	-	-	-	-	-	-	0%
<b>Total Expenditures</b>	-	-	-	-	-	<b>5,114,752</b>	<b>5,114,752</b>	<b>0%</b>



# BURNET

Consolidated ISD

## Fund Balance - General Fund 9/30/2015

<b>Audited Fund Balance as of 8/31/14</b>		9,227,777
<b>Less Assigned Fund Balance</b>		(584,128)
199-3590 Assigned Fund Balance - Other		
CTE Expenditures-Board Approved 4/15/13 & 8/18/14	(321,753)	
Suburban Purchase-Board Approved 9/15/14	(32,925)	
Security Radios and Tower-Board Approved 5/18/15	(115,000)	
Scoreboard-Board Approved 5/18/15	(64,450)	
Small Activity Bus-Board Approved 9/21/15	(50,000)	
	<u>(584,128)</u>	
<b>Less Inventories (prior year amount)</b>		(130,729)
<b>Less Prepaid Items (prior year amount)</b>		(153,983)
<b>Unassigned Fund Balance</b>		<u><u>\$ 8,358,937</u></u>
<b>Optimum Fund Balance (3 months operating expenses)</b>		\$ 6,305,079
<b>Difference</b>		\$ 2,053,858



# BURNET

Consolidated ISD

## Fund Balance - Child Nutrition Program 9/30/2015

### Audited Fund Balance 8/31/14

240-3450 Restricted Fund Balance-for the use of Federal Program only 528,568

Assigned Fund Balance-for anticipated revenue shortfall (83,005)

**Less Inventories (73,736)**

**Reserved Fund Balance\* \$ 371,827**

Cannot exceed three months operating expenses 445,564



# BURNET

Consolidated ISD

## Fund Balance - Debt Service Fund 9/30/2015

### Audited Fund Balance 8/31/14

599-3480 Restricted Fund Balance-for the use of the retirement of debt only \$ 1,698,936

### Restricted Fund Balance

\$ 1,698,936

Note: Debt Service fund balance is restricted for the retirement of debt.

Burnet CISD  
Investment Report  
As of 9/30/2015

Fund Number	Description	Purchase/ Renewal Date	Security Description	Account Number	Security Number	Maturity Date	Interest Rate	Purchase Price	Par Value	Market Value	S&P Rating
<b>199 Local Maintenance</b>											
	CD	3/16/2015	First State Bank-Burnet	31968		3/16/2016	0.70%	100,000.00		107,623.43	
	CD	4/30/2014	Wells Fargo Public Funds	7884899415		4/30/2016	1.25%	200,000.00		205,688.07	
	Muni	4/8/2015	North Wheeler Cnty Hspt		663326AA4	2/1/2016	0.75%	397,101.90	390,000.00	393,088.80	A3
	Muni	6/16/2015	Montgomery Cnty-Utility Bnd		61370RDN1	4/1/2016	0.70%	141,550.27	140,000.00	140,831.60	AA
	Muni	9/29/2015	Covington Cnty Alabama Bnd		223110FV4	6/1/2016	0.85%	205,893.29	205,000.00	206,428.85	AA
	Muni	9/23/2015	San Bernardino Cnty Bonds		796825AX5	8/1/2016	1.15%	163,387.95	165,000.00	162,917.70	AA-
	Muni	9/28/2015	Prvdnc Hlth & Svc Bonds		743755AE0	10/1/2016	1.00%	269,139.17	250,000.00	261,473.00	AA
	TexPool			270200004						2,317,410.41	
										<u>\$ 3,795,461.86</u>	
<b>599 Interest and Sinking</b>											
	CD	3/16/2015	First State Bank-Burnet	31967		3/16/2016	0.70%	100,000.00		107,623.43	
	CD	4/30/2014	Wells Fargo Public Funds	7884899407		4/30/2016	1.25%	200,000.00		205,688.07	
	Muni	4/15/2015	Barren Cnty KY Refund Bonds		068437FR8	4/1/2016	0.60%	115,439.30	115,000.00	115,101.20	AA
	Commerical Paper	5/5/2015	Abbey National NA LLC		0027A0AV3	1/29/2016	0.525%	996,166.11	1,000,000.00	999,052.17	A1
	TexPool									804,918.72	
										<u>\$ 2,232,383.59</u>	
<b>699 Bond Construction</b>											
	Muni	5/11/2015	Toledo-Lucas Cnty Port Auth		889253AA8	12/1/2015	0.35%	521,505.00	500,000.00	\$ 503,110.00	A
<b>753 Employee Health Insurance</b>											
	TexPool									\$ 5,106.65	
<b>461/865 Special Fund</b>											
	TexPool									\$ 300,399.99	
<b>755 Workers Compensation</b>											
	TexPool									\$ 7,540.34	
										Certificate Of Deposit	626,623.00
										Commerical Paper	999,052.17
										Muni Bonds	1,782,951.15
										TexPool	3,435,376.11
										<b>Grand Total</b>	<u>\$ 6,844,002.43</u>

*Sarah Cervi* 10/9/15  
Sarah Cervi, Director of Business and Finance/Date

*Debra Hall* 10/2/15  
Debra Hall, Accountant/Date



**BURNET CISD  
COLLECTION REPORT  
SEPTEMBER 2015**

<b>CURRENT YEAR</b>	<b>BASE</b>	<b>P &amp; I</b>	<b>COLL FEE</b>	<b>ADJUSTMENTS</b>
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				
JULY				
AUGUST				
<b>YEAR TO DATE</b>	-	-	-	-
<b>DELINQUENT YEARS</b>	<b>BASE</b>	<b>P &amp; I</b>	<b>COLL FEE</b>	<b>ADJUSTMENTS</b>
SEPTEMBER	70,525.70	16,901.33	13,044.80	(6,871.64)
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				
JULY				
AUGUST				
<b>YEAR TO DATE</b>	70,525.70	16,901.33	13,044.80	(6,871.64)
<b>REFUNDS</b>				
SEPTEMBER		MARCH		
OCTOBER		APRIL		
NOVEMBER		MAY		
DECEMBER				
JANUARY		JULY		
FEBRUARY		AUGUST		
<b>SUB-TOTAL</b>	-		0.00	
<b>YEAR TO DATE</b>	-			

STAN HEMPHILL CHIEF APPRAISER/ TAX ASSESSOR-COLLECTOR.



**BURNET CISD COUNTY EDUCATION DISTRICT  
COLLECTION REPORT  
SEPTEMBER 2015**

<b>CURRENT</b>	<b>BASE</b>	<b>P &amp; I</b>	<b>COLL FEE</b>	<b>TOTAL</b>
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				
JULY				
AUGUST				
<b>YEAR TO DATE</b>	-	-	-	-
<b>DELINQUENT YEARS</b>	<b>BASE</b>	<b>P &amp; I</b>	<b>COLL FEE</b>	<b>ADJUSTMENTS</b>
SEPTEMBER	-	-	-	-
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				
JULY				
AUGUST				
<b>YEAR TO DATE</b>	-	-	-	-
<b>REFUNDS</b>				
SEPTEMBER	-	MARCH		
OCTOBER		APRIL		
NOVEMBER	-	MAY		
DECEMBER		JUNE		
JANUARY		JULY		
FEBRUARY		AUGUST		
<b>SUB-TOTAL</b>	-		0	
<b>YEAR TO DATE</b>	-			

STAN HEMPHILL - CHIEF APPRAISER/ TAX ASSESSOR-COLLECTOR.

EXTRACURRICULAR TRIP REPORT  
SEPTEMBER 2015

DATE	DESTINATION	GROUP	DRIVER NAME	VEH. #	VEHICLE TYPE	HOURS	MILES	BUDGET ACCOUNT	COST
9/1/2015	HARPER	BHS VOLLEYBALL	SALYE COLES	106	BUS	4.5	185.0	199-36-6494.00-001-6-91-0-00	\$ 322.50
9/3/2015	AUSTIN VANDEGRIFT	FRESHMAN B FOOTBALL	KEVIN HALL	19	BUS	2.25	93.0	199-36-6494.00-001-6-91-0-00	\$ 162.00
9/3/2015	ABILENE	FRESHMAN FOOTBALL	JUSTIN REEVES	50	BUS	8.25	342.9	199-36-6494.00-001-6-91-0-00	\$ 596.85
9/4/2015	ABILENE	BHS BAND	WES STRAHAN	50	BUS	8.25	345.5	199-36-6494.00-001-6-99-B-AN	\$ 658.10
9/4/2015	ABILENE	BHS BAND	MICHELLE RAMM	106	BUS	8.25	348.2	199-36-6494.00-001-6-99-B-AN	\$ 662.30
9/4/2015	ABILENE	BHS BAND	JOSH ALBRO	31	BUS	8.25	347.0	199-36-6494.00-001-6-99-B-AN	\$ 660.50
9/4/2015	ABILENE	BHS BAND	SHERRY PLUMLEE	46	BUS	8.25	346.6	199-36-6494.00-001-6-99-B-AN	\$ 659.90
9/4/2015	ABILENE	BHS CHEERLEADERS	NINA GOODWIN	23	BUS	8.25	346.8	199-36-6494.00-001-6-99-B-AN	\$ 660.20
9/4/2015	ABILENE	VARSITY FOOTBALL	TODD DOUCET	96	BUS	8.25	341.0	199-36-6494.00-001-6-91-0-00	\$ 594.00
9/4/2015	ABILENE	VARSITY FOOTBALL	JUSTIN REEVES	5	BUS	8.25	344.7	199-36-6494.00-001-6-91-0-00	\$ 599.55
9/4/2015	ABILENE	VARSITY FOOTBALL	COREY BLEDSOE	109	SUV		355.0	199-36-6494.00-001-6-91-0-00	\$ 177.50
9/4/2015	ABILENE	VARSITY FOOTBALL	ANGEL RIOS	89	VAN		353.6	199-36-6494.00-001-6-91-0-00	\$ 176.80
9/4/2015	ABILENE	VARSITY FOOTBALL	JEROD COUCH	63	SUV		352.0	199-36-6494.00-001-6-91-0-00	\$ 176.00
9/4/2015	TEXAS MUSEUM CEDER PARK	BMS BIOLOGY CLASS	CRYSTAL SYPHRETT	17	BUS	2	79.0	199-11-6494.00-041-6-11-0-FT	\$ 138.50
9/4/2015	ABILENE	ADMINISTRATION	KEITH McBurnett	108	SUV		345.0	199-41-6411.00-701-6-99-0-00	\$ 172.50
9/10/2015	FREDERICKSBURG	BMS FOOTBALL	JEROD COUCH	97	BUS	3.5	136.0	199-36-6494.00-041-6-91-0-00	\$ 239.00
9/10/2015	FREDERICKSBURG	BMS FOOTBALL	BOB GATLIN	106	BUS	5.5	210.9	199-36-6494.00-041-6-91-0-00	\$ 265.00
9/10/2015	FREDERICKSBURG	BMS FOOTBALL	LANCE JONES	98	BUS	3.5	210.0	199-36-6494.00-041-6-91-0-00	\$ 245.00
9/10/2015	FREDERICKSBURG	BMS FOOTBALL	CHAD KEELE	17	BUS	3.5	204.0	199-36-6494.00-041-6-91-0-00	\$ 239.00
9/10/2015	GATESVILLE	BHS VOLLEYBALL	BRENT KELLEY	9	BUS	3.75	152.0	199-36-6494.00-001-6-91-0-00	\$ 265.50
9/11/2015	FREDERICKSBURG	VARSITY FOOTBALL	TODD DOUCET	17	BUS	3.5	137.0	199-36-6494.00-001-6-91-0-00	\$ 240.50
9/11/2015	FREDERICKSBURG	VARSITY FOOTBALL	JUSTIN REEVES	98	BUS	3.5	140.0	199-36-6494.00-001-6-91-0-00	\$ 245.00
9/11/2015	FREDERICKSBURG	VARSITY FOOTBALL	ANGEL RIOS	89	VAN		173.1	199-36-6494.00-001-6-91-0-00	\$ 86.55
9/11/2015	FREDERICKSBURG	VARSITY FOOTBALL	JEROD COUCH	63	SUV		137.0	199-36-6494.00-001-6-91-0-00	\$ 68.50
9/11/2015	FREDERICKSBURG	VARSITY FOOTBALL	GLEN HAFLEY	109	SUV		140.0	199-36-6494.00-001-6-91-0-00	\$ 70.00
9/11/2015	FREDERICKSBURG	BHS BAND	CAROL LEWIS	50	BUS	9	140.3	199-36-6494.00-001-6-99-B-AN	\$ 300.45
9/11/2015	FREDERICKSBURG	BHS BAND	GLEN LEWIS	23	BUS	9	140.8	199-36-6494.00-001-6-99-B-AN	\$ 301.20
9/11/2015	FREDERICKSBURG	BHS BAND	CARLOS GODINEZ	96	BUS	8.5	138.0	199-36-6494.00-001-6-99-B-AN	\$ 292.00
9/11/2015	FREDERICKSBURG	CHEERLEADERS	CONNIE HAINES	106	BUS	9	141.3	199-36-6494.00-001-6-99-B-AN	\$ 301.95
9/11/2015	FREDERICKSBURG	BHS BAND	PETE ALEXANDER	61	BUS	8.5	139.0	199-36-6494.00-001-6-99-B-AN	\$ 279.60
9/11/2015	FREDERICKSBURG	DETTES	BRENDA DAY	97	BUS	8.5	139.0	199-36-6494.00-001-6-99-B-AN	\$ 279.60
9/11/2015	GATESVILLE	BHS VOLLEYBALL	SALYE COLES	9	BUS	3.75	149.0	199-36-6494.00-001-6-91-0-00	\$ 261.00
9/12/2015	LIBERTY HILL	BHS CROSS COUNTRY	STUART DIXON	100	BUS	1.5	47.0	199-36-6494.00-001-6-91-0-00	\$ 85.50
9/12/2015	GATESVILLE	BHS VOLLEYBALL	BRENT KELLEY	9	BUS	3.75	150.0	199-36-6494.00-001-6-91-0-00	\$ 262.50
9/13/2015	LOCAL	BHS BAND	LINDA McCURRY	50	BUS	4.5	6.5	199-36-6494.00-001-6-99-B-AN	\$ 55.00

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9/13/2015	LOCAL	BHS BAND	LONELL SHARP	9	BUS	4.5	6.5	199-36-6494.00-001-6-99-B-AN	\$ 55.00
9/13/2015	LOCAL	BHS BAND	LINDA McCURRY	91	BUS	4.5	6.5	199-36-6494.00-001-6-99-B-AN	\$ 55.00
9/13/2015	LOCAL	BHS BAND	BOB GATLIN	106	BUS	4.5	6.5	199-36-6494.00-001-6-99-B-AN	\$ 55.00
9/14/2015	LLANO	BMS VOLLEYBALL	GLEN HAFLEY	69	BUS	1.75	68.1	199-36-6494.00-041-6-91-0-00	\$ 119.65
9/14/2015	BASTROP	FFA	PAUL HOAGLIN	58	VAN	6.5	97.0	199-36-6494.00-001-6-22-F-FA	\$ 162.00
9/14/2015	BASTROP	BURNET FFA	SCHOOLER	109	SUV		189.0	199-36-6494.00-001-6-22-F-FA	\$ 94.50
9/15/2015	LEAKEY	PIONEERS	JIM CONNOR	108	SUV		189.0	199-23-6494.00-901-6-99-0-00	\$ 94.50
9/15/2015	BASTROP	BURNET FFA	GLEN LEWIS	58	VAN	8.25	191	199-36-6494.00-001-6-22-F-FA	\$ 178.00
9/16/2015	LIBERTY HILL	BHS UIL	BETTY SMALLWOOD	88	VAN		47.1	199-36-6411.00-001-6-99-U-IL	\$ 23.55
9/16/2015	SAN ANTONIO	FOOD SERVICE	LISA LANDERS	63	SUV		209.0	240-35-6411.00-888-6-99-0-00	\$ 104.50
9/18/2015	WACO	VARSITY FOOTBALL	JUSTIN REEVES	17	BUS	5.25	203.0	199-36-6494.00-001-6-91-0-00	\$ 357.00
9/18/2015	WACO	VARSITY FOOTBALL	TODD DOUCET	96	BUS	5.25	212.0	199-36-6494.00-001-6-91-0-00	\$ 370.50
9/18/2015	WACO	VARSITY FOOTBALL	ANGEL RIOS	89	VAN		211.6	199-36-6494.00-001-6-91-0-00	\$ 105.80
9/18/2015	WACO	VARSITY FOOTBALL	GLEN HAFLEY	109	SUV		220.0	199-36-6494.00-001-6-91-0-00	\$ 110.00
9/18/2015	WACO	VARSITY FOOTBALL	JEROD COUCH	63	SUV		202	199-36-6494.00-001-6-91-0-00	\$ 101.00
9/18/2015	WACO	ADMINISTRATION	KEITH McBurnett	108	SUV		208.0	199-41-6411.00-701-6-99-0-00	\$ 104.00
9/18/2015	WACO	BHS BAND	WES STRAHAN	61	BUS	11	224.0	199-36-6494.00-001-6-99-B-AN	\$ 446.00
9/18/2015	WACO	BHS BAND	BRENT KELLEY	9	BUS	11	226.3	199-36-6494.00-001-6-99-B-AN	\$ 449.45
9/18/2015	WACO	BHS BAND	GLEN LEWIS	106	BUS	11.25	225.6	199-36-6494.00-001-6-99-B-AN	\$ 450.90
9/18/2015	WACO	BHS BAND	NINA GOODWIN	98	BUS	10.5	223.0	199-36-6494.00-001-6-99-B-AN	\$ 439.50
9/18/2015	WACO	BHS DETTES	CAROL LEWIS	100	BUS	11.25	223.0	199-36-6494.00-001-6-99-B-AN	\$ 447.00
9/18/2015	WACO	BHS CHEERLEADERS	LINDA McCURRY	50	BUS	11	224.1	199-36-6494.00-001-6-99-B-AN	\$ 446.15
9/18/2015	LOCAL	O & M LESSON SPED	LONI GIRDLER	58	VAN		6.0	199-11-6494.00-902-6-23-0-VI	\$ 9.00
9/18/2015	FT WORTH	DAILY 5	ERIKA O"CONNOR	88	VAN		395.1	199-13-6494.00-901-6-99-0-00	\$ 197.55
9/18/2015	FT WORTH	DAILY 5	BARBARA EDMONDSON	95	VAN		415.9	199-13-6494.00-901-6-99-0-00	\$ 207.95
9/18/2015	FT WORTH	DAILY 5	TIFFANY CLARK	58	VAN		392.0	199-13-6494.00-901-6-99-0-00	\$ 196.00
9/19/2015	GATESVILLE	BHS CROSS COUNTRY	STUART DIXON	23	BUS	3.25	131.0	199-36-6494.00-001-6-91-0-00	\$ 229.00
9/21/2015	GEORGETOWN	BHS GOLF	ROY KISER	109	SUV		87.8	199-36-6494.00-001-6-91-0-00	\$ 43.90
9/22/2015	GEORGETOWN	BHS VOLLEYBALL	SALYE COLES	61	BUS	2.25	88.0	199-36-6494.00-001-6-91-0-00	\$ 154.50
9/24/2015	KYLE	FACILITIES/OPERATIONS	GALEN DAVIDSON	108	SUV		169.0	199-51-6258.00-907-6-99-0-00	\$ 84.50
9/24/2015	HEB AND McDONALDS	LIFESKILLS BHS	ROBERT MALAIN	88	VAN		14.7	199-11-6494.00-902-6-23-0-LS	\$ 7.35
9/24/2015	HEB AND McDONALDS	LIFESKILLS BHS	MARIA LAIDLER	89	VAN		8.8	199-11-6494.00-902-6-23-0-LS	\$ 4.40
9/24/2015	MARBLE FALLS	BMS FOOTBALL	JUSTIN MARCELLAS	17	BUS	1.25	30.0	199-36-6494.00-041-6-91-0-00	\$ 57.50
9/24/2015	MARBLE FALLS	BMS FOOTBALL	JEROD COUCH	98	BUS	1.25	29.0	199-36-6494.00-041-6-91-0-00	\$ 56.00
9/24/2015	TAYLOR	JV FOOTBALL	TIM PERKINS	19	BUS	2.75	114.0	199-36-6494.00-001-6-91-0-00	\$ 198.50
9/24/2015	TAYLOR	FRESHMAN FOOTBALL	STEVEN SHIPLEY	96	BUS	2.75	114.0	199-36-6494.00-001-6-91-0-00	\$ 198.50

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9/25/2015	BERTRAM LIBRARY	BERTRAM PREK	KIM HATFIELD	20	BUS	1	20.0	199-11-6494.00-102-6-11-0-00	\$ 40.00
9/25/2015	BERTRAM LIBRARY	BERTRAM PREK	KIM HATFIELD	20	BUS	1.5	20.0	199-11-6494.00-102-6-11-0-00	\$ 45.00
9/25/2015	TEMPLE	BHS UIL	BETTY SMALLWOOD	109	SUV		140.0	199-36-6494.00-001-6-99-U-IL	\$ 70.00
9/25/2015	BURNET HIGH SCHOOL	BMS LIFE SKILLS	LONELL THORP	101	BUS	3	6.0	199-11-6494.00-902-6-23-0-LS	\$ 39.00
9/25/2015	ROUND ROCK	BMS YEARBOOK	BOB GATLIN	106	BUS	8.75	98.3	199-11-6495.00-001-6-22-R-ST	\$ 234.95
9/26/2015	MARBLE FALLS	BMS CROSS COUNTRY	STUART DIXON	9	BUS	1.25	35.0	199-36-6494.00-041-6-91-0-00	\$ 65.00
9/26/2015	ROUND ROCK STADIUM	BHS BAND	TIM LEBOEUF	19	BUS	15	81.0	199-36-6494.00-001-6-99-B-AN	\$ 271.50
9/26/2015	ROUND ROCK STADIUM	BHS BAND	GEORGE PICKEN	61	BUS	15	82.0	199-36-6494.00-001-6-99-B-AN	\$ 273.00
9/26/2015	ROUND ROCK STADIUM	BHS BAND	TOM MILAM	50	BUS	15	81.0	199-36-6494.00-001-6-99-B-AN	\$ 271.50
9/26/2015	ROUND ROCK STADIUM	BHS BAND	CARLOS GODINEZ	23	BUS	15	82.0	199-36-6494.00-001-6-99-B-AN	\$ 273.00
9/26/2015	ROUND ROCK STADIUM	HIGHLANDETTES	LONELL THORP	9	BUS	15	82.3	199-36-6494.00-001-6-99-B-AN	\$ 273.45
9/26/2015	ROUND ROCK STADIUM	PENSKE TRUCK FOR BAND	PAUL HOAGLIN	RENTAL	TRUCK	15		199-36-6494.00-001-6-99-B-AN	\$ 150.00
9/28/2015	LIBERTY HILL	BMS VOLLEYBALL	CRYSTAL SYPHRETT	98	BUS	1.25	47.0	199-36-6494.00-041-6-91-0-00	\$ 83.00
9/29/2015	CAMPUS SHUTTLE	EDUCATION CLASS	LINDA McCURRY	50	BUS	2.5	15.0	199-11-6495.00-001-6-22-R-ST	\$ 47.50
9/30/2015	CAMPUS SHUTTLE	EDUCATION CLASS	LINDA McCURRY	50	BUS	2.5	15.0	199-11-6495.00-001-6-22-R-ST	\$ 47.50
9/30/2015	MARBLE FALLS	BMS CROSS COUNTRY	STUART DIXON	98	BUS	1.25	35.0	199-36-6494.00-041-6-91-0-00	\$ 5.00
9/30/2015	KILLEEN	AVID	JIM CONNOR	108	SUV		102.0	199-13-6494.00-901-6-99-0-00	\$ 51.00
							<b>13,905.4</b>		<b>\$ 19,454.10</b>

**Burnet CISD  
Check Register  
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Check No.	Check Date	Vendor Name	Account Code	Description	Amount
108960	20150901	American Express	199 00 2110 AE 000 6 00 0 00	Monthly Statement	340,939.13
108961	20150902	Cirkiel & Associates, P.C.	199 11 6299 00 902 6 23 M ED	Educational Trust/Settlement	50,000.00
108962	20150903	Bruno Accomando	199 36 6219 00 001 6 91 G MO	Official-VB-Ingram-8/25	108.59
108963	20150903	Agile Sports Technologies	199 36 6399 00 001 6 91 B KG	Online Video-Girls Basketball	400.00
108964	20150903	AT&T	199 53 6299 00 805 6 99 0 LT	Telephone Service-Elevator	39.67
108965	20150903	Atmos Energy	199 51 6258 00 907 6 99 0 00	Gas	103.65
108965	20150903	Atmos Energy	199 51 6258 00 907 6 99 0 00	Gas	19.95
108965	20150903	Atmos Energy	199 51 6258 00 907 6 99 0 00	Gas	154.33
108966	20150903	Jordan W. Baker	199 11 6219 00 902 6 23 0 SP	Speech Therapy-24hrs	1,560.00
108967	20150903	Borden	240 35 6341 00 888 6 99 0 00	Milk Orders for Cafeterias	5,382.84
108968	20150903	The Brokerage Store, Inc	199 36 6429 00 001 6 91 0 00	Student Insurance-District	29,218.00
108969	20150903	Casey Burkhart	199 13 6399 00 001 6 11 0 SD	Staff Development Supplies	18.51
108970	20150903	Burnet Trophies & Awards	199 41 6499 01 701 6 99 0 00	Name Plate-Boardroom	6.35
108971	20150903	Butterkrust Bakery, Inc	240 35 6341 00 888 6 99 0 00	Bread Orders for Cafeterias	512.48
108972	20150903	Cedar Ridge HS Band	199 36 6495 00 001 6 99 B AN	Tx Marching Contest Fees-10/10	400.00
108973	20150903	Cedar Ridge HS Golf	199 36 6499 00 001 6 91 0 EF	Entry Fees-Golf Tourn.10/21	500.00
108974	20150903	Chad Wright Creative	199 41 6399 01 740 6 99 0 00	Trade Show Pop Up 8'x10'	1,175.00
108975	20150903	City of Bertram Water Dept	199 51 6255 00 907 6 99 0 00	Water - Bertram	925.48
108976	20150903	Stuart Dixon	199 36 6499 00 001 6 91 0 EF	Entry Fees-XC-Oatmeal-9/5-HS	300.00
108976	20150903	Stuart Dixon	199 36 6499 00 041 6 91 0 EF	Entry Fees-XC-Oatmeal-9/5-MS	300.00
108977	20150903	Equity Center	199 41 6499 EQ 750 6 99 0 00	Equity Cntr 15/16 Membership	3,113.00
108978	20150903	Sandra Garrett	199 36 6411 00 001 6 91 M IL	Mileage-8/4-8/28	16.80
108979	20150903	Vernon Killen	199 36 6499 00 001 6 91 0 EF	Entry Fees-Golf-9/21	250.00
108980	20150903	Terrell Girtley	199 36 6219 00 001 6 91 G MO	Official FB-Marble Falls-8/28	115.00
108982	20150903	Highland Lakes	199 41 6399 50 750 6 99 0 00	Classified Ads/Notices	1,530.02
108983	20150903	Kendyl Holt	199 36 6412 00 001 6 99 C HR	Meals-Cheer-Abilene 9/4	45.00
108984	20150903	Hoovers Builders & Supply	199 34 6269 00 905 6 99 0 00	Radio Tower Lease	1,800.00
108985	20150903	JustFundraising	461 36 6399 00 001 6 00 0 VB	Cookie Dough Fundraiser	6,015.90
108986	20150903	Kerr County Produce	240 35 6341 00 888 6 99 0 00	Produce Orders for Cafeterias	3,769.34
108987	20150903	Labatt Food Service	240 35 6341 00 888 6 99 0 00	Food for Cafeterias	28,458.23
108987	20150903	Labatt Food Service	240 35 6342 00 888 6 99 0 00	Food for Cafeterias	4,186.55
108988	20150903	Malhen, James A.	199 36 6219 00 001 6 91 G MO	Official-VB-Ingram-8/25	113.69
108989	20150903	Phillip Malina	199 53 6411 00 805 6 99 M IL	Mileage-7/6-8/26	100.25
108990	20150903	Randall R. Matlage	199 36 6219 00 001 6 91 G MO	Official FB-Marble Falls-8/28	137.46
108991	20150903	Keith McBurnett	199 41 6411 00 701 6 99 0 00	Mileage-Austin-8/12	52.92
108992	20150903	Randal Floyd McCarty	199 36 6219 00 001 6 91 G MO	Official-VB-Ingram-8/25	107.33
108993	20150903	MSB Services	199 34 6499 00 905 6 99 T OL	Toll Fees	39.08
108994	20150903	Navarro Independent	199 41 6499 01 701 6 99 0 00	Central Tx Purchase Alliance	100.00
108995	20150903	Bill Neve	199 00 5749 00 000 6 00 0 00	Meals-PLTW Conference	72.00
108996	20150903	OdysseyWare	199 13 6219 00 003 6 24 0 00	Odyssey Software Training	3,500.00
108997	20150903	Pedernales Electric Coop	199 51 6257 00 907 6 99 0 00	Electricity-Bertram	6,397.56
108998	20150903	School Comp	755 00 6429 00 000 6 00 0 00	Program Admin-1st Quarterly	10,355.00
108999	20150903	Schwake Sherry	199 36 6219 00 001 6 91 G MO	Official-VB-Ingram-8/25	128.82
109000	20150903	Sharon Schwartz	199 41 6411 01 701 6 99 0 00	Mileage-8/12-9/1	40.77
109001	20150903	Shell Fleet Plus	199 34 6311 01 905 6 99 0 00	Fuel	40.11
109002	20150903	Lonny G. Souter	199 36 6219 00 001 6 91 G MO	Official FB-Marble Falls-8/28	115.00
109003	20150903	Stony Point Golf Booster	199 36 6499 00 001 6 91 0 EF	Entry Fees-Golf-10/7	230.00
109004	20150903	Sunny Sky Products, LLC	240 35 6341 00 888 6 99 0 00	Iced D'Lites for Cafeterias	656.00
109005	20150903	TACS	199 41 6495 01 701 6 99 0 00	TACS Dues-2015/2016	620.00
109006	20150903	TAMS	199 41 6495 01 701 6 99 0 00	TAMS Membership - 15/16	300.00
109007	20150903	TASB	199 41 6219 00 701 6 99 0 00	TASB Policy Updates	47.68
109008	20150903	State Comptroller	199 41 6239 00 750 6 99 0 00	Central Tx Co-op Purchase Fees	100.00
109009	20150903	Texas Education News	199 41 6329 00 750 6 99 0 00	Renewal Photocopying Lic. Tx Ed	335.00
109010	20150903	Texas Fleet Fuel	199 34 6311 01 905 6 99 0 00	Fuel	2,454.41
109010	20150903	Texas Fleet Fuel	199 51 6311 00 907 6 99 0 00	Fuel	68.87
109011	20150903	Tippit Middle School	199 36 6499 00 041 6 91 0 EF	Entry Fees-VB-Tippit-10/2-3	400.00
109013	20150903	Toshiba Services	199 41 6269 00 750 6 99 0 00	15/16 Lease/Service Agreement	1,766.00
109014	20150903	Jerry Tumlinson	199 36 6219 00 001 6 91 G MO	Official FB-Marble Falls-8/28	222.45

**Burnet CISD  
Check Register  
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Check No.	Check Date	Vendor Name	Account Code	Description	Amount
109015	20150903	TXMOST	461 11 6399 00 041 6 00 0 00	Tickets for Museum	120.00
109016	20150903	TxTag	199 34 6499 00 905 6 99 T OL	Toll Fees	24.62
109017	20150903	Uil Music Region 26	199 36 6495 00 001 6 99 B AN	UIL Reg. March Contest-10/17	360.00
109018	20150903	University Interscholastic	199 36 6497 00 001 6 99 U IL	UIL 2015/16 Membership Dues	1,550.00
109019	20150903	Varner, Mike	199 36 6219 00 001 6 91 G MO	Official FB-Marble Falls-8/28	115.00
109020	20150903	Vista Ridge HS Band	199 36 6495 00 001 6 99 B AN	Marching Entry Fee-10/3	250.00
109021	20150903	Williamson Central	199 99 6213 00 703 6 99 0 00	Tax Appraisals-4th Quarter	140.00
109022	20150903	Wimberley HS Volleyball	199 36 6499 00 001 6 91 0 EF	Entry Fees-VB-8/14	275.00
109023	20150903	Wimberley HS Volleyball	199 36 6499 00 001 6 91 0 EF	Entry Fees-VB-Tex-Fest-9/10-12	300.00
109024	20150903	XLR8	461 36 6399 00 001 6 00 0 VB	VB Travel Shirts	705.00
109025	20150911	Abilene Wylie Athletics	199 00 5752 00 000 6 00 0 00	Pre-sale FB Tickets-Abilene	229.00
109026	20150911	Sarah Allen	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	52.00
109027	20150911	Austin American	199 41 6399 00 750 6 99 0 00	Newspaper-Sept	21.00
109028	20150911	Radena Baladez	240 35 6411 00 888 6 99 0 00	Mileage 8/10-8/26	18.40
109029	20150911	Blackburn, Diana	199 36 6219 00 001 6 91 G MO	Official-VB-9/3-Lampasas	110.95
109030	20150911	Brown, Lisa G	199 36 6219 00 001 6 91 G MO	Official-VB-9/4-Rockdale	174.88
109031	20150911	BSN Sports	461 36 6399 00 001 6 00 0 BB	Basketball Pads for Wall	168.00
109031	20150911	BSN Sports	461 36 6399 00 001 6 00 0 GB	Basketball Pads for Wall	168.00
109032	20150911	David Cardona	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109033	20150911	Jill Castillo	199 13 6411 00 901 6 99 0 00	Avid Trng-10/6-9-Dallas/Mlg	254.00
109034	20150911	Central Texas Colege	461 11 6399 00 001 6 00 0 CT	CTC Dual Credit	10,780.00
109035	20150911	Sarah Cervi	461 34 6399 00 905 6 00 0 00	Reimb Meeting Supplies	233.41
109036	20150911	Rhonda Clark	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109037	20150911	Tiffany Clark	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	52.00
109038	20150911	Condor Document	199 41 6219 00 750 6 99 0 00	129 Bx Shredding	645.00
109039	20150911	Jim Connor	199 13 6411 00 901 6 99 0 00	Mileage 8/6-8/28	168.80
109040	20150911	Cassie Courtney	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/18-19	52.00
109041	20150911	Katherine Cox	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/18-19	52.00
109042	20150911	Joseph Cox	199 36 6495 00 001 6 99 B AN	Reimb. TMEA Membership	50.00
109043	20150911	Darrell Crain	199 36 6219 00 001 6 91 G MW	Scoreboard-9/3 Worker	30.00
109044	20150911	Tommie Michelle Crain	199 36 6219 00 001 6 91 G MW	Scoreboard-9/3-Worker	15.00
109045	20150911	CTSFSDA	240 35 6495 00 888 6 99 0 00	Membership Dues-15/16	30.00
109046	20150911	D & W Printing	199 23 6399 00 041 6 99 0 00	Kennel Kamp Cards	16.00
109046	20150911	D & W Printing	199 23 6399 00 041 6 99 0 00	Tardy Passes	70.00
109047	20150911	Dramatists Play Service	199 11 6399 00 001 6 11 D RA	Overdue Book Fees	23.22
109048	20150911	East View High School	199 36 6499 00 001 6 91 0 EF	Entry Fees-GBB-11/19-21	450.00
109049	20150911	EDC Booster Club	199 36 6495 00 001 6 99 B AN	Bands Of American Entry Fees	650.00
109050	20150911	Barbara Edmondson	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109051	20150911	Nancy Edwards	199 36 6495 00 001 6 91 0 00	Heart Saver CPR Cards	60.00
109052	20150911	esped.com.Inc.	199 21 6249 00 902 6 23 I EP	ESPED Renewal 15/16	11,692.50
109053	20150911	Nola Evans	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109054	20150911	Cathy Felan	212 13 6411 00 901 6 24 0 00	Migrant Mileage-Austin	53.90
109055	20150911	Kara Gaertner	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/18-20	88.00
109056	20150911	Glen Rose Volleyball	199 36 6499 00 001 6 91 0 EF	Entry Fee-VB-8/22	250.00
109057	20150911	Lisa Goertz	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	52.00
109058	20150911	Golden Corral	199 36 6412 00 001 6 99 B AN	EDC Meals-Abilene (150)	1,350.00
109059	20150911	5 Star Sports Calendar,	199 00 5752 00 000 6 00 0 00	Student Athletic Pass Cards	95.00
109060	20150911	Caitlyn Guenter	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	52.00
109061	20150911	Shirley Hall	240 35 6411 00 888 6 99 0 00	Mileage 8/25-8/31	9.50
109062	20150911	Keilah Hernandez	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	52.00
109063	20150911	The Highlander Restaurant	199 41 6499 00 701 6 99 0 00	Taco Bar-Back to School	185.00
109063	20150911	The Highlander Restaurant	461 11 6399 00 999 6 99 H EB	Taco Bar-Back to School	1,580.00
109063	20150911	The Highlander Restaurant	461 41 6399 00 750 6 00 0 00	Taco Bar-Back to School	635.00
109064	20150911	Pamela Holcomb	240 35 6399 00 888 6 99 0 00	Reimb. Supplies	7.00
109065	20150911	Hoelscher, Jordan	199 36 6219 00 001 6 91 G MO	Official-VB-9/3-Lampasas	147.63
109066	20150911	Joys of Tournaments	865 11 6399 00 001 6 00 S PE	Technical Support Renewal	500.00
109067	20150911	Kona Ice Hill Country	865 11 6399 00 001 6 00 B AN	Band Rehearsal Refreshments	179.20
109068	20150911	Lisa Landers	240 35 6411 00 888 6 99 0 00	Mileage 8/3-8/31	81.95

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Check No.	Check Date	Vendor Name	Account Code	Description	Amount
109069	20150911	Robert A.Lea	199 36 6219 00 001 6 91 G MO	Official-FB-9/3-Abilene	55.00
109070	20150911	Sheila Leath	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109071	20150911	Liberty Hill All Sport	199 36 6499 00 001 6 91 0 EF	Entry Fees-XC-9/12-HS	255.00
109071	20150911	Liberty Hill All Sport	199 36 6499 00 041 6 91 0 EF	Entry Fees-XC-9/12-MS	100.00
109072	20150911	Brenda Locklear	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/18-20	88.00
109073	20150911	Lanette Lough	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/18-19	52.00
109074	20150911	Natalie Lyle	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109076	20150911	Blaine McBride	199 11 6219 00 001 6 11 B AN	Front Ensemble Tech-Fall 2015	500.00
109077	20150911	Keith McBurnett	199 41 6411 00 701 6 99 0 00	Mileage-UIL hearing Gatesville	64.86
109078	20150911	Gail McClellan	199 36 6219 00 001 6 91 G MO	Official-VB-9/4-Rockdale	75.00
109080	20150911	MSB Services	199 34 6499 00 905 6 99 T OL	Toll Fees	40.50
109081	20150911	Newspapers In Education	199 12 6329 00 001 6 11 0 00	Austin Statesman Renewal	48.60
109082	20150911	Debra S. Nickle	199 11 6219 00 902 6 23 0 PT	Physical Therapy-32 Hrs	2,240.00
109083	20150911	North Texas Tollway	199 34 6499 00 905 6 99 T OL	Toll Fees	13.55
109084	20150911	Erika O'Connor	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/18-20	88.00
109084	20150911	Erika O'Connor	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/22-24-AVID	100.00
109085	20150911	Kathleen Palmour	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109086	20150911	Martha Pritchett	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	52.00
109087	20150911	Quill Corp	199 34 6399 00 905 6 99 0 00	Office Supplies-Trans	122.36
109088	20150911	RB Sporting Goods	199 36 6399 00 041 6 91 V OL	Volleyballs/Cart	785.00
109089	20150911	Justin Reeves	461 36 6399 00 001 6 00 0 FB	2015 FB top Seller Awards	1,973.00
109090	20150911	Braunia, Robert	199 36 6219 00 001 6 91 G MO	Official-VB-9/4-Rockdale	80.00
109091	20150911	Patricia Robertson	240 35 6411 00 888 6 99 0 00	Mileage 6/5-8/21	37.40
109092	20150911	David Ross	199 36 6219 00 001 6 91 G MO	Official-FB-9/3-Abilene	55.00
109093	20150911	Erin Rowe	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	88.00
109094	20150911	Sharon Schwartz	199 41 6411 01 701 6 99 0 00	Mileage-Austin/Bertram	56.56
109095	20150911	Southern Floral	865 11 6399 00 041 6 00 G HS	Greenhouse Supplies	761.08
109096	20150911	Subscription Services	199 12 6329 00 001 6 11 0 00	Magazine Supscription Renewals	266.87
109097	20150911	Bonnie Sullivan	199 13 6411 00 901 6 99 0 00	Avid Path-Sept 22-24/mileage	301.00
109097	20150911	Bonnie Sullivan	199 13 6411 00 901 6 99 0 00	Meals-Ft.Worth-9/18-20	88.00
109098	20150911	William R. Talamantez	199 36 6219 00 001 6 91 G MO	Official-FB-9/3-Abilene	40.00
109099	20150911	Texas Fleet Fuel	199 34 6311 01 905 6 99 0 00	Fuel	4,495.64
109099	20150911	Texas Fleet Fuel	199 51 6311 00 907 6 99 0 00	Fuel	207.01
109100	20150911	TISCA	199 36 6495 00 001 6 91 0 00	Membership-Poener	35.00
109101	20150911	TISCA Swim Clinic	199 36 6411 00 001 6 91 0 00	Reg. Swim Clinic-9/18-20	112.00
109102	20150911	Totes Unlimited	865 11 6399 00 001 6 00 B AN	Bags/Gloves/Shoes	294.59
109103	20150911	TxTag	199 34 6499 00 905 6 99 T OL	Toll Fees	11.88
109103	20150911	TxTag	199 34 6499 00 905 6 99 T OL	Toll Fees	10.47
109104	20150911	University Interscholastic	199 11 6399 00 001 6 11 D RA	UIL Play Reading Fee	30.00
109105	20150911	UNT	461 11 6399 00 999 6 00 0 SC	Scholarship (M. Chambers)	1,100.00
109106	20150911	Varner, Mike	199 36 6219 00 001 6 91 G MO	Official-FB-9/3-Abilene	40.00
109107	20150911	Verizon Southwest	199 53 6299 00 805 6 99 0 LT	Local Telephone Service	2,898.45
109108	20150911	Jodi Wagner	240 35 6411 00 888 6 99 0 00	Mileage-8/25-8/31	7.00
109109	20150911	Walsh Gallegos Trevino	199 41 6211 00 701 6 99 0 00	Legal Fees/Retainer Fee	1,025.50
109109	20150911	Walsh Gallegos Trevino	199 41 6211 00 701 6 99 0 ME	Legal Fees-Mediate	10,496.43
109110	20150911	Wells Fargo -VISA	199 11 6399 00 104 6 11 0 00	Supplies-RJR	413.37
109110	20150911	Wells Fargo -VISA	199 23 6399 00 104 6 99 0 00	Office Supplies-RJR	229.04
109110	20150911	Wells Fargo -VISA	461 11 6399 00 104 6 00 0 TE	Teacher Supplies-Meetings	149.58
109110	20150911	Wells Fargo -VISA	865 11 6399 00 041 6 00 G HS	Hotel Conference Fees	246.10
109111	20150911	Wells Fargo - VISA	461 11 6399 00 001 6 00 0 00	Letter Jacket	257.50
109112	20150911	Wells Fargo - VISA	199 00 1310 49 000 6 00 0 00	Postage	39.98
109112	20150911	Wells Fargo - VISA	199 00 1410 00 000 6 00 0 00	AVID Training	930.00
109112	20150911	Wells Fargo - VISA	199 13 6399 00 901 6 99 0 00	Meeting Supplies	70.00
109112	20150911	Wells Fargo - VISA	199 34 6311 02 905 6 99 0 00	Inspection/Registrations	54.85
109112	20150911	Wells Fargo - VISA	199 52 6399 00 999 6 99 0 00	Security Meeting	237.17
109112	20150911	Wells Fargo - VISA	461 41 6399 00 750 6 00 0 00	Fab Meeting Supplies	68.68
109113	20150911	Wells Fargo - VISA	199 41 6499 00 701 6 99 0 00	Rentals/Food/Props-Convocation	336.44
109114	20150911	Wells Fargo - VISA	199 11 6399 00 902 6 23 0 LS	Unique Learning-SPED-Renewal	2,392.00

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109114	20150911	Wells Fargo - VISA	199 21 6499 00 902 6 99 M ET	Meeting Supplies	59.71
109114	20150911	Wells Fargo - VISA	199 41 6413 00 702 6 99 0 00	Board Meetings/Supplies	204.25
109114	20150911	Wells Fargo - VISA	199 41 6499 00 701 6 99 0 00	Meeting Supplies-Back to Schoo	135.15
109115	20150911	West Davis & Company	199 41 6212 00 750 6 99 0 00	Audit Services	2,750.00
109116	20150911	David White	199 36 6219 00 001 6 91 G MO	Official-VB-9/4-Rockdale	94.56
109117	20150911	Carrie Wilson	199 13 6411 00 901 6 99 0 00	Meals-Workshop-Ft W-9/19-20	52.00
109118	20150911	XLR8	199 11 6399 00 001 6 11 B AN	Shirts/Embroidery-Band	125.97
109118	20150911	XLR8	461 36 6399 00 001 6 00 C HL	Cheer Camp Shirts	663.00
109118	20150911	XLR8	865 11 6399 00 001 6 00 B AN	EDC Uniform Undershirts	1,425.00
109119	20150918	ACT	461 11 6399 00 001 6 00 P SA	Electronic Scoring-PSAT Test	250.00
109120	20150918	AHI Enterprises, LLC	199 11 6399 00 041 6 24 0 00	Mesh Partition/Folders	120.54
109120	20150918	AHI Enterprises, LLC	199 23 6399 00 041 6 99 0 00	Mesh Partition/Folders	2.00
109121	20150918	Alert Services	199 36 6399 00 001 6 91 A TR	Gatorade-MS Athletics	450.00
109122	20150918	Athletic Supply, Inc.	461 36 6399 00 001 6 00 0 FB	48 Compression Sleeves-FB	2,292.00
109122	20150918	Athletic Supply, Inc.	461 36 6399 00 001 6 00 0 FB	Bownet Kicking Net	370.00
109123	20150918	Atmos Energy	199 51 6258 00 907 6 99 0 00	Gas	232.62
109124	20150918	Baker Distributing	199 51 6399 00 907 6 99 0 00	Freight - Inv.298514	20.00
109125	20150918	Darrell Crain	199 36 6219 00 001 6 91 G MW	Game Worker-Clock-9/10	45.00
109126	20150918	Tommie Michelle Crain	199 36 6219 00 001 6 91 G MW	Game Worker-Scoreboard-9/10	45.00
109127	20150918	Roger Delandro	199 36 6219 00 001 6 91 G MO	Official-FB-Fredricksburg-9/10	157.26
109128	20150918	Johnnie DeLeon	199 13 6411 00 102 6 11 0 00	Meals-Gifted/Talented Conf/Mil	208.00
109129	20150918	Traci Doerschuk	199 11 6399 00 101 6 34 L PK	Reimb. Art Supplies/Folders	104.50
109130	20150918	Edgar Flower Shop	199 41 6499 01 701 6 99 0 00	Plant-Angela Moore	35.00
109130	20150918	Edgar Flower Shop	461 11 6399 00 101 6 00 0 TE	Plant/Flowers - funerals	110.00
109131	20150918	Education Service Center	199 41 6413 00 702 6 99 0 00	TEC Board Training	100.00
109132	20150918	Explorelearning	199 11 6399 00 102 6 24 C OM	Reflex site license renewal	2,995.00
109133	20150918	Fredericksburg Band	199 36 6412 00 001 6 99 B AN	Meals-EDC-FB-Fredrsbrg-9/11	900.00
109134	20150918	Fredricksburg ISD	199 00 5752 00 000 6 00 0 00	Pre-Sale FB Tickets-9/11	263.00
109135	20150918	Sandra Garrett	199 00 5752 00 000 6 00 0 00	Change for FB-Homecoming	4,500.00
109136	20150918	Sandra Garrett	461 36 6399 00 041 6 00 G RL	Change VB Tournament-9/26	1,500.00
109137	20150918	Gatesville High School	199 36 6499 00 001 6 91 0 EF	Entry Fees-XC-Boys/Girls-9/19	230.00
109137	20150918	Gatesville High School	199 36 6499 00 041 6 91 0 EF	Entry Fees-XC-Boys/Girls-9/19	150.00
109138	20150918	Loni R Girdler	199 11 6219 00 902 6 23 0 VI	VI Services-13 hrs-Aug	975.00
109139	20150918	H E Butt Grocery	199 11 6399 00 041 6 24 0 00	Classroom Supplies	30.82
109139	20150918	H E Butt Grocery	199 13 6399 00 901 6 99 0 00	Staff Meetings	181.19
109139	20150918	H E Butt Grocery	199 41 6399 00 702 6 99 0 00	Board Supplies	40.28
109139	20150918	H E Butt Grocery	199 61 6399 00 101 6 99 0 PI	Meeting Supplies	44.20
109139	20150918	H E Butt Grocery	240 35 6341 00 888 6 99 0 00	Food Items	349.02
109139	20150918	H E Butt Grocery	461 11 6399 00 041 6 00 0 00	Classroom Supplies	101.47
109139	20150918	H E Butt Grocery	461 11 6399 00 101 6 00 0 00	Student Snack/Supplies	242.03
109139	20150918	H E Butt Grocery	461 11 6399 00 104 6 00 0 TE	Teacher Meeting Supplies	125.18
109139	20150918	H E Butt Grocery	461 36 6399 00 001 6 00 0 FB	FB Snacks/Drinks	17.88
109139	20150918	H E Butt Grocery	461 36 6399 00 041 6 00 G RL	Girls Athletic Supplies-MS	125.18
109139	20150918	H E Butt Grocery	865 11 6399 00 041 6 00 B AN	Band Supplies	56.16
109140	20150918	Kendyl Holt	199 36 6412 00 001 6 99 C HR	Meals-FB-9/18-Waco	187.00
109141	20150918	Jason Jones	199 36 6412 00 001 6 99 B AN	EDC Meals-BOA Contest-160	1,510.00
109142	20150918	Marvel July	199 36 6219 00 001 6 91 G MO	Official-VB-Jarrell-9/8	114.21
109143	20150918	Lampasas High School	199 36 6499 00 001 6 91 0 EF	Entry Fees-XC-10/8	300.00
109144	20150918	Alan Laughlin	199 36 6219 00 001 6 91 G MO	Official-VB-Jarrell-9/8	94.69
109145	20150918	Robert A.Lea	199 36 6219 00 001 6 91 G MO	Official-FB-Fredricksburg-9/10	148.29
109146	20150918	Marble Falls High School	199 36 6499 00 001 6 91 0 EF	Entry Fees-XC-9/26-HS	225.00
109146	20150918	Marble Falls High School	199 36 6499 00 041 6 91 0 EF	Entry Fees-XC-9/26-MS	100.00
109147	20150918	Keith McBurnett	199 41 6495 00 701 6 99 0 00	Rotary Club Dues	20.00
109148	20150918	McNeil High School	199 36 6499 00 001 6 91 0 EF	Entry Fees-XC-9/29	180.00
109149	20150918	Richard Miller	199 53 6411 00 805 6 99 M IL	Mileage-8/3-8/28	154.45
109150	20150918	MRS Communications	199 23 6399 00 041 6 99 R AD	Radio Repairs-MS	142.50
109151	20150918	MSB Services	199 34 6499 00 905 6 99 T OL	Toll Fees	8.90
109152	20150918	The Neff Company	461 36 6399 00 001 6 00 0 FB	Custom Logo-Bulldog Decals	1,215.57

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109153	20150918	Glenn OShoney	199 36 6219 00 001 6 91 G MO	Official-VB-Jarrell-9/8	106.47
109154	20150918	Padilla Poll	461 36 6399 00 001 6 00 0 FB	Padilla Poll Subscription	180.00
109155	20150918	Oratious Parker	199 36 6219 00 001 6 91 G MO	Official-FB-Fredricksburg-9/10	154.50
109156	20150918	Popeye's Louisiana	199 36 6412 00 001 6 91 F TB	Meals-FB-Abilene-9/4	347.00
109157	20150918	RBC Music Co Inc	199 11 6399 00 041 6 11 B AN	Music-MS Band	381.28
109158	20150918	Ricoh USA, Inc	199 00 2110 PY 000 6 00 0 00	Copier Repairs/Parts	653.21
109158	20150918	Ricoh USA, Inc	199 00 2110 PY 000 6 00 0 00	Copier Repairs/Service Call	158.00
109158	20150918	Ricoh USA, Inc	199 00 2110 PY 000 6 00 0 00	Copier Repairs/Parts-BES	158.00
109159	20150918	Risa K. Dunagan	199 36 6219 00 001 6 91 G MO	Official-VB-Jarrell-9/8	98.87
109160	20150918	TASN	240 35 6495 00 888 6 99 0 00	Membership Dues-15/16	35.00
109161	20150918	TEPSA	199 23 6495 00 102 6 99 0 00	Membership Dues-Simpson	373.00
109162	20150918	Texas Dept of Health	240 35 6219 00 888 6 99 0 HS	15/16 Health Inspection Fees	2,100.00
109163	20150918	Texas Fleet Fuel	199 34 6311 01 905 6 99 0 00	Fuel	3,940.91
109163	20150918	Texas Fleet Fuel	199 51 6311 00 907 6 99 0 00	Fuel	60.33
109164	20150918	TumbleBooks, Inc.	199 12 6329 00 102 6 11 0 00	Subscription Renewal	300.00
109164	20150918	TumbleBooks, Inc.	199 12 6669 00 101 6 11 0 00	Library Renewal	719.10
109164	20150918	TumbleBooks, Inc.	461 12 6399 00 102 6 00 0 00	Subscription Renewal	419.00
109165	20150918	Varner, Mike	199 36 6219 00 001 6 91 G MO	Official-FB-Fredricksburg-9/10	130.00
109166	20150918	Cindy Walker	199 23 6399 00 101 6 99 0 00	Reimb-Classroom Folders/Binder	140.04
109166	20150918	Cindy Walker	461 11 6399 00 101 6 00 0 TE	Reimb.-Teacher Supplies	260.28
109167	20150918	Wells Fargo -VISA	199 41 6399 00 750 6 99 0 00	Office Supplies	123.98
109168	20150918	XLR8	199 23 6399 00 003 6 24 0 00	12 Polo Shirts-Quest	305.76
109168	20150918	XLR8	461 36 6399 00 001 6 00 0 VB	Comfort Tees-Travel Shirts VB	720.00
109169	20150923	HSA BANK/WEBSTER	199 00 1290 01 000 6 00 0 00	HSA-September Payroll	5,169.17
109170	20150923	Maria Laidler	199 11 6399 00 902 6 23 0 LS	CBI Classroom Purchases	100.00
109171	20150925	21st Century Coatings LLC	199 51 6219 00 907 6 99 0 00	Contracted Painting-PDC	1,792.00
109172	20150925	Anne Jenkins	199 00 5742 00 000 6 00 0 00	Investment Fees	115.50
109172	20150925	Anne Jenkins	199 00 5742 00 000 6 00 0 00	Investment Fees	175.00
109172	20150925	Anne Jenkins	199 00 5742 00 000 6 00 0 00	Investment Fees	143.50
109173	20150925	Atmos Energy	199 51 6258 00 907 6 99 0 00	Gas	40.45
109174	20150925	Blinn College	461 11 6399 00 001 6 00 0 FT	PAGA Scholarship -E. Walker	500.00
109175	20150925	Blue Moose Tees	865 11 6399 00 001 6 00 F CC	80 FCCLA T-Shirts	603.85
109176	20150925	Jim Brock	199 36 6219 00 001 6 91 G MO	Official-VB-Salado-9/21	79.38
109177	20150925	BSN Sports	199 36 6399 00 001 6 91 F TB	Mini Knee Pads	260.00
109178	20150925	Bryan Budak	199 36 6219 00 001 6 91 G MO	Official VB-Frdbrg-9/15	123.12
109179	20150925	Burnet Central Appraisal	199 41 6213 00 703 6 99 0 00	4th Qrtly 2015 Budget Payment	23,462.86
109179	20150925	Burnet Central Appraisal	199 99 6213 00 703 6 99 0 00	4th Qrtly 2015 Budget Payment	66,778.92
109180	20150925	Burnet Co. 4-H Leadership	865 11 6399 00 001 6 00 F FA	Chickens for Livestock Show	542.75
109181	20150925	Jeremy L. Danson OD PA	461 11 6399 00 104 6 00 0 CF	Eyeglass frames-Student	50.00
109182	20150925	Burnet Trophies & Awards	461 11 6399 00 101 6 00 0 00	Name Plates/Engraving	10.20
109182	20150925	Burnet Trophies & Awards	461 36 6399 00 041 6 00 G RL	BMS Volleyball Tourn. Awards	174.00
109183	20150925	Bus Air Manufacturing	199 34 6311 02 905 6 99 0 00	Parts for repair and stock	505.66
109184	20150925	Armando Bustamante	199 36 6219 00 001 6 91 G MO	Official VB-Frdbrg-9/15	79.69
109185	20150925	Butterkrust Bakery, Inc	240 35 6341 00 888 6 99 0 00	Bread Orders for Cafeterias	1,517.10
109186	20150925	Carolina Biological Supply	461 11 6399 00 001 6 00 S CI	Backorder PO151090-Supplies	118.75
109187	20150925	Chad Wright Creative	199 41 6399 00 750 6 99 0 00	39 Sets Business Cards/Envelop	1,130.00
109188	20150925	Darrell Crain	199 36 6219 00 001 6 91 G MW	Game Worker-9/17-FB	45.00
109189	20150925	Tommie Michelle Crain	199 36 6219 00 001 6 91 G MW	Game Worker-9/17-FB	45.00
109190	20150925	Curriculum Assessment	199 41 6219 02 701 6 99 0 00	Professional Development 9/11	2,276.69
109191	20150925	D & H Distributing	199 11 6399 00 001 6 11 S CI	Calc. Cases-70-BHS	756.00
109192	20150925	Dealers Electrical Supply	199 51 6399 04 907 6 99 0 00	Inventory of T8 bulbs	2,217.60
109193	20150925	Demco	199 12 6399 00 001 6 11 0 00	Library Supplies-BHS	103.04
109194	20150925	Dir Telecommunications	199 53 6299 00 805 6 99 0 LD	Long Distance Service	149.20
109195	20150925	Director's Choice LLP	199 36 6495 00 041 6 99 B AN	Mat Performance Fee	300.00
109195	20150925	Director's Choice LLP	199 36 6495 00 041 6 99 B AN	Registration Fees-Performance	100.00
109196	20150925	Eastbay	461 36 6399 00 001 6 00 0 CC	Cross Country Supplies	365.44
109197	20150925	Cindy Edwards	199 33 6399 01 999 6 99 0 00	CPR/AED Cards	150.00
109198	20150925	Ferguson Enterprises, Inc	199 51 6399 04 907 6 99 0 00	Replace Water Fountain	422.00

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109199	20150925	Teresa Fierro	199 36 6219 00 001 6 91 G MO	Official VB-Frdbrg-9/15	80.00
109200	20150925	Fuddruckers	199 36 6412 00 001 6 99 B AN	150 EDC Meals-Waco	1,050.00
109201	20150925	Glen Hafley	199 36 6412 00 041 6 91 0 00	Meals-MS-VB-Georgetown	337.00
109202	20150925	Hasler Total Funds	199 00 1310 49 000 6 00 0 00	Postage-CO	1,515.00
109203	20150925	Hill Country Auto Glass	199 34 6249 00 905 6 99 0 00	Glass Repairs-Veh. 9	95.44
109203	20150925	Hill Country Auto Glass	199 34 6249 00 905 6 99 0 00	Glass Repairs-Veh. 101	168.66
109204	20150925	Lee Hoffpauir, Inc.	199 51 6399 05 907 6 99 0 00	Weed Eater Service/Repairs	127.82
109205	20150925	Holy Trinity Catholic	199 36 6499 00 001 6 99 U IL	Debate Tourn. Fees	61.00
109206	20150925	Houston ISD-Medicaid	199 00 5931 00 000 6 00 0 00	Medicaid Reimb-Aug	252.47
109207	20150925	Redacted Name-Settlement	199 11 6299 00 902 6 23 M ED	Reimb-Respite Services	1,500.00
109208	20150925	Jason Jones	199 36 6412 00 001 6 99 B AN	Meals-15 EDC-Contest	135.00
109209	20150925	Robert A. Lea	199 36 6219 00 001 6 91 G MO	Official-FB-9/17-Waco	156.29
109210	20150925	Robert Guy Leach, Jr.	199 36 6219 00 001 6 91 G MO	Official-VB-Salado-9/21	81.92
109211	20150925	Colts Youth Organization	199 11 6639 00 001 6 11 B AN	Yamaha Octave Marimba	5,000.00
109212	20150925	Randal Floyd McCarty	199 36 6219 00 001 6 91 G MO	Official-VB-Salado-9/21	92.68
109212	20150925	Randal Floyd McCarty	199 36 6219 00 001 6 91 G MO	Official VB-Frdbrg/15	123.65
109213	20150925	Mccreary, Veselka, Bragg	199 00 2110 AF 000 6 00 0 00	Collection of Delinquent Taxe	30,964.32
109214	20150925	Mitinet, Inc.	199 12 6669 00 041 6 11 0 00	Mininet Renewal 15/16	299.00
109215	20150925	Angela Moore	199 41 6413 00 702 6 99 0 00	Mileage-Legislative Training	30.89
109216	20150925	MSB Services	199 34 6499 00 905 6 99 T OL	Toll Fees	8.90
109217	20150925	North American Solutions	199 34 6429 00 905 6 99 0 00	Vehicle Insurance	23,973.00
109217	20150925	North American Solutions	199 41 6429 00 750 6 99 0 00	Educators Libaility Insurance	15,616.00
109217	20150925	North American Solutions	199 51 6429 00 907 6 99 0 00	Property Insurance	139,498.00
109218	20150925	Erika O'Connor	199 13 6411 00 901 6 99 0 00	Reimb Parking-Daily 5	15.00
109219	20150925	Outstanding Guides,LLC	199 13 6399 00 901 6 99 0 00	TEKS-Math	170.15
109220	20150925	Partymakers	461 61 6399 00 999 6 00 P RC	Helium Ballons-Diva Dawgs	26.53
109221	20150925	April Poerner	199 36 6411 00 001 6 91 M IL	Mileage-Swim Clinic-9/19	120.80
109222	20150925	Brianna Quinlan	199 36 6219 00 001 6 91 G MO	Official-VB-Salado-9/21	92.38
109223	20150925	Robert Madden Inc	199 51 6399 04 907 6 99 0 00	Control Board for Rm 42-HVAC	300.00
109223	20150925	Robert Madden Inc	199 51 6399 04 907 6 99 0 00	Motor/Capacitor	160.03
109223	20150925	Robert Madden Inc	199 51 6399 04 907 6 99 0 00	2 Room Air Units-MS	1,282.50
109224	20150925	School Comp	755 00 6429 00 000 6 00 0 00	15/16 Excess Ins. Premium	22,843.68
109225	20150925	Betty Sue Smallwood	199 36 6412 00 001 6 99 U IL	Student Meals-Debate	80.00
109226	20150925	William R. Talamantez	199 36 6219 00 001 6 91 G MO	Official-FB-9/17-Waco	120.00
109227	20150925	Texas Dept of Public	199 41 6499 00 740 6 99 0 FP	Criminal History Checks	13.00
109228	20150925	Texas Fleet Fuel	199 11 6399 00 001 6 22 0 AG	Fuel	72.44
109228	20150925	Texas Fleet Fuel	199 34 6311 01 905 6 99 0 00	Fuel	4,510.27
109228	20150925	Texas Fleet Fuel	199 51 6311 00 907 6 99 0 00	Fuel	144.14
109229	20150925	Texas Tech University	461 11 6399 00 999 6 00 0 SC	Scholarship (C. Porter)	1,100.00
109230	20150925	TSPRA	199 41 6411 01 701 6 99 0 AG	Membership Dues 15/16	175.00
109231	20150925	Joe Vann	199 11 6411 00 001 6 22 0 AG	Meals-Gains/Manor/Levelland	188.00
109232	20150925	Varnier, Mike	199 36 6219 00 001 6 91 G MO	Official-FB-9/17-Waco	120.00
109233	20150925	Tony Vasquez	199 36 6219 00 001 6 91 G MO	Official-FB-9/17-Waco	161.47
109234	20150925	YMCA Highalnd Lakes	199 36 6269 00 001 6 91 S WI	Swim Center Lease-Sept	2,222.00
109235	20150925	Zee Medical, Inc	199 34 6311 02 905 6 99 0 00	First Aid/Medical Supplies	134.75
109236	20151001	Ace Audio	199 51 6219 00 907 6 99 0 00	Repair Intercom System-MS	170.00
109237	20151001	Advanced Filtration	199 51 6219 00 907 6 99 0 00	HVAC Filter Change for Quest	140.00
109237	20151001	Advanced Filtration	199 51 6219 00 907 6 99 0 00	Changing of Air Filters	61.68
109238	20151001	AHI Enterprises, LLC	199 11 6399 00 041 6 11 0 MA	Assortment Colored Paper	237.00
109239	20151001	Alert Services	199 36 6399 00 001 6 91 A TR	Shoulder Brace-Left	175.00
109240	20151001	American Express	199 00 2110 AE 000 6 00 0 00	Monthly Statement	210,324.23
109241	20151001	Apple Education, Apple Inc	199 11 6399 00 001 6 22 0 00	Mac Book Pro/keyboard	2,681.00
109242	20151001	AT&T	199 53 6299 00 805 6 99 0 LT	Telephone Service-Elevator	40.07
109243	20151001	Atmos Energy	199 51 6258 00 907 6 99 0 00	Gas	430.63
109244	20151001	Barbe, Stephen J.	199 36 6219 00 001 6 91 G MO	Official-FB-Taylor-9/25	95.00
109245	20151001	Steve Barbre	199 36 6219 00 001 6 91 G MO	Official-FB-Marble Falls-9/25	110.00
109246	20151001	Barefoot Athletics	461 11 6399 00 101 6 00 0 TE	Staff T-Shirts	886.82
109247	20151001	Bill Beatty Insurance	199 11 6429 00 001 6 22 C NA	Student Ins-CNA	275.00

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Check No.	Check Date	Vendor Name	Account Code	Description	Amount
109247	20151001	Bill Beatty Insurance	199 11 6499 00 001 6 22 P HA	Student Ins-Pharmacy	78.00
109248	20151001	Jim Brock	199 36 6219 00 001 6 91 G MO	Official-VB-Lampasas-9/25	94.81
109249	20151001	BWI-Schulenburg	865 11 6399 00 041 6 00 G HS	Greenhouse Supplies	485.44
109250	20151001	Capstone	461 11 6399 00 101 6 00 0 00	School Program Supplies-BES	1,095.00
109251	20151001	CESD	199 31 6411 00 041 6 99 0 00	504 Conference Fees	580.00
109252	20151001	Consolidated Water	461 34 6399 00 905 6 00 0 00	Bottled Water	20.75
109253	20151001	Darrell Crain	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Taylor-9/25	50.00
109253	20151001	Darrell Crain	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Marlbe Fal-8/28	50.00
109254	20151001	Curriculum Associates	199 11 6399 00 102 6 24 C OM	3 class sets of dictionaries	126.82
109255	20151001	Eagle Brush & Chemical	199 51 6319 00 913 6 99 0 00	Custodial Supplies	4,271.48
109256	20151001	Breydon East	199 53 6411 00 805 6 99 M IL	Mileage-9/3-9/17	26.10
109256	20151001	Breydon East	199 53 6411 00 805 6 99 M IL	Mileage 8/17-9/3	26.95
109257	20151001	Elliott Electric Supply	199 51 6399 04 907 6 99 0 00	Caps for gym lights	59.18
109258	20151001	Ewing	199 51 6399 05 907 6 99 0 00	Sprinkler sys for prac field	1,802.36
109259	20151001	Ferguson Enterprises, Inc	199 51 6399 04 907 6 99 0 00	Replacing toilet seats	351.97
109259	20151001	Ferguson Enterprises, Inc	199 51 6399 04 907 6 99 0 00	Replace Plumbing-Restroom	85.05
109259	20151001	Ferguson Enterprises, Inc	199 51 6399 04 907 6 99 0 00	Flush valve for urinal	85.05
109259	20151001	Ferguson Enterprises, Inc	199 51 6399 04 907 6 99 0 00	Flush valve for urinal	85.05
109259	20151001	Ferguson Enterprises, Inc	199 51 6399 04 907 6 99 0 00	Inventory Plumbing Supplies	80.57
109260	20151001	Fitness Finders, Inc	461 11 6399 00 101 6 00 0 00	Supplies for Students	205.10
109261	20151001	Grainger	240 35 6249 00 888 6 99 0 00	Motor for vent hood @ BMS-S	253.98
109262	20151001	Handwriting Without Tears	199 11 6399 00 102 6 24 C OM	Classroom workbooks	54.95
109263	20151001	Hill Country Auto Glass	199 34 6249 00 905 6 99 0 00	Repair Side Glass-Veh. 46	79.66
109264	20151001	Marcus Hilton	199 36 6219 00 001 6 91 G MO	Official-FB-Taylor-9/25	157.20
109265	20151001	Hobart Sales & Service	240 35 6249 00 888 6 99 0 00	Equipment Repair-FS	679.10
109266	20151001	Pamela Holcomb	240 35 6399 00 888 6 99 0 00	Reimb. Supplies	105.91
109267	20151001	Idwholesaler	199 11 6497 00 104 6 11 0 00	Lanyards/Ribbons/Badge Holders	451.50
109268	20151001	Frank Jameson	199 36 6219 00 001 6 91 G MO	Official-FB-Taylor-9/25	95.00
109269	20151001	Jason Jones	199 36 6412 00 001 6 99 B AN	Meals-Vista Ridge-Band	1,645.00
109270	20151001	Alan Laughlin	199 36 6219 00 001 6 91 G MO	Official-VB-Lampasas-9/25	94.69
109271	20151001	Robert A.Lea	199 36 6219 00 001 6 91 G MO	Official-FB-Marble Falls-9/25	144.56
109272	20151001	Robert Guy Leach, Jr.	199 36 6219 00 001 6 91 G MO	Official-VB-Lampasas-9/25	96.92
109273	20151001	Katherine Lewis	199 41 6411 00 750 6 99 M IL	Mileage-Reg. 13-Austin	52.70
109274	20151001	Library Store Inc	461 61 6399 00 999 6 00 P RC	PRC-Book Check out	67.27
109275	20151001	Frank Love	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Taylor-9/25	50.00
109275	20151001	Frank Love	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Marlbe Fal-8/28	50.00
109276	20151001	M&A Technology, Inc	199 11 6399 00 001 6 22 C OM	Projector Remote-BHS	30.89
109277	20151001	Mark's Plumbing Parts	199 51 6399 04 907 6 99 0 00	Stem replacement for sink	178.44
109278	20151001	Russell Mcleskey	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Taylor-9/25	50.00
109278	20151001	Russell Mcleskey	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Marlbe Fal-8/28	50.00
109279	20151001	Richard Miller	199 53 6411 00 805 6 99 M IL	Mileage - 8/31-9/25	123.95
109280	20151001	Roger Moore	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Taylor-9/25	55.00
109280	20151001	Roger Moore	199 36 6219 00 001 6 91 G MW	Game Worker-FB-Marlbe Fal-8/28	55.00
109281	20151001	MSB Services	199 34 6499 00 905 6 99 T OL	Toll Fees	8.90
109282	20151001	Nasco	199 11 6399 00 902 6 11 5 04	Student Supplies-SPED	11.76
109283	20151001	Oratious Parker	199 36 6219 00 001 6 91 G MO	Official-FB-Marble Falls-9/25	151.90
109284	20151001	Pearson Assessment	199 31 6399 00 902 6 23 0 00	KTEA online scoring	35.00
109285	20151001	Pedernales Electric Coop	199 51 6257 00 907 6 99 0 00	Electricity	6,392.45
109286	20151001	Pinnacle Medical	199 34 6219 DT 905 6 99 0 00	Drug Testing	516.00
109287	20151001	Brianna Quinlan	199 36 6219 00 001 6 91 G MO	Official-VB-Lampasas-9/25	122.38
109288	20151001	Joe Ramos	199 36 6219 00 001 6 91 G MO	Official-FB-Taylor-9/25	141.65
109289	20151001	David Ross	199 36 6219 00 001 6 91 G MO	Official-FB-Taylor-9/25	95.00
109290	20151001	RunLab Performance,	199 36 6399 00 001 6 91 C RC	Cross Country Supplies-Shoes	1,210.75
109291	20151001	Sam's Club Direct	199 41 6399 00 702 6 99 0 00	Board Supplies	112.00
109291	20151001	Sam's Club Direct	199 41 6399 00 750 6 99 0 00	Central Office Supplies	257.69
109292	20151001	School Health, Corp	199 33 6399 00 101 6 99 0 00	School Nurse Supplies-BES	263.65
109293	20151001	School Specialty	199 11 6399 00 101 6 11 1 LA	First Grad Supplies	194.85
109293	20151001	School Specialty	199 11 6399 00 101 6 11 K 00	Classroom Supplies	77.08

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Check No.	Check Date	Vendor Name	Account Code	Description	Amount
109293	20151001	School Specialty	199 11 6399 00 101 6 34 0 PK	PreK Supplies	40.18
109293	20151001	School Specialty	199 11 6399 00 101 6 34 L PK	PreK Lab Supplies	129.65
109293	20151001	School Specialty	199 11 6399 00 101 6 34 L PK	PreK Lab Supplies	67.99
109293	20151001	School Specialty	199 11 6399 00 104 6 11 0 00	Teacher Supplies	360.66
109293	20151001	School Specialty	199 11 6399 00 104 6 11 0 00	Teacher Easel-RJR	253.47
109293	20151001	School Specialty	199 12 6399 00 101 6 11 0 00	Library Supplies	67.74
109293	20151001	School Specialty	199 23 6399 00 104 6 99 0 00	Teacher Supplies	200.40
109294	20151001	Shell Fleet Plus	199 34 6311 01 905 6 99 0 00	Fuel	57.52
109295	20151001	Texas Fleet Fuel	199 11 6399 00 001 6 22 0 AG	Fuel	84.36
109295	20151001	Texas Fleet Fuel	199 34 6311 01 905 6 99 0 00	Fuel	4,144.67
109295	20151001	Texas Fleet Fuel	199 51 6311 00 907 6 99 0 00	Fuel	162.27
109296	20151001	The Trane Company	199 51 6399 04 907 6 99 0 00	HVAC Motor for Cafe @ Bertram	285.47
109296	20151001	The Trane Company	199 51 6399 04 907 6 99 0 00	HVAC parts for BHS Prac Gym	400.55
109296	20151001	The Trane Company	199 51 6399 04 907 6 99 0 00	HVAC motor for D127 @ BHS	260.52
109297	20151001	Varner, Mike	199 36 6219 00 001 6 91 G MO	Official-FB-Marble Falls-9/25	110.00
109298	20151001	Zee Medical, Inc	199 51 6219 00 907 6 99 0 00	Repair Med. Cabinet	68.65
<b>Total</b>					<b><u>\$ 1,231,476.99</u></b>

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Check No.	Check Date	Vendor Name	Account Code	Description	Amount
002870	20150901	TASA	199 41 6413 00 702 6 99 0 00	TASB Conf. Registration-Board	975.00
002871	20150831	CiCi's Pizza	199 36 6412 00 001 6 91 V OL	Meals - VB -Waco-8/28	153.78
002872	20150902	Think Through Learning	199 11 6399 00 901 6 11 I ST	Math-District Student Lic.	8,224.00
002873	20150901	Istation	199 11 6399 00 901 6 11 I ST	TX-Istation Reading Renewals	17,125.00
002874	20150902	Amazon.Com	240 35 6399 00 888 6 99 0 00	Ethernet Network Supplies	105.44
002875	20150901	TASB	199 41 6495 01 701 6 99 0 00	Engage Renewal 15/16	1,400.00
002876	20150901	TASB	199 41 6495 01 701 6 99 0 00	BoardBook Membership 15/16	900.00
002877	20150902	H E Butt Grocery	484 11 6399 00 999 6 11 0 00	Itune Apps for IPADS-PLTW	90.00
002878	20150901	Wal-Mart	199 11 6399 00 902 6 11 5 04	Step Stools-MS 504 Student	173.09
002879	20150908	Ewing	199 51 6411 00 907 6 99 0 00	Irrigation/Turf Training	237.00
002880	20150902	Raptor Technologies LLC	199 23 6399 00 001 6 99 0 00	Raptor Tape	200.00
002881	20150909	Education Service Center	199 13 6411 00 901 6 99 0 00	Workshop -10/28	75.00
002882	20150903	Quill Corp	199 41 6399 00 750 6 99 0 00	Office Supplies-CO	650.23
002883	20150909	Cabela's Marketing	199 11 6399 00 041 6 11 E LE	Outdoor Elective Supplies	288.85
002884	20150909	Bangkit U.S.A.,Inc.	199 11 6399 00 041 6 11 E LE	Parachute Cords-Outdoor Class	100.15
002885	20150903	Quill Corp	199 41 6399 00 750 6 99 0 00	Pens/batteries-CO	279.78
002886	20150902	Flinn Scientific Inc	199 11 6399 00 041 6 11 S CI	Science Supplies-MS	36.90
002887	20150908	Amazon.Com	199 11 6399 00 041 6 11 A VI	Avid Supplies	143.46
002888	20150901	H E Butt Grocery	865 11 6399 00 001 6 00 0 ST	Food/Drinks-Homecoming meeting	43.87
002889	20150901	Subway	865 11 6399 00 001 6 00 0 ST	Meeting meals-Homecoming	84.44
002890	20150910	TASB - HR Services	199 41 6219 00 740 6 99 T HR	HR Services-Annual Renewal	1,750.00
002891	20150903	H E Butt Grocery	865 11 6399 00 001 6 00 0 ST	Homecoming Supplies	55.45
002892	20150903	Partymakers	865 11 6399 00 001 6 00 0 ST	Homecoming Supplies	94.31
002893	20150901	Whataburger	199 36 6412 00 001 6 91 V OL	Meals-VB-Harper-9/1	218.04
002894	20150831	National FFA Organization	865 11 6399 00 001 6 00 F FA	FFA Jacket	55.00
002895	20150901	The Costume City	865 11 6399 00 001 6 00 0 ST	Homecoming Supplies	164.43
002896	20150908	Texas Tech University	199 11 6399 00 001 6 11 B AN	All-State Tutorial Recordings	105.00
002897	20150908	J.W. Pepper	199 11 6399 00 001 6 11 B AN	Marching Music	53.00
002898	20150908	ATSSB	199 36 6495 00 001 6 99 B AN	Membership Dues	100.00
002898	20150908	ATSSB	199 36 6495 00 041 6 99 B AN	Membership Dues	100.00
002899	20150902	Dorian Business Systems	199 11 6399 00 001 6 11 B AN	Charms Subscription 15/16	450.00
002900	20150908	TMEA	199 36 6495 00 001 6 99 B AN	Membership Dues 15/16-HS	230.00
002900	20150908	TMEA	199 36 6495 00 041 6 99 B AN	Membership Dues 15/16-MS	280.00
002901	20150901	TASBO	199 41 6411 00 750 6 99 0 00	Webinar-Purchasing	70.00
002902	20150904	V-Quest	199 11 6399 00 003 6 24 0 00	Toner/Cartridges	378.07
002902	20150904	V-Quest	199 31 6399 00 003 6 24 0 00	Toner/Cartridges	69.95
002903	20150831	Wal-Mart	199 41 6399 00 702 6 99 0 00	Board Meal-MF/Burnet Game Day	390.12
002904	20150904	American Express-Fuel	199 34 6311 01 905 6 99 0 00	Fuel - Coaches	63.28
002905	20150909	Vex Robotics, Inc	199 11 6399 00 001 6 22 0 00	Robotics Kits/sensors/Motors	9,856.68
002906	20150911	Amazon.Com	199 11 6399 00 902 6 23 0 00	Supplies-VI Student-Sped	43.51
002907	20150911	Texas State Notary	199 41 6399 00 750 6 99 0 00	Notary Public Record Book	17.26
002908	20150914	Time Warner Cable	199 53 6299 00 805 6 99 0 TW	Internet Service	1,954.08
002909	20150903	Quill Corp	199 41 6399 00 750 6 99 0 00	Crate Utility Cart	43.84
002910	20150909	Sportdecals Inc	461 36 6399 00 001 6 00 0 VB	Long Sleeve Shirts-VB	69.88
002911	20150910	Omni Cheer	865 11 6399 00 041 6 00 B EL	Belles Drillteam Supplies	879.50
002912	20150911	Craigslist	199 41 6499 00 740 6 99 0 00	Job Postings	25.00
002913	20150915	National Dropout Network	199 13 6411 00 901 6 99 0 00	Dropout Prevention Conf.-10/25	525.00
002914	20150916	Vista Print	461 36 6399 00 001 6 00 0 VB	VB Players Posters	186.24
002915	20150904	McAlister's Deli	199 36 6412 00 001 6 91 F TB	Meals-FB-Abilene Wylie-9/4	280.00
002916	20150911	Amazon.Com	199 11 6399 00 902 6 23 0 00	Books-MS-Sped	136.88
002917	20150910	Science Teachers Assoc.	199 13 6411 00 104 6 11 0 00	Stat Conf. Registration-11/12	130.00
002918	20150910	Hobby Lobby	199 41 6499 00 701 6 99 0 00	Poster Supplies	51.43
002919	20150915	ESC Learning Systems	199 11 6399 00 041 6 11 0 LA	STAAR Master Writing-Gr 7	291.70
002920	20150914	Domino's Pizza	199 36 6412 00 001 6 91 F TB	Meals-FB-9/11	259.60
002921	20150909	Miller Imaging & Digital	199 41 6499 00 701 6 99 0 00	Color Poster Supplies	33.64
002922	20150912	Dairy Queen	199 36 6412 00 001 6 91 V OL	Meals-VB-9/12-Wimberley	76.04
002923	20150911	Bush's Chicken	199 36 6412 00 001 6 91 V OL	Meals-VB-9/11-Gatesville	208.00
002924	20150910	Subway	199 36 6412 00 001 6 91 V OL	Meals-VB-9/10-Wimberley	192.72

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Check No.	Check Date	Vendor Name	Account Code	Description	Amount
002925	20150914	Bangkit U.S.A.,Inc.	199 11 6399 00 041 6 11 S OC	Stretchable Bookcovers	272.64
002926	20150909	V-Quest	199 11 6399 00 041 6 11 E LE	Printer Cartridges-MS	78.00
002927	20150923	Quill Corp	199 11 6399 00 001 6 11 0 00	Office Supplies-BHS	404.24
002928	20150904	Quill Corp	199 11 6399 00 003 6 24 0 00	Keyboard/Labels-HLAC	174.71
002929	20150923	Quill Corp	199 11 6399 00 101 6 11 0 00	Student/Office Supplies	207.38
002930	20150923	Quill Corp	199 12 6399 00 101 6 11 0 00	Library Supplies	61.95
002931	20150913	Wal-Mart	199 11 6399 00 902 6 23 0 LS	Supplies for 18+ student	39.32
002932	20150917	Longhorn International	199 34 6249 00 905 6 99 0 00	Parts and Labor for repair	1,740.00
002932	20150917	Longhorn International	199 34 6311 02 905 6 99 0 00	Parts and Labor for repair	4,110.08
002933	20150917	Amazon.Com	199 34 6399 00 905 6 99 0 00	Portable Chargers/Wall Charger	46.94
002934	20150920	Costco Wholesale	199 11 6399 01 003 6 24 0 00	Open house/Picnic- Supplies	260.96
002935	20150915	Amazon.Com	199 11 6399 00 902 6 23 0 00	Supplies for BMS VI student	36.67
002936	20150916	Party City	461 11 6399 00 102 6 00 0 00	Decorations-Homecoming	74.43
002937	20150922	TASBO	199 41 6411 04 750 6 99 0 00	Cervi-Acct/Finance Conf-10/29-30	290.00
002938	20150908	Hilton Garden Inn	199 13 6411 00 901 6 99 0 00	Daily 5 Hotel 12Rm-2 ngts-Trng	2,412.30
002939	20150922	Time Warner Cable	199 53 6299 01 805 6 99 0 TW	Internet Service-9/27-10/26	405.00
002940	20150922	Quill Corp	461 11 6399 00 041 6 00 0 YB	3 16GB Sdhc Cards	47.97
002941	20150916	Quill Corp	199 41 6399 00 750 6 99 0 00	Folder Protectors	57.78
002942	20150921	Wal-Mart	199 11 6399 00 041 6 11 0 LA	Classroom Supplies-LA	369.46
002943	20150917	Omni Hotels & Resorts	199 13 6411 00 001 6 11 S CI	Science Teacher Conf-Hotel	1,105.26
002944	20150916	Quill Corp	199 53 6399 00 805 6 99 0 00	Vertical File Folders	202.49
002945	20150923	V-Quest	199 41 6399 00 750 6 99 0 00	Printer Cartridges	101.96
002946	20150917	Fitness Finders, Inc.	199 11 6497 00 102 6 11 0 00	Awards-Bertram	600.00
002946	20150917	Fitness Finders, Inc.	461 11 6399 00 102 6 00 0 00	Awards-Bertram	210.78
002947	20150922	Amazon.Com	865 11 6399 00 041 6 00 0 UT	Outdoor Adventure Supplies	618.98
002948	20150917	Science Teachers Assoc.	199 13 6411 00 001 6 11 S CI	Cast Conf. Registration 11/12	390.00
002949	20150921	J W Pepper & Co	199 11 6399 00 041 6 11 B AN	Music Downloads	37.72
002950	20150917	Barnes & Noble, Inc.	199 13 6399 00 001 6 11 0 SD	Staff Development Supplies	64.79
002951	20150915	Quill Corp	199 41 6399 00 750 6 99 0 00	Office Supplies-CO	144.20
002952	20150916	Quill Corp	199 41 6399 00 750 6 99 0 00	Files/Linen Look covers	83.20
002953	20150916	Quill Corp	199 41 6399 00 750 6 99 0 00	Office Supplies-CO	20.05
002954	20150915	Quill Corp	199 41 6399 00 750 6 99 0 00	Office Supplies-CO	86.75
002955	20150918	The College Board	199 13 6411 00 001 6 21 0 00	AP Online Workshop-9/18	365.00
002956	20150918	Oriental Trading Co	461 11 6399 00 041 6 00 0 00	Classroom Supplies-Incentives	381.26
002957	20150824	Taylor Publishing	199 11 6219 00 001 6 22 0 YB	Yearbook Payment	5,000.00
002957	20150824	Taylor Publishing	461 11 6399 00 001 6 00 0 YB	Yearbook Payment	1,058.55
002958	20150917	GE Capital Information	199 41 6269 00 750 6 99 0 00	Copier Rental-8/22-9/21	6,728.50
002959	20150903	Image Maker	199 41 6499 01 701 6 99 0 00	Poster Machine supplies	135.89
002960	20150921	Time Warner Cable	199 53 6299 01 805 6 99 0 TW	Internet Service	389.77
002961	20150917	Ricoh USA, Inc	199 41 6269 00 750 6 99 0 00	Copier Rentals	4,659.50
002961	20150917	Ricoh USA, Inc	199 41 6269 01 750 6 99 0 00	Quarterly Copier Overages	7,711.90
002963	20150911	Schlotsky's	199 36 6412 00 001 6 91 F TB	Meals-FB-9/11-Fredericksburg	306.67
002964	20150905	Reeses Truck Pieces	865 11 6399 00 001 6 00 F FA	Bedmate-Tailgate Cover-Ag Truck	110.00
002966	20150903	Ricoh USA, Inc	199 41 6639 00 750 6 99 0 00	Poster Machine/Setup	5,420.00
002967	20150922	Hyatt Place	199 13 6411 00 901 6 99 0 00	Hotel - AVID Training-9/22-24	292.50
002968	20150928	Trail of Breadcrumbs, LLC	199 13 6411 00 104 6 11 0 00	STAAR Conf. 11/2-3-Fees	1,000.00
002968	20150928	Trail of Breadcrumbs, LLC	255 13 6411 00 901 6 24 0 00	STAAR Conf. 11/2-3-Fees	440.00
002969	20150908	Livestockjudging.com	199 11 6249 01 001 6 22 0 AG	Web Evaluation-Livestock Renew	150.00
002969	20150908	Livestockjudging.com	199 36 6399 00 001 6 22 F FA	Web Evaluation-Livestock Renew	50.00
002970	20150922	Hoovers Builders & Supply	865 11 6399 00 001 6 00 0 ST	Paint Cans	11.89
002971	20150930	Amazon.Com	865 11 6399 00 001 6 00 F CC	Guest Check-Folder-Culinary	35.00
002972	20150923	Party City	199 36 6399 00 001 6 99 H IG	Field shop props	248.74
002973	20150922	Sports Flags & Pennants	461 11 6399 00 101 6 00 0 00	AVID FLAGS	176.75
002974	20150918	National FFA Organization	199 36 6399 00 001 6 22 F FA	Classroom Manuals	69.50
002975	20150924	Home Depot	199 11 6399 00 001 6 22 0 00	"21" Contractor Box"	162.05
002976	20150924	Electronic Express	199 11 6399 00 001 6 22 L TW	Classroom supplies	617.58
002977	20150929	D&S Marketing Systems	410 11 6321 00 001 6 11 0 00	AP Chemistry class Supplies	349.00

**Burnet CISD  
American Express Register  
September 2015**

<b>Check No.</b>	<b>Check Date</b>	<b>Vendor Name</b>	<b>Account Code</b>	<b>Description</b>	<b>Amount</b>
002978	20150929	Agile Sports Technologies	199 36 6399 00 001 6 91 B SC	Hudl Membership	100.00
002978	20150929	Agile Sports Technologies	199 36 6399 00 001 6 91 G SC	Hudl Membership	100.00
002979	20150928	V-Quest	199 11 6399 00 041 6 11 B AN	Printer Cartridges-MS	179.98
002980	20150928	Navance, Inc	199 11 6249 00 001 6 22 0 NA	15/16 Navance Renewal	14,599.13
002981	20150930	Napa Auto Parts	199 34 6311 02 905 6 99 0 00	Parts/Supplies-repairs	2,537.65
002982	20150918	Sanger Inn	199 11 6411 00 001 6 22 0 AG	Hotel-Secure Animal Project	81.36
002983	20150923	Chick-Fil-A	199 36 6412 00 001 6 91 V OL	Meals-FB-Georgetown-9/22	101.83
002984	20150925	Penske Truck Leasing Co.	199 34 6494 00 905 6 99 0 00	Band Truck Rental-4 trips/days	1,121.12
002985	20150904	Home Depot	199 34 6494 00 905 6 99 0 00	Band Truck Rental 9/4-5	454.70
007982	20150915	City of Burnet Utilities Dept	199 51 6255 00 907 6 99 0 00	Water	5,350.87
007982	20150915	City of Burnet Utilities Dept	199 51 6257 00 907 6 99 0 00	Electricity	81,428.11
007982	20150915	City of Burnet Utilities Dept	199 51 6259 00 907 6 99 0 00	Garbage/Sewer	8,096.06
007983	20150921	Rouxbe Video	199 11 6249 00 001 6 22 C UL	Rouxbe Cooking Teacher Lic.	399.00
007984	20150921	National Restaurant	199 11 6499 00 001 6 22 C UL	Serve Safe Certification	365.00
007985	20150908	CEV Multimedia, Ltd.	199 11 6249 00 001 6 22 0 AG	Renewal-CEV-Animal Sci Course	850.00
007986	20150918	Schlotzsky's	199 36 6412 00 001 6 91 F TB	Meals-FB-Waco 9/18	276.00
007987	20150918	Bush's Chicken	199 36 6412 00 001 6 91 F TB	Meals-FB-Waco-9/18	375.00
007988	20150924	Amazing Wristbands	461 11 6399 00 041 6 00 0 00	Wristbands for Students-MS	274.90
<b>Total</b>					<b><u>\$ 218,490.41</u></b>

**UTILITY COST SUMMARY**  
**SEPTEMBER UTILITIES**

	2014						2015						% Cost Change
	Electricity	Gas	Water	Sewer	Garbage	Total Utility Cost	Electricity	Gas	Water	Sewer	Garbage	Total Utility Cost	
Athletics	3,724	53	1,186	287	216	5,466	3,963	54	1,278	147	306	5,747	5.2%
Bertram Elementary	7,932	210	293	58	678	9,171	6,342	139	288	133	678	7,581	-17.3%
Burnet Elementary	8,645	64	881	462	290	10,342	9,120	50	706	447	391	10,715	3.6%
Burnet High School	27,569	280	2,128	608	1,526	32,111	27,423	(11)	2,260	610	2,877	33,158	3.3%
Burnet Middle School	22,091	426	1,167	721	1,294	25,700	21,896	259	1,298	398	959	24,811	-3.5%
Central Office	1,899	39	163	177	110	2,388	1,913	40	161	136	110	2,360	-1.1%
Facilities & Operations	557	97	51	94	120	919	507	101	42	76	122	847	-7.9%
Parent Resource Center	385				110		486				110	596	
Professional Development Center	377	39	37	37		491	459	41	41	35		576	17.4%
Quest	1,503	Included in Central Office				1,503	1,595	Included in Central Office				1,595	
RJ Richey Elementary	13,646	168	825	336	474	15,449	10,936	106	796	340	479	12,657	-18.1%
Shady Grove Elementary	1,924	39	100	70	474	2,607	2,155	40	74	33	62	2,364	-9.3%
Transportation	586		116	69	110	881	976		125	370	87	1,558	76.9%
	\$ 90,838	\$ 1,416	\$ 6,947	\$ 2,919	\$ 5,402	\$ 107,027	\$ 87,770	\$ 820	\$ 7,068	\$ 2,725	\$ 6,181	\$ 104,565	-2.3%

**ELECTRICITY COMPARISON REPORT  
SEPTEMBER UTILITIES**

	2014			2015			% Cost Change
	KWH	Demand	Amount	KWH	Demand	Amount	
Athletics	30,172	53	\$3,724.00	34,190	57	\$ 3,962.60	6.4%
Bertram Elementary	75,904		\$ 7,932.08	67,498		\$ 6,342.45	-20.0%
Burnet Elementary	69,856	690	\$ 8,645.39	78,975	260	\$ 9,120.22	5.5%
Burnet High School	228,562	721	\$ 27,568.70	242,094	757	\$ 27,422.54	-0.5%
Burnet Middle School	183,600	574	\$ 22,091.42	194,400	570	\$ 21,896.30	-0.9%
Central Office	15,600	54	\$ 1,898.54	16,800	54	\$1,912.54	0.7%
Facilities & Operations	4,200		\$ 556.74	4,035		\$ 506.71	-9.0%
Parent Resource Center	3,024		\$ 385.09	4,069		\$ 485.70	26.1%
Professional Development Center	2,960		\$ 377.11	3,840		\$ 458.82	21.7%
Quest	12,065	49	\$ 1,502.80	13,778	49	\$ 1,595.01	6.1%
RJ Richey Elementary	113,030	370	\$ 13,646.36	96,241	322	\$ 10,936.11	-19.9%
Shady Grove Elementary	15,900	50	\$ 1,924.22	19,200	47	\$ 2,154.86	12.0%
Transportation	4,368		\$ 585.69	7,968		\$ 976.44	66.7%
	759,241	2,561	\$ 90,838.14	783,088	2,116	\$ 87,770.30	-3.4%

**GAS COMPARISON REPORT**  
**SEPTEMBER UTILITIES**

	2014		2015		% Cost Change
	*	Amount	MCF	Amount	
Athletics	14.0	\$ 53.14	12.0	\$ 54.14	1.9%
Bertram Elementary	164.0	\$ 210.46	92.0	\$ 139.31	-33.8%
Burnet Elementary	32.0	\$ 63.50	17.0	\$ 50.12	-21.1%
Burnet High School	318.0	\$ 279.70	3.0	\$ (11.30)	-104.0%
Burnet Middle School	408.0	\$ 426.36	260.0	\$ 259.32	-39.2%
Central Office	0.0	\$ 39.31	0.0	\$ 40.45	2.9%
Facilities & Operations	20.0	\$ 97.26	23.0	\$ 101.03	3.9%
Professional Development Center	0.0	\$ 39.31	1.0	\$ 41.02	4.4%
Quest	Included in Central Office				
RJ Richey Elementary	170.0	\$ 167.82	115.0	\$ 105.86	-36.9%
Shady Grove Elementary	0.0	\$ 39.31	0.0	\$ 40.45	2.9%
	1,126.0	\$ 1,416.17	523.0	\$ 820.40	-42.1%

**WATER COMPARISON REPORT**  
**SEPTEMBER UTILITIES**

	2014		2015		% Cost Change
	Gallons	Amount	Gallons	Amount	
Athletics	124,880	\$ 1,185.84	143,890	\$ 1,277.75	7.8%
Bertram Elementary	58,700	\$ 292.60	57,600	\$ 288.11	-1.5%
Burnet Elementary	115,800	\$ 881.02	85,200	\$ 706.17	-19.8%
Burnet High School	217,670	\$ 2,128.23	240,682	\$ 2,259.52	6.2%
Burnet Middle School	102,490	\$ 1,166.81	124,900	\$ 1,297.97	11.2%
Central Office	16,840	\$ 162.86	16,590	\$ 161.41	-0.9%
Facilities & Operations	6,460	\$ 51.47	4,340	\$ 41.55	-19.3%
Professional Development Center	470	\$ 37.18	1,300	\$ 41.02	10.3%
Quest	Included in Central Office				
RJ Richey Elementary	82,730	\$ 825.03	78,654	\$ 796.19	-3.5%
Shady Grove Elementary	5,100	\$ 99.71	300	\$ 73.89	-25.9%
Transportation	7,900	\$ 115.92	9,400	\$ 124.61	7.5%
	<u>739,040</u>	<u>\$ 6,946.67</u>	<u>762,856</u>	<u>\$ 7,068.19</u>	<u>1.7%</u>

P.O. Box 2156 Austin, Texas 78768 (512) 454-6864 Fax (512) 467-9318  
Federal Tax ID No.: 74-2279224

**COVER SHEET**

Burnet CISD  
208 East Brier  
Burnet, Texas 78611

October 01, 2015  
Client: 03600  
Page: 1

**Attention: Keith McBurnett, Superintendent**

For Professional Services Rendered Through September 15, 2015

**ACCOUNT SUMMARY**

Matter #	Matter Name	Invoice #	Current Inv.	Prev. Balance	Pmts & Credits	Total
000000	General	481519	\$0.00	\$0.00	(\$0.00)	\$0.00
000077	Bailey P.	481520	\$0.00	\$440.50	(\$440.50)	\$0.00
000089	Bailey P. (Breach Contract/TEA C	481521	\$0.00	\$598.50	(\$598.50)	\$0.00
000095	Sale of Real Estate (3 Acres)	481522	\$0.00	\$25.50	(\$25.50)	\$0.00
000099	Morgan J.	481523	\$5,585.19	\$9,457.43	(\$9,457.43)	\$5,585.19
000999	Region 13 Annual Retainer	481524	\$0.00	\$1,000.00	(\$1,000.00)	\$0.00

**PAY THIS AMOUNT**

**\$5,585.19**

Please note that effective June 1, 2015, our firm name has changed. Please update your records to reflect the new name below.

Please reference the invoice number with your payment and make checks payable to:

**Walsh Gallegos Treviño Russo & Kyle P.C.**

Please contact the Billing Department at (512) 454-6864 if you have any questions regarding your statement.

**WG | WALSH GALLEGOS**  
TREVINO RUSSO & KYLE P.C.

P.O. Box 2156 Austin, Texas 78768 (512)454-6864 Fax (512)467-9318  
Federal Tax ID No.: 74-2279224

Burnet CISD  
208 East Brier  
Burnet, Texas 78611

**Attention: Keith McBurnett, Superintendent**

October 01, 2015  
Client: 03600  
Matter: 000000  
Invoice #: 481519

Page: 1

RE: General

For Professional Services Rendered through September 15, 2015

**SERVICES**

Date	Person	Description of Services	Hours	Rate	Amount
8/27/2015	DRB	[NO CHARGE RETAINER] Telephone conference with Director Huffman regarding employee request for investigation.	0.3	\$0.00	\$0.00
9/4/2015	MMM	[NO CHARGE RETAINER] Review and respond to e-mail inquiry from Director Huffman regarding definition of child and truancy.	0.3	\$0.00	\$0.00
Total Professional Services			0.6		\$0.00

**TIMEKEEPER RECAP**

Timekeeper	Level	Hours	Rate	Amount
MMM Marquette M. Maresh	SHAREHOLDER	0.3	\$0.00	\$0.00
DRB Doug R. Brock	ASSOCIATE	0.3	\$0.00	\$0.00
Total Current Charges				\$0.00
<b>PAY THIS AMOUNT</b>				<b>\$0.00</b>

October 01, 2015  
Client: 03600  
Matter: 000000  
Invoice #: 481519

Page: 2

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Federal Tax ID No.: 74-2279224

Burnet CISD  
208 East Brier  
Burnet, Texas 78611

**Attention: Keith McBurnett, Superintendent**

October 01, 2015  
Client: 03600  
Matter: 000099  
Invoice #: 481523

Page: 1

RE: Morgan J.

For Professional Services Rendered through September 15, 2015

**SERVICES**

Date	Person	Description of Services	Hours	Rate	Amount
8/20/2015	CRA	Update file for DH's review in preparation for telephone conference.	0.5	\$105.00	\$52.50
8/21/2015	DH	Telephone conference with Director regarding status, evaluations needed and possible resolution with parent attorney.	0.8	\$275.00	\$220.00
8/21/2015	CRA	Identify and print e-mail correspondence and update file for DH's review in preparation for telephone conference.	0.3	\$105.00	\$31.50
8/24/2015	BRR	Attorney in-house conference with DH regarding mediation, Board meeting, and agenda posting.	0.2	\$275.00	\$55.00
8/24/2015	BRR	Draft proposed agenda posting.	0.3	\$275.00	\$82.50
8/24/2015	BRR	E-mail conference with Director of Special Education regarding proposed agenda posting.	0.1	\$275.00	\$27.50
8/24/2015	DH	Attorney in-house conference with BRR regarding mediation, Board meeting, and agenda posting.	0.2	\$275.00	\$55.00
8/25/2015	DH	Attorney in-house conference with BRR regarding Agenda.	0.1	\$275.00	\$27.50
8/25/2015	CRA	Identify and print additional e-mail correspondence in preparation for updating file.	0.2	\$105.00	\$21.00
8/26/2015	DH	Prepare for Mediation; review records; review draft Compromise Settlement Agreements; multiple communications with Teresa Smith regarding same.	2.5	\$275.00	\$687.50

**SERVICES**

Date	Person	Description of Services	Hours	Rate	Amount
8/26/2015	CRA	Attend telephone conference with DH, parents' advocate, and attorney regarding settlement proposal.	1.1	\$105.00	\$115.50
8/27/2015	DH	Telephone conference with Gail Cheramie regarding evaluation and Bayes Achievement; telephone conference with Teresa Smith regarding Gail Cheramie follow-up and scope of Mediation.	0.9	\$275.00	\$247.50
8/27/2015	CRA	Prepare common-language Settlement Agreement for Opposing Counsel's review prior to mediation.	0.8	\$105.00	\$84.00
8/27/2015	CRA	Prepare and update mediation file for DH's preparation for mediation.	0.6	\$105.00	\$63.00
8/30/2015	DH	Prepare for Mediation; communications with Director of Special Education; telephone conference with Mediator regarding scope of Mediation.	1.2	\$275.00	\$330.00
8/31/2015	DH	Travel to District; attend pre-mediation staffing; represent District in Mediation; draft multiple Agreements; attorney/client privileged presentation to Board regarding settlement; return travel.	12.0	\$275.00	\$3,300.00
9/1/2015	DH	Telephone conference with Teresa Smith regarding steps following Compromise Settlement Agreement; respond to communications.	0.4	\$275.00	\$110.00
9/1/2015	CRA	Attorney/paralegal in-house conference with DH regarding results of the mediation and settlement terms.	0.3	\$105.00	\$31.50
Total Professional Services			22.5		\$5,541.50

**TIMEKEEPER RECAP**

Timekeeper	Level	Hours	Rate	Amount
DH Denise Hays	SHAREHOLDER	18.1	\$275.00	\$4,977.50
BRR Bridget R. Robinson	SHAREHOLDER	0.6	\$275.00	\$165.00
CRA Cathleen R. Avila	PARALEGAL	3.8	\$105.00	\$399.00

**DISBURSEMENTS**

Date	Description of Disbursements	Amount
8/31/2015	DENISE HAYS- Mileage (at .57/mile)- (65 @ \$0.57)	\$37.05
9/15/2015	Long Distance Telephone	\$6.64
Total Disbursements		\$43.69

October 01, 2015  
Client: 03600  
Matter: 000099  
Invoice #: 481523

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Total Services	\$5,541.50	
Total Disbursements	\$43.69	
Total Current Charges		\$5,585.19
Previous Balance		\$9,457.43
<i>Payments Received</i>		<i>(\$9,457.43)</i>
<b>PAY THIS AMOUNT</b>		<b>\$5,585.19</b>

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**Burnet CISD Bond Financial Statement  
As of 09/30/15**

School	Locatior	Fund	Func	Object	SO	Org	FY	PIC	Detail	Description	Fiscal Year 2014-15			Fiscal Year 2015-16		
											Budget	Expense	Balance			
Admin	699	81	6499	20	750	5	99	F	EE	Fees-Admin/PDC	(64,673.16)	0.00	(64,673.16)		(64,673.16)	
Admin	699	81	6629	03	750	5	99	C	MR	CM-Pkg 3-Admin/PDC	(607,901.00)	0.00	(607,901.00)		(607,901.00)	
Admin	699	81	6629	10	750	5	99	C	ON	Contingency-Admin/PDC	(68,724.00)	0.00	(68,724.00)		(68,724.00)	
Admin	699	81	6629	6F	750	5	99	D	IS	District-Security-Admin/PDC	(10,000.00)	0.00	(10,000.00)		(10,000.00)	
Admin	699	81	6629	7H	750	5	99	D	IS	District-Sitework-Admin/PDC	(69,334.00)	11,500.00	(57,834.00)	11,454.40	13,569.95	(32,809.65)
Bertram	699	81	6499	20	102	5	99	F	EE	Fees-Bertram	(163,951.70)	0.00	(163,951.70)	13,000.00	(150,951.70)	
Bertram	699	81	6629	03	102	5	99	C	MR	CM-Pkg 3-Bertram	(1,586,977.00)	0.00	(1,586,977.00)		(1,586,977.00)	
Bertram	699	81	6629	10	102	5	99	C	ON	Contingency-Bertram	(174,221.00)	0.00	(174,221.00)		(174,221.00)	
Bertram	699	81	6629	4A	102	5	99	D	IS	District-Other-Bertram	(55,900.00)	0.00	(55,900.00)		(55,900.00)	
Bertram	699	81	6629	4B	102	5	99	D	IS	District-OtherB-Bertram	(22,270.00)	0.00	(22,270.00)		(22,270.00)	
Bertram	699	81	6629	6A	102	5	99	D	IS	District-Security-Bertram	(26,736.00)	0.00	(26,736.00)		(26,736.00)	
Bertram	699	81	6629	6B	102	5	99	D	IS	District-SecurityB-Bertram	(10,000.00)	0.00	(10,000.00)		(10,000.00)	
Bertram	699	81	6629	7K	102	5	99	D	IS	District-Sitework-Bertram	(40,328.00)	0.00	(40,328.00)		(40,328.00)	
BES	699	81	6499	20	101	5	99	F	EE	Fees-Burnet Elementary	(19,506.22)	20,017.93	511.71	2,009.51	2,521.22	
BES	699	81	6629	01	101	5	99	C	MR	CM-Pkg 1-Burnet Elementary	(207,278.00)	229,261.13	21,983.13	6,626.90	28,610.03	
BES	699	81	6629	30	101	6	99	C	MR	CM-MEP Burnet Elementary	0.00	0.00	0.00	109,140.00	109,140.00	
BES	699	81	6629	10	101	5	99	C	ON	Contingency-Burnet Elementary	(20,728.00)	0.00	(20,728.00)		(20,728.00)	
BHS	699	81	6499	20	001	5	99	F	EE	Fees-Burnet High	(116,018.05)	53,384.97	(62,633.08)	5,204.12	(57,428.96)	
BHS	699	81	6629	03	001	5	99	C	MR	CM-Pkg 3-Burnet High	(1,074,340.00)	16,863.00	(1,057,477.00)		(1,057,477.00)	
BHS	699	81	6629	10	001	5	99	C	ON	Contingency-Burnet High	(123,285.00)	0.00	(123,285.00)		(123,285.00)	
BHS	699	81	6629	4F	001	5	99	D	IS	District-Other-Burnet High	(19,250.00)	0.00	(19,250.00)		(19,250.00)	
BHS	699	81	6629	6E	001	5	99	D	IS	District-Security-Burnet High	(42,640.00)	0.00	(42,640.00)		(42,640.00)	
BHS	699	81	6629	7E	001	5	99	D	IS	District-Sitework-Burnet High	(96,623.00)	0.00	(96,623.00)		(96,623.00)	
BMS	699	81	6499	20	041	5	99	F	EE	Fees-Burnet Middle	(366,992.99)	0.00	(366,992.99)		(366,992.99)	
BMS	699	81	6629	03	041	5	99	C	MR	CM-Pkg 3-Burnet Middle	(3,718,225.00)	0.00	(3,718,225.00)		(3,718,225.00)	
BMS	699	81	6629	10	041	5	99	C	ON	Contingency-Burnet Middle	(389,980.00)	0.00	(389,980.00)		(389,980.00)	
BMS	699	81	6629	4E	041	5	99	D	IS	District-OtherE-Burnet Middle	(13,248.00)	0.00	(13,248.00)		(13,248.00)	
BMS	699	81	6629	60	041	5	99	C	SP	CSP-Security-Burnet Middle	(25,000.00)	0.00	(25,000.00)		(25,000.00)	
BMS	699	81	6629	6C	041	5	99	D	IS	District-Security-BurnetMiddle	(15,000.00)	0.00	(15,000.00)		(15,000.00)	
BMS	699	81	6629	6D	041	5	99	D	IS	DistrictSecurityDBurnetMiddle	(34,326.00)	0.00	(34,326.00)		(34,326.00)	
BMS	699	81	6629	7C	041	5	99	D	IS	District-Sitework-BurnetMiddle	(20,000.00)	0.00	(20,000.00)		(20,000.00)	
BMS	699	81	6629	7D	041	5	99	D	IS	DistrictSiteworkDBurnetMiddl	(74,000.00)	0.00	(74,000.00)		(74,000.00)	
District	699	81	6119	20	999	5	99	F	EE	Salaries-Project Manager	(130,000.00)	38,730.64	(91,269.36)	5,497.76	(85,771.60)	
District	699	81	6141	20	999	5	99	F	EE	Social Security/Medicare	0.00	499.03	499.03	69.57	568.60	
District	699	81	6142	20	999	5	99	F	EE	Group Health & Life Insurance	0.00	2,411.01	2,411.01	347.57	2,758.58	
District	699	81	6143	20	999	5	99	F	EE	Workers' Compensation	0.00	105.81	105.81		105.81	
District	699	81	6145	20	999	5	99	F	EE	Unemployment Compensation	0.00	69.72	69.72		69.72	
District	699	81	6146	20	999	5	99	F	EE	Teacher Retirement/TRS Care	0.00	794.01	794.01	112.71	906.72	
District	699	81	6499	00	999	5	99	C	ON	MISC-General Contingency	(284,246.00)	868.33	(283,377.67)		(283,377.67)	
District	699	81	6499	20	999	5	99	F	EE	Fees-District-wide Projects	(172,014.65)	216.00	(171,798.65)		(171,798.65)	
District	699	81	6629	10	999	5	99	C	ON	Contingency-District-wide Proj	(182,789.00)	0.00	(182,789.00)		(182,789.00)	
District	699	81	6629	7I	999	5	99	D	IS	District-Sitework-DistwideProj	(56,171.00)	0.00	(56,171.00)		(56,171.00)	
District	699	81	6629	7J	999	5	99	D	IS	District-SiteworkJDistwideProj	(64,722.00)	0.00	(64,722.00)		(64,722.00)	
District	699	81	6629	8E	999	5	99	D	IS	District-Tech-DistwideE Proj	(37,000.00)	0.00	(37,000.00)		(37,000.00)	
District	699	81	6631	4G	999	5	99	D	IS	District-Bus Purchases	(1,000,000.00)	0.00	(1,000,000.00)		(1,000,000.00)	
District	699	81	6639	8B	999	5	99	D	IS	District-Tech-DistrictwideProj	(24,000.00)	10,757.53	(13,242.47)		(13,242.47)	

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School	Locatior	Fund	Func	Object	SO	Org	FY	PIC	Detail	Description	Fiscal Year 2014-15			Fiscal Year 2015-16		
											Budget	Expense	Balance			
District	699	81	6639	8C	999	5	99	D	IS	District-Tech-DistwideC Proj	(388,162.57)	174,055.11	(214,107.46)	797.00	(213,310.46)	
District	699	81	6639	8D	999	5	99	D	IS	District-Tech-DistwideD Proj	(37,837.43)	37,837.43	0.00		0.00	
District	699	81	6639	8F	999	5	99	D	IS	District-Tech-DistwideF Proj	(120,000.00)	0.00	(120,000.00)		(120,000.00)	
District	699	81	6639	8G	999	5	99	D	IS	District-Tech-DistwideG Proj	(100,000.00)	0.00	(100,000.00)		(100,000.00)	
Quest	699	81	6499	20	003	5	99	F	EE	Fees-Quest	(9,975.19)	0.00	(9,975.19)		(9,975.19)	
Quest	699	81	6629	10	003	5	99	C	ON	Contingency-Quest	(10,600.00)	0.00	(10,600.00)		(10,600.00)	
Quest	699	81	6629	50	003	5	99	C	MR	CM-Roofing-Quest	(106,000.00)	0.00	(106,000.00)		(106,000.00)	
RJR	699	81	6629	02	103	5	99	C	MR	CM-Pkg 2-Shady Grove	(8,698,458.00)	0.00	(8,698,458.00)		(8,698,458.00)	
RJR	699	81	6629	10	103	5	99	C	ON	Contingency-Shady Grove	(879,969.00)	0.00	(879,969.00)		(879,969.00)	
RJR	699	81	6629	4D	103	5	99	D	IS	District-OtherD-Shady Grove	(1,960.00)	0.00	(1,960.00)		(1,960.00)	
RJR	699	81	6629	7B	103	5	99	D	IS	District-Sitework-Shady Grove	(39,267.00)	0.00	(39,267.00)		(39,267.00)	
RJR	699	81	6639	8A	103	5	99	D	IS	District-Technology-ShadyGrove	(60,000.00)	0.00	(60,000.00)		(60,000.00)	
RJR	699	81	6499	20	104	5	99	F	EE	Fees-RJ Richey	(182,359.67)	128,049.13	(54,310.54)	10,526.95	(43,783.59)	
RJR	699	81	6629	30	104	6	99	C	MR	CM-MEP-RJ Richey	0.00	0.00	0.00	383,791.25	383,791.25	
RJR	699	81	6629	01	104	5	99	C	MR	CM-Pkg 1-RJ Richey	(1,823,427.00)	1,171,325.75	(652,101.25)		(652,101.25)	
RJR	699	81	6629	02	104	5	99	C	MR	CM-Pkg 2-RJ Richey	(66,250.00)	0.00	(66,250.00)		(66,250.00)	
RJR	699	81	6629	10	104	5	99	C	ON	Contingency-RJ Richey	(193,782.00)	0.00	(193,782.00)		(193,782.00)	
RJR	699	81	6629	4C	104	5	99	D	IS	District-OtherC-RJ Richey	(21,684.00)	0.00	(21,684.00)		(21,684.00)	
RJR	699	81	6629	7A	104	5	99	D	IS	District-Sitework-RJ Richey	(26,463.00)	0.00	(26,463.00)		(26,463.00)	
SGE	699	81	6499	20	103	5	99	F	EE	Fees-Shady Grove	(828,100.05)	368,808.58	(459,291.47)	68,751.81	(390,539.66)	
Stadium	699	81	6499	20	002	5	99	F	EE	Fees-Stadium	(151,888.32)	137,998.66	(13,889.66)	8,483.83	(5,405.83)	
Stadium	699	81	6629	10	002	5	99	C	ON	Contingency-Stadium	(161,402.00)	0.00	(161,402.00)		(161,402.00)	
Stadium	699	81	6629	40	002	5	99	C	SP	CSP-Other-Stadium	(25,000.00)	436.04	(24,563.96)		(24,563.96)	
Stadium	699	81	6629	60	002	5	99	C	SP	CSP-Security-Stadium	(70,000.00)	66,294.80	(3,705.20)	15,624.70	11,919.50	
Stadium	699	81	6629	7F	002	5	99	D	IS	District-Sitework-Stadium	(145,562.00)	0.00	(145,562.00)	125,730.00	(19,832.00)	
Stadium	699	81	6629	7G	002	5	99	D	IS	District-SiteworkG-Stadium	(60,700.00)	0.00	(60,700.00)		(60,700.00)	
Stadium	699	81	6629	7H	002	5	99	D	IS	DIS-Other Stadium	(40,000.00)	0.00	(40,000.00)	37,486.00	(2,514.00)	
Stadium	699	81	6629	90	002	5	99	C	SP	CSP-Track/Turf-Stadium	(1,272,754.00)	1,377,500.00	104,746.00	90,221.50	194,967.50	
											<b>(26,750,000.00)</b>	<b>3,847,784.61</b>	<b>(22,902,215.39)</b>	<b>11,454.40</b>	<b>896,991.13</b>	<b>(21,993,769.86)</b>

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**Burnet CISD**  
**Check Register - Bond Program**  
**September 30, 2015**

<b>Check No.</b>	<b>Check Date</b>	<b>Vendor Name</b>	<b>Account Code</b>	<b>Description</b>	<b>Amount</b>
000448	20151001	LCRA	699 81 6499 20 103 6 99 F EE	Plan Fees-Shady Grove	5,130.00
000449	20151005	Knight Security,LLC	699 81 6629 7H 750 6 99 D IS	Access Control Hardware	3,395.52
000450	20151005	Sturdisteel Company	699 81 6629 7H 002 6 99 D IS	Bleacher Installation-HS	36,225.00
000451	20151005	Wells Fargo - VISA	699 81 6629 7H 002 6 99 D IS	Graphic Signs	1,261.00
000452	20151009	Pflugger Associates,LP	699 81 6499 20 001 6 99 F EE	Architect/Engineer Fee-BHS	7,856.12
000452	20151009	Pflugger Associates,LP	699 81 6499 20 101 6 99 F EE	Architect/Engineer Fee-BES	2,009.51
000452	20151009	Pflugger Associates,LP	699 81 6499 20 103 6 99 F EE	Architect/Engineer Fee-SGE	63,621.81
000452	20151009	Pflugger Associates,LP	699 81 6499 20 104 6 99 F EE	Architect/Engineer Fee-RJR	10,526.95
000453	20151009	Robert Madden Inc	699 81 6629 01 101 6 99 C MR	10 Ton HVAC Unit-BES	6,626.90
<b>Total</b>					<b>\$ 136,652.81</b>

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Information**  
**Department: Bond Construction**



**Agenda Item #6D (Communications & Reports)**

**Report on 2014 Bond**

**Summary**

**This report will provide updated information for the Board to consider.**

**Project Status Sheets with current photos on the following projects:**

**Package Two – Burnet High School**

**Package Two – Shady Grove Elementary School**

**Respectfully Submitted by:**

**Mario S. Alaniz, Architect**  
**Construction Project Manager**

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Information**  
**Department: Business Office**



**Agenda Item #6E (Communications & Reports)**

**Report on Activity Buses.**

**Summary**

**We will provide additional information about the possible purchase of activity buses as requested.**

**Respectfully Submitted by:**

**Sarah Cervi**  
**Director of Business and Finance**

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Approval**  
**Department: Superintendent's Office**



**Agenda Item #7A (Consent Agenda)**

**Discussion and Possible Action regarding Approval of Board Minutes**

**Recommendation**

**The Administration recommends the approval of Board Minutes**

**Summary**

**The Board Minutes from the September 21<sup>st</sup> and October 5<sup>th</sup> meetings are attached for your review and consideration.**

**Respectfully Submitted by:**

**Sharon Schwartz**  
**Administrative Assistant**

## Minutes of Regular Meeting

### The Board of Trustees BURNET CONSOLIDATED I.S.D.

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A Regular Meeting of the Board of Trustees of BURNET CONSOLIDATED I.S.D. was held Monday, September 21, 2015, beginning at 6:30 PM in the BCISD Board Room, 208 E. Brier, Burnet, Texas 78611.

#### Board Members Present:

Andy Feild, President

Charles Williams, Secretary

Craig Barefoot

Jeff Hillum

Jim Luther, Vice President

Robby Robertson

Angela Moore

#### School Personnel Present:

Keith McBurnett, Superintendent

Adam Hermes, Technology Director

Shelley Reavis, Elem. Curriculum Dir.

Teresa Smith, Special Programs Dir.

Charlie Goble, Facilities & Operations Dir.

Cindy Walker, Principal

Josh Albro

Chris Merrill

Shelly Arrington

Teresa Mather

Sarah Cervi, Director of Business and Finance

Contessa Huffman, Director of Human Resources

Jim Connor, Secondary Curriculum Dir.

Mario Alaniz, Bond Project Manager

Mark Kincaid, Principal

Michelle Ramm, Transportation Director

Natalie Lyle

Stuart Dixon

Jessica Kelly

Sharon Schwartz

#### Visitors:

Alexandria Randolph

Craig Lindholm

Laurel Gatlin and family

Jill Rosow and parents

Lavona Fry

Roxanne Dunegan

Glen Hickman

Richard Shively

Avery Dixon and family

Travis Rhames and mother

Rose Lackey

#### 1. INVOCATION

Glen Hickman, the Pastor of the 1st Cowboy Church of Burnet County, provided the invocation.

#### 2. PLEDGE OF ALLEGIANCE

Laurel Gatlin and Avery Dixon, Burnet Elementary Readers of the Year, led the Pledge of Allegiance to the American and Texas flags.

### 3. CALL TO ORDER

Mr. Feild called the meeting to order at 6:35 p.m. He stated that a quorum of Board members was present and that the meeting had been duly called under Texas Government Code, Section 551.

### 4. ATTENDANCE (Sign In)

Mr. Feild asked visitors to sign in on the visitor's sheet and to sign an Open Forum form if they wished to speak later in the meeting.

### 5. OPEN FORUM

Any interested citizen may use not more than three (3) minutes to present any subject that may affect the school district. However, if the subject is not on the agenda, no action or discussion can or will be taken. The item may be placed on the agenda for consideration at the next regular Board meeting upon request of the Board President. A total of 30 minutes will be allotted for this portion of the agenda.

No one signed in to speak under Open Forum

### 6. COMMUNICATIONS AND REPORTS

#### B. Recognition of Burnet Elementary Readers of the Year (Walker) first.

Burnet Elementary Principal Cindy Walker introduced Laurel Gatlin and Avery Dixon who were the 2014-15 Burnet Elementary Readers of the Year. The students were presented with a special recognition certificate and a book from the Burnet Elementary teachers.

#### A. BHS Students of the Month

BHS Principal Mark Kincaid and BHS Physics teacher Chris Merrill introduced Students of the Month Jill Rosow and Travis Rhames, stating their accomplishments and contributions that the Seniors have made during their four years at BHS.

#### C. Recognition of Highland Lakes Master Gardener Association (McBurnett)

Rose Lackey, Lavona Fry, and Roxanne Dunegan, representatives from the Highland Lakes Master Gardener Association spoke of how The HLMGA has partnered with Burnet Middle School to provide assistance with horticulture-related projects as part of the BMS Greenhouse Program. The HLMGA submitted the BMS Greenhouse project as an entry at the Texas State Master Gardener conference last year winning Third place. The representatives presented the winning plaque to Shelly Arrington so that she can display it in her classroom. The association also presented Ms. Arrington with a \$300 donation check to help offset the cost of supplies for the greenhouse.

#### D. Department Spotlight - Human Resources (Huffman)

Contessa Huffman, Director of Human Resources, presented a PowerPoint highlighting the responsibilities of the HR department and providing information regarding the current employment package offered by the district. A copy of the PowerPoint is included with the Board minutes.

#### E. Financial Reports (Cervi)

Monthly Financial Statement, Fund Balance Report, Investment Report, Tax Collection Report, Extra-Curricular Trip Report, Check Register, Credit Card Report, Utility Reports, Attorney Invoices, and Bond Financial Report

Sarah Cervi, Business and Finance Director, reviewed the highlights of the financial reports. Mrs. Cervi stated that the Bond Financial Report was provided to the Board members at their place. A copy of this report is included with the Board minutes.

F. Report on Booster Club Financial Statements (Cervi)

Mrs. Cervi reported that the FFA and Esprit de Corps financial reports were provided to the Board members at their place. A copy is included with the Board minutes. Mrs. Cervi stated that the Athletic Booster Club financial report has not been received. When this report is received it will be sent to Board members.

G. Report on 2014 Bond Program (Alaniz)

Mario Alaniz, Bond Construction Manager, reviewed the progress on the Bond program projects and plans for future bond projects. A copy of the report is included with the Board minutes.

H. Report on Yellow Fleet and Activity Buses (Cervi)

Mrs. Cervi introduced Transportation Director Michelle Ramm and Fleet manager Josh Albro. The three thoroughly reviewed a report regarding options for activity buses. Richard Shively from Thomas Bus Company attended the meeting and answered questions pertaining to the buses. A copy of the report had been provided to Board members at their place and is included with the minutes. Mr. Shively provided a 14 passenger bus and an activity bus for the Board members to tour. A short break was taken from 8:07 p.m. until 8:25 p.m. in order for the Board members to look at the buses.

7. CONSENT AGENDA

Information on these items has been sent to the Board of Trustees for review prior to the meeting. Any Board member may pull any item from the Consent Agenda (without a second) for deliberation prior to consideration. Any item pulled will be considered with the action items on the agenda.

Board member Craig Barefoot asked to pull Item B on the Consent Agenda.

A. Board Minutes

Motion by Jeff Hullum, seconded by Craig Barefoot, to approve the Board minutes as presented. MC/u.

B. Purchases in Excess of \$25,000.00

Mr. Barefoot had a question regarding the purchase of the Springboard Math materials. Motion by Craig Barefoot, seconded by Robby Robertson, to approve Item B on the Consent Agenda. MC/u.

8. BUSINESS ITEMS

A. Discussion and Possible Action regarding Approval of the Nomination of the Directors for the Burnet Central Appraisal District for 2016-2017 (McBurnett)  
Motion by Charles Williams, seconded by Angela Moore, to approve the nomination of Ms. Bobbye Hensley, Mr. Ed Dalke, Mr. Paul Shell, Mr. Calvin Chamness, and Ms. Kay Renick to the Burnet Central Appraisal District for 2016-2017. MC/u.

B. Discussion and Possible Action regarding request from Burnet County AgriLife

Extension Service to have adjunct staff member status for the 2015-2016 school year and request for adoption of Resolution regarding the extra-curricular status of the 4-H organization (McBurnett)

Motion by Robby Robertson, seconded by Jeff Hullum, to approve the request from Burnet County AgriLife Extension Service to have adjunct staff member status for the 2015-2016 school year and approve the of the Resolution regarding the extra-curricular status of the 4-H organization. MC/u.

- C. Discussion and Possible Action regarding Approval to Assign Fund Balance and Purchase a 14 Passenger Bus (Cervi)

Motion by Jim Luther, Jr., seconded by Angela Moore, to approve the assignment of fund balance to purchase a 14 passenger bus. MC/u.

- D. Discussion and Possible Action regarding Approval of Fall Fundraisers (Cervi)

Motion by Angela Moore, seconded by Jim Luther, Jr., to approve the fall fundraisers as presented. MC/u.

- E. Discussion and Possible Action regarding Approval of Membership to the School Health Advisory Committee for 2015-2016 (Reavis)

Motion by Jeff Hullum, seconded by Jim Luther, Jr., to approve the membership to the School Health Advisory Committee for 2015-2016. MC/u.

- F. Discussion and Possible Action regarding Appointment of Board Member to serve on the 2015-2016 District Advisory Committee (Reavis)

Motion by Angela Moore, seconded by Charles Williams, to approve the appointment of Board Member Craig Barefoot to serve on the 2015-2016 District Advisory Committee. MC/u.

- G. Discussion and Possible Action regarding revisions to Compensation Plan (Huffman)

Motion by Craig Barefoot, seconded by Jim Luther, Jr., to approve the revisions to the Compensation Plan as presented. MC/u.

- H. Personnel (Huffman)

Board discussion could be held in Executive Session Under Texas Government Code, Section 551.074

Mrs. Huffman stated that there were no professional hirings to present and that the at-will personnel staff report was included with the Board minutes.

Mr. Feild adjourned the meeting at 8:55 p.m.

DATE APPROVED: \_\_\_\_\_

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

## Minutes of Special Meeting

### The Board of Trustees BURNET CONSOLIDATED I.S.D.

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A Special Meeting of the Board of Trustees of BURNET CONSOLIDATED I.S.D. was held Monday, October 5, 2015, beginning at 6:30 PM in the BCISD Board Room, 208 E. Brier, Burnet, Texas 78611.

**Board Members Present:**

Andy Feild, President

Charles Williams, Secretary

Craig Barefoot

Jim Luther, Vice President

Robby Robertson

Jeff Hullum

**Board Member Absent:**

Angela Moore

**School Personnel Present:**

Keith McBurnett, Superintendent

Jim Connor, Secondary Curriculum Dir.

Teresa Smith, Special Programs Dir.

Michelle Ramm, Transportation Director

Adam Hermes, Technology Director

Contessa Huffman, Director of Human Resources

Mario Alaniz, Bond Project Manager

Josh Albro, Lead Mechanic

**Visitors:**

Brad Pfluger

Cody Lester

Cliff Trinkaus

Alexandria Randolph

**1. Call to Order**

Mr. Feild called the meeting to order at 6:30 p.m. He stated that a quorum of Board members was present and that the meeting had been duly called under Texas Government Code, Section 551.

**2. Attendance (Sign In)**

Mr. Feild asked everyone to sign in so that we would have record of their attendance.

**3. Discussion and Possible Action regarding Approval of the Guaranteed Maximum Price for Package 2 of the 2014 Bond Program that includes Shady Grove Elementary and Burnet High School (Alaniz)**

Mr. Alaniz provided handouts and a Powerpoint regarding the GMP for package 2 of the Bond Program. Brad Pfluger and Cliff Trinkaus of Pfluger and Associates Architects and Code Lester of American Constructors reviewed package 2 and answered questions from the Board members. A copy of the handout is included with the Board minutes.

Motion by Craig Barefoot, seconded by Jeff Hullum, to approve the Guaranteed Maximum Price for Package 2 of the 2014 Bond Program that included Shady Grove

Elementary and Burnet High School. MC/u.

- 4. Discussion and Possible Action regarding Approval of a Donation to the Athletic Department (Cervi)

Motion by Jim Luther, Jr., seconded by Charles Williams, to accept the donation to the athletic department. MC/u.

- 5. Report and Discussion on Activity Buses (Cervi)

Transportation Director Michelle Ram and Lead Mechanic Josh Albro reviewed the handout that had been provided to the Board regarding options for activity buses. A copy of the handout is included with the Board minutes.

- 6. Personnel (Huffman)

Employment of Professional Personnel

There were no professional personnel to present for employment.

Mr. Feild adjourned the meeting at 7:57 p.m.

DATE APPROVED: \_\_\_\_\_

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary



**BURNET**  
Consolidated ISD

CRAFTING *the* FUTURE

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Approval**  
**Department: Business Office**

**Agenda Item #7B (Consent Agenda)**

**Purchases in excess of \$25,000.**

**Recommendation**

**The Administration recommends approval of purchases in excess of \$25,000.**

**Summary**

**According to Policy CH (Local), any purchase that costs or aggregates to a cost of \$25,000 or greater shall require Board approval. The following purchases are presented for approval:**

<b>Requested by</b>	<b>Vendor</b>	<b>Description</b>	<b>Budget Source</b>	<b>Amount</b>
<b>Business Office</b>	<b>City of Burnet</b>	<b>August Utilities</b>	<b>General Fund</b>	<b>\$96,304.01</b>
<b>Business Office</b>	<b>Llano Central Appraisal District</b>	<b>Quarterly payment</b>	<b>General Fund</b>	<b>\$34,395.00</b>

**Respectfully Submitted by:**

**Sarah Cervi**  
**Director of Business and Finance**



**BURNET**  
Consolidated ISD

CRAFTING *the* FUTURE

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Approval**  
**Department: Curriculum and Instruction**

**Agenda Item #8A (Business Items)**

**Discussion and Possible Action regarding Approval of District and Campus Improvement Plans**

**Recommendation**

**The Administration recommends the approval of District and Campus Improvement Plans**

**Summary**

**Texas school districts and campuses are mandated to conduct annual planning processes to direct and support improved performance for all students. Campus goals and strategies parallel not only the district goals, but also reflect the underlying philosophy that all students can learn and that identified gaps in academic performance can be closed. Although the campus plans differ in their content and proposed strategies, their goals are both complementary and mutually supportive of the district plan.**

**Information generated in the campus plans shows a revision in the work campus focused on for the 2015-2016 school year. The proposed plan for each campus includes a focus on target objectives identified by each campus and a plan to address each need in smaller chunks of time. A review process will be conducted at the end of the first semester and adjustments made to the plan from the data gathered and reviewed. The formative evaluation section of each plan will be used to measure accomplishments as well as define and initiate needed areas for change.**

**A copy of the plan for each campus is enclosed for your review and consideration.  
Respectfully Submitted by:**

**Shelley Reavis  
Elementary Curriculum Director**

**Jim Connor  
Secondary Curriculum Director**

# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

**Time Line**

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25– December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

District Name: Burnet CISD	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #1 We will increase student academic achievement through the effective implementation and monitoring of a challenging well-organized curriculum. We will support efforts to ensure student success and cultivate a learning community where students are engaged learners achieving their fullest potential.**

**Target SMART Goal #1 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Ensure that the District Curriculum TCMPC, Agile Mind, SpringBoard, Odysseyware and District Curriculum initiatives AVID, Project Lead the Way, Daily Five and the Daily Three are being implemented with integrity throughout Burnet CISD. The use of common assessments, the interpretation of data from these assessments to inform instruction, targeted Response to Intervention (RtI), coaching visits from outside partners, professional development and walkthroughs to maintain the quality of implementation, all will be used to increase student achievement. Piloting the new T-TESS growth model teacher evaluation system which focuses on increasing student engagement and personal ownership of their education will help assist the transition into a student-centered culture.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? A paradigm shift into a more student-centered learning environment that focuses on student engagement. The use of the T-TESS rubric to help guide instruction into this cultural shift, providing a system that would be used for continuous professional growth and moving the mindset toward feedback and support.

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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

### Data Analysis. Answer the data analysis questions.

<p><b>1. What is contributing to your success in this area and how do you know?</b> School Board policy (EG Local) ensures that the District has a PK – 12 aligned curriculum. Guidance from outside partners to assist with successful implementation. Professional development opportunities for teachers and administrators, the use of data from the T-TESS walkthroughs.</p>	<p><b>2. What opportunities for improvement do you notice?</b> Student performance data on STAAR and EOC tests have identified a need to assure students continue to make yearly progress across subjects, grades and campuses.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b> Index 2 which measures student progress has never been targeted in the past. A concentrated effort to reach all students in academic growth, from high achievers to struggling learners will be utilized for the first time.</p>
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### **D DO: Develop and implement deployment plan**

#### What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Provide professional development for administration and principals for T-TESS appraisal system.	Curriculum and Instruction, Human Resources	Registration Sheets, Sign-in sheets, Certificates, Calibration Walks.	8/2015	6/2016
2	Provide professional development for Curriculum Initiatives (SpringBoard, Agile Mind, AVID, PLTW)	Curriculum and Instruction, Teachers	Registration Sheets, Sign-in sheets, Certificates of Completion	7/2015	6/2016
3	Utilize Common Assessment data to inform instruction. Address all Index 2 groups in targeted remediation/acceleration.	Curriculum and Instruction , Campus Administrators, Intervention Specialists Teachers	Eduphoria data, Advisory groups, Rtl groups	8/2015	6/2016

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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

4	Monitor the fidelity of the implementation of the District Curriculum and Curriculum Initiatives.	District and Campus Administration	Campus Snapshots, Leadership Team Meetings, AP/Counselor Meetings, Campus Curriculum Meetings	8/2015	6/2016
5	Create T-TESS walkthrough documents in Eduphoria to aid in the collection of data .	Curriculum and Instruction	Data in Eduphoria	6/2015	10/2015

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?

- a. Renew Purchase of the District Curriculum
- b. Renew Purchase Contract and Materials for SpringBoard
- c. Extend Contract with Agile Mind
- d. Renew Contract for AVID
- e. Extend Contract for PLTW
- f. Extend Contract with Eduphoria
- g. Extend Contract with TEST Maker

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

- a. 211-11-6239.00-901-3-24-CS
- b. Instructional Materials Allotment
- c. 199-11-6219.00-901-6-11-OAM
- d. 211-11-6219.00-901-6-11-AV
- e. KDK Harman Grant funds
- f. 199-11-6249.00-901-11-ED, 211-11-6219.00-901-6-24-ED
- g. 211-11-6239.00-901-6-24-WC

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

NA

# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**  
 TCMP training, Eduphoria training, AVID training and Coaching visits, Agile Mind training and Coaching visits, SpringBoard training and Coaching visits Daily Five training, Project Lead the Way training.

**Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:**

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)</b>          District Snapshot Data, Eduphoria data, STAAR data, EOC data, Lesson Plans, Curriculum Coaches notes, T-TESS Walkthrough Data</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> District Snapshot Data, Eduphoria data, STAAR data,EOC data, Lesson Plans, Curriculum Coaches notes, T-TESS walkthrough Data.</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b>          District Snapshot Data, Eduphoria data, STAAR data,EOC data, Lesson Plans, Curriculum Coaches notes, T-TESS walkthrough Data.</p>
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### **S STUDY – Analysis of data after implementing an approach**

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**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

<p><b>1. What worked and how do you know?</b></p>	<p><b>2. What didn't work and how do you know?</b></p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b>          ___Yes ___No</p>
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**Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?**

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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### **A ACT – Revise or continue with implementation plan based on data analysis.**

**4. What is your focus for Semester 2 (Identify key approach or strategy)?** If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

**Time Line**

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

District Name: Burnet CISD	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #2 We will increase college and career readiness through effective implementation and monitoring of innovative academic programs.**

**Target SMART Goal #2 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Ensure that the students of Burnet CISD are exposed to a variety of college and career opportunities through successful implementation of innovative programs, a strong focus on Career and Tech Education, maintaining the enrollment in dual credit college courses, implementation of a strong STEM curriculum and creating a college going culture in all schools.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) A District-wide focus of the AVID College Readiness SYSTEM (ARCS) to help guide instruction into this cultural shift, providing a system of instructional strategies that will be essential in developing a college and career culture from K – 12.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>          AVID training for teachers and administrators, student enrollment in the AVID elective class, AVID coaching visits, AVID parent nights, campus college days, increased certification for CTE coursework, and future ready certificates.</p>	<p><b>2. What opportunities for improvement do you notice?</b>          District wide AVID site team plan that can provide a K-12 documented plan of AVID implementation.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>          Traditionally underserved student groups have not had a strong college and career focus.</p>
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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

D	DO: Develop and implement deployment plan				
What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?					
Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Provide Campus AVID strategies professional development	AVID Coordinator, Campus and District Admin	Sign in sheets, faculty meeting agendas	8/15	6/16
2.	Provide AVID Coaching visits	Curriculum and Instruction, AVID Coaches	Coaches notes	10/15	5/16
3.	PSAT/PSAT 8/9 administration	Campus Administration and Testing Coordinators	PSAT/College Board reports	10/15	1/16
4.	Monitor the fidelity of the implementation of curriculum initiatives	Campus Administration, C & I	Walkthrough data, Coaches notes	9/15	6/16
5.	Provide and Utilize Naviance College/Career Readiness Program	Counselors, Teachers , campus admin	Four year plans, Course syllabi, student data	9/15	6/16
6.	Initiate student leadership and character development programs (Pioneers of Youth Leadership, GRIT).	Campus Admin, Leadership Academy participants,	Class rosters, class walkthrough data,	9/15	6/16
7.	Provide a STEM curriculum (PLTW) and professional development.	C and I, PLTW lead teachers, campus admin	Class rosters, walkthrough data, student products.	9/15	6/16

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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?

- a. Renew Contract for AVID
- b. Renew Contract for PLTW
- c. Renew Contract with College Board

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

- a. 211-11-6219.00-901-6-11-AV
- b. KDK-Harman Grant Funds
- c. 199-11-6219.00-901-6-11-SB

If funding is not available, identify the steps from the implementation plan that will address the funding gap.  
NA

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

AVID professional development  
PLTW professional development

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b> Individual Graduation Plans, PSAT data, AP/Pre AP class rosters and grades, student assessment data, Certification data (AVID,PLTW)</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> Individual Graduation Plans, walkthrough data, PSAT data, student assessment data.</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b> Coaches notes, certification data.</p>
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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

**Time Line**

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

District Name: Burnet CISD	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #3 We will support student achievement by increasing student attendance.**

**Target SMART Goal #3 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Continued increases in daily student attendance at all campuses.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Burnet CISD had a student attendance rating that was below the State average. Continued use and support of a District Attendance Specialist

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>          District-wide focus on student attendance, Continuation of District Attendance Specialist.</p>	<p><b>2. What opportunities for improvement do you notice?</b> District-wide and campus-wide increase in student attendance.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b> Poor understanding of the laws that govern student attendance.</p>
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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

D	<b>DO: Develop and implement deployment plan</b>				
<b>What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?</b>					
Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Continued support of the District Attendance Specialist.	School Board, Superintendent, Administration	Attendance increases	9/15	6/16
2.	Attendance Campaign, Letters of Attendance Laws	Campus administration, Attendance Specialist	Signed forms, increased attendance	9/15	6/16
3.	Continued utilization of School Resource Officer	School Board, Superintendent, Human Resources	SRO reports and logs	9/15	6/16
<b>Implementation Plan Quality Check:</b>					
<p>What resources/budget needs do you have for the first semester?</p> <ul style="list-style-type: none"> <li>a. Salary for District Attendance Specialist</li> <li>b. Salary for School Resource Officer</li> </ul> <p>If you identified budget needs, what budget code will you use to meet the budget needs for this semester?</p> <ul style="list-style-type: none"> <li>a. 199-11-6149.00-901-3-11-SM</li> <li>b. 199-11-6149.00-901-3-11</li> </ul> <p>If funding is not available, identify the steps from the implementation plan that will address the funding gap.</p>					
<b>What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?</b>					
N/A					

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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)**  
 Student Attendance improves at all campuses

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**  
 Student Attendance does not improve at any/all campuses

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**  
 Student Attendance data

### **S STUDY – Analysis of data after implementing an approach**

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1. What worked and how do you know?**

**2. What didn't work and how do you know?**

**3. Do you need any additional assistance as you look at your results and start planning for Semester 2?**  
 \_\_\_Yes \_\_\_No

Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

Target goal has been met and is changed to a new target goal.  
 Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  
 Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A ACT – Revise or continue with implementation plan based on data analysis.**

**4. What is your focus for Semester 2 (Identify key approach or strategy)?** If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

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# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

District Name: Burnet CISD	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #4 We will continue to develop systems that support a positive climate, accountability, communication, and engagement of all stakeholders. (Campus Goal based upon data from Survey).**

**Target SMART Goal #4 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Burnet CISD will utilize multiple surveys as methods of communication with its stakeholders to build a positive climate, strengthen customer service and to establish district-wide expectations to support accountability Burnet CISD will utilize multiple methods of communication to partner with its stakeholders to build a positive climate, strengthen customer service and to establish district-wide expectations to support accountability.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) The continued utilization of District Committees that involve stakeholders in building a positive climate, strengthen customer service and supporting accountability.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  Establishment of District and Community stakeholders committees, Webinars, Professional Development, District SIS Committee. Staff survey participation, Campus/District meetings to analyze survey data</p>	<p><b>2. What opportunities for improvement do you notice?</b> Ensuring that stakeholders have opportunities and are included in decision making, and are held accountable for decisions made. Involvement of key stakeholders in the decision-making process</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b> Stakeholders did not have consistent input in decisions in past years.</p>
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## Burnet CISD District Improvement Plan

### A Continuous Improvement Strategic Plan

D	DO: Develop and implement deployment plan				
What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?					
Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Utilization of Parent Resource Center, Family Specialist through ACE	Central Office, Parent Resource Personnel	Agendas, Sign-in Sheets, PRC Meeting Agendas	8/2015	6/2016
2.	Community Forum	Superintendent	Agendas, Sign-in sheets, Needs assessments	10/2015	6/2016
3.	Pastoral Forum	Superintendent, Area Pastors	Agendas, Sign-in sheets	10/2015	6/2016
4.	AVID Family Nights	Campus Administration, District Teachers	Agendas, Sign-in sheets	9/2015	6/2016
5.	PSAT/Readistep/SAT Family Nights, College Nights	Central Office Staff, Campus Administration, District Staff	Agendas, Sign-in sheets	1/2015	6/2016
6.	Gallup Survey Data Analysis w/stakeholders	Central Office, Campus Administration	Data from Gallup	9/2015	6/2016
7.	School Messenger/SchoolWay App utilization	Central Office Staff, Campus Administration	Data use records	8/2015	6/2016

# Burnet CISD District Improvement Plan

## A Continuous Improvement Strategic Plan

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first semester?

- a. Purchase the TXeis
- b. Purchase of School Messenger
- c. Food/Accessories for meetings

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

- a. General Supply
- b. 199-11-6249.00-901-11-VIS

If funding is not available, identify the steps from the implementation plan that will address the funding gap.  
N/A

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**

District Leadership Team, AVID Training and Family Nights, PSAT/Readistep Parent Meetings, Monthly District AP Meetings, Monthly District Counselor Meetings, Leadership Academy Meetings.

**Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:**

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b> Forum Agendas, Sign In Sheets, Walkthrough Information, Heartbeat Nominations Survey Results, Stakeholder Feedback.</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> Lack of Attendance, Lack of Teacher/Parent Participation, Insufficient Sign In Sheets, Walkthrough Information, Heartbeat Nominations</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b> Attendance Data, Participation Data, Walkthrough Information</p>
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# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25– December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Burnet Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #1 We will increase student academic achievement through the effective implementation and monitoring of a challenging well-organized curriculum. We will support efforts to ensure student success and cultivate a learning community where students are engaged learners achieving their fullest potential.**

**Target SMART Goal #1 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)**

85% of all students in each grade level (K, 1, and 2) will pass the end of year math assessment to be given in May 2016.

85% of all students in each grade level (K, 1, and 2) will score on grade level or above on the end of year writing sample in May 2016 according to the rubric .

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

We will implement grade level end of year assessments in math and writing. We will continue to utilize our end of year reading level assessment. In order for us to improve, we need to create and utilize end of the year assessments in math and writing. We are planning to use a writing rubric to determine grade level expectation for end of the year. We will review the end of the year assessment in the math adoption and then make adjustments as needed to create an end of the year assessment for math.

Writing- 4th Level II 58%



# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Data Analysis. Answer the data analysis questions.

<p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>We are assessing students at the end of each unit to determine areas of strength and areas of need.</p>	<p><b>2. What opportunities for improvement do you notice?</b></p> <p>In writing we need to determine what is on-grade level writing for each subject for three check-points (beginning of the year, middle of the year, and end of the year).</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>We are currently not assessing students on a year's worth of curriculum to see how they can apply the skills learned throughout the entire year.</p>
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### **D DO: Develop and implement deployment plan**

#### What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Hold a STAAR staff development with RJ Richey to discuss level of rigor of the assessment and our results. Coordinate vertically aligned student expectations.	Cindy Walker and Jill Wittikiend	STAAR results	August 17, 2015	May 26, 2016
2.	Develop Curriculum Vertical Teams	Cindy Walker and Bonnie Sullivan	Meetings held monthly throughout the school year and goals of each team accomplished.	August 21, 2015	May 26, 2016
3.	Each Curriculum Vertical Team will have a goal to accomplish (Math- daily math skills practice/ vertical alignment of math vocabulary/ end of year math assessments; Writing- scoring rubric for each grade level and sample of on-grade level writing for each grade level at beginning of the year, middle of the year and end of the year).	Vertical Team members	Math skills practice, vocabulary, and end of year assessments ready for use; Writing Rubric and samples ready for use	August 21, 2015	May 26, 2016

# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

4.	Writing across the curriculums.	Cindy Walker, Bonnie Sullivan, and AVID Site Team	Observations, walk-throughs, discussions at faculty and team meetings, lesson plans, and samples brought to faculty meetings	August 25, 2015	May 26, 2016
5.	Teachers utilizing higher-level questioning and planning intentional questions.	Cindy Walker, Bonnie Sullivan, and AVID Site Team	Observations, walk-throughs, discussions at faculty and team meetings, lesson plans, and samples brought to faculty meetings	August 25, 2015	May 26, 2016
6.	Struggling Students will receive interventions in reading and/or math. Students will be identified through the SST process using data to determine level of need.	Cindy Walker, Bonnie Sullivan, Ginger Kassell	AIMS web data from progress monitoring, classroom progress	September 2015	May 20, 2015

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester? AVID training, Costa's Levels of Questioning review, giving AVID and Curriculum Vertical Teams time to meet.

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? \*\*

If funding is not available, identify the steps from the implementation plan that will address the funding gap. \*\*

\*\*More teachers will need to attend the AVID Summer Institute and the Inquiry Strand

# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

- We held a joint professional development with RJ in August to deepen our understanding of the STAAR assessment and the expectations of the students. We discussed the need for higher level thinking and showed the level of questioning on the test. Teachers created questions at level 1, level 2 and level 3.
- We had our first Vertical Curriculum Team meeting on August 21, 2015. Teachers met in vertically aligned groups to discuss a certain subject. They identified areas that are difficult to teach and areas of need for development with that subject. Then throughout the year, the team will meet to develop their plan to address the difficult to teach areas along with ways to align our grade levels in that subject. Each group has a different focus. By the end of the year, each group will have a task or a system for all grade levels to use to enhance their subject area in all grade levels at BES.
- Vertical Curriculum Teams will meet throughout the year each month.
- At the October 12<sup>th</sup> staff development day, each Vertical Curriculum Team will present their focus for the year to the staff.
- The AVID Site Team will need to present the levels of questioning and thinking to the staff.

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

#### A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)

- We will be working on an end of the year assessment in math for each grade level.
- We will have a daily math skill practice to utilize.
- We will have a writing sample for each grade level for the beginning and middle of the year.
- We will have a rubric to score writing at each grade level.

#### B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)

- The tools will not be created to use at the middle of the year.
- Students will not achieve passing expectations.

#### C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)

- Utilizing the rubric with a small sample group prior to utilizing it with the entire grade level.
- Teacher discussion.

# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Burnet Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #2 We will increase college and career readiness through effective implementation and monitoring of innovative academic programs.**

**Target SMART Goal #2 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)**

100% of student will utilize AVID strategies to be organized and to WICOR (Write, Inquire, Collaborate, Organize, and Read) in all subjects.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

Students need to write in all subject areas and be exposed to higher level questions along with rigorous lessons.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  Students are using Paw Planners to organize their materials to and from school,</p>	<p><b>2. What opportunities for improvement do you notice?</b>                  We need to write in all subjects, expose students to higher level questions in all subjects, and provide rigorous lessons.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>                  There's a lot of information to teach and the curriculum moves at a fast pace. Teachers are constantly trying to balance the timeline of information with the students' ability to gain the necessary knowledge at a fast pace.</p>
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# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

<b>D</b>	<b>DO: Develop and implement deployment plan</b>				
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What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	More teachers will be trained with AVID and the Inquiry Strand.	Shelley Reavis and Cindy Walker	Teachers will attend the training and implement the strategies in their classrooms.	July 2015	May 26, 2016
2.	The AVID Site Team will train all staff on WICOR and walk each grade level through how to WICORize a lesson.	Cindy Walker and the AVID Site Team	Teacher will understand how to WICORize a lesson and they will begin to use WICORized lessons in planning and teaching. (lesson plans and walk-throughs)	October 2015	May 26, 2016
3.	Teachers will use WICOR when planning and teaching lessons.	Cindy Walker and the AVID Site Team	Teacher will understand how to WICORize a lesson and they will begin to use WICORized lessons in planning and teaching. (lesson plans and walk-throughs)	October 2015	May 26, 2016

# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester? Time to train at faculty meeting.

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? None

If funding is not available, identify the steps from the implementation plan that will address the funding gap. N/A

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

- The AVID Site Team will need to train the staff on how to use WICOR when planning and teaching lessons.

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)</b></p> <ul style="list-style-type: none"> <li>Lesson plans with WICORized Lessons</li> <li>Observations</li> </ul>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b></p> <ul style="list-style-type: none"> <li>Students are unable to WICOR in all subject areas.</li> </ul>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <ul style="list-style-type: none"> <li>Teacher Feedback during AVID Site Team Meetings, Faculty Meetings and Team Meetings</li> </ul>
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### **S** STUDY – Analysis of data after implementing an approach

#### At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p><b>1. What worked and how do you know?</b></p>	<p><b>2. What didn't work and how do you know?</b></p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b>          ___ Yes ___ No</p>
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#### Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Burnet Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
<b>P</b>	<b>PLAN: Identify the gap and the approach</b>		
<b>District Goal #3 We will support student achievement by increasing student attendance.</b>			
<b>Target SMART Goal #3 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)</b>			
We will increase student attendance to 98% for each six weeks.			
<b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b>			
In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)			
We will continue to meet with parents on a regular basis when their child falls below the 90% attendance expectation. Upon meeting with parents last year, we had a decrease in absences for students who had excessive absences.			

# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Data Analysis. Answer the data analysis questions.

<p><b>1. What is contributing to your success in this area and how do you know?</b></p> <ul style="list-style-type: none"> <li>• Meeting with parents to offer suggestions on ways to help them.</li> </ul>	<p><b>2. What opportunities for improvement do you notice?</b></p> <ul style="list-style-type: none"> <li>• Scheduled time to discuss attendance concerns with the registrar and BCISD attendance officer.</li> <li>• Scheduled time to meet with parents of students who fall below the 90% expectation.</li> <li>• Early intervention – start meeting with parents in the second six weeks to help stop the pattern earlier in the school year.</li> </ul>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <ul style="list-style-type: none"> <li>• Many parents do not understand the attendance rules and they do not understand the negative impact excessive absences have on their child’s education.</li> </ul>
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### **D DO: Develop and implement deployment plan**

#### What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Schedule regular meetings with the BCISD attendance officer, BES registrar, and BES principal.	Cindy Walker	Dates scheduled and on everyone’s calendar and we meet when scheduled.	October 2015	May 20, 2016
2.	Meet with parents when student falls below the 90% expectation. (Attempt to identify the pattern and stop the absences early).	Cindy Walker and Marci Russell	Meet with parents to discuss concerns.	November 2015	May 20, 2016
3.	Provide positive incentives for students who improve their attendance.	Cindy Walker, Marci Russell, Denise Mays	After meeting with parents, provide student with positive incentives for improvement.	November 2015	May 26, 2016
4.	Recognize students with 1 or less absence each six weeks.	Bonnie Sullivan, Denise Mays,	Provide students with 1 or less absences each six weeks	October 2015	May 26, 2016

# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

		Marci Russell	a reward.		
5.	Recognize students at semester with 1 or less absences.	Bonnie Sullivan, Denise Mays, Marci Russell	Provide students with 1 or less absences each semester a reward.	January 2016	May 26, 2016
6.	Work to find out why students are absent and provide parents with accurate attendance rules/expectations especially if they are moving to another school.	Marci Russell, Cindy Walker, Bonnie Sullivan	We catch more students who are moving away from BES to educate the parent on enrolling them in a timely manner at their new school,	October 2015	May 26, 2016

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester? none

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? Incentives at semester – Student Activity Account

If funding is not available, identify the steps from the implementation plan that will address the funding gap. N/A

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

- Continue to educate staff about attendance rules/expectations.
- Work collaboratively with staff to identify students we need to call to check on for several consecutive absences.

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b></p> <p>Student attendance will improve after meeting with the parent. Students who have good attendance, will continue to have good attendance.</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b></p> <p>The principal and registrar will keep data of meetings with parents of students who have poor attendance. Meetings will not be successful if student continues to have poor attendance.</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <p>On a case-by-case basis, we will evaluate the effectiveness of our approach. Long-term improvement will show the greatest impact and success.</p>
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# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Burnet Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #4 We will continue to develop systems that support a positive climate, accountability, communication, and engagement of all stakeholders. (Campus Goal based upon data from Survey).**

**Target SMART Goal #4 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Increase staff approval of campus communication to 90% of staff in the Strongly Agree to Agree range by the time the campus survey is administered for the 2015-2016 school year.

Recognize staff for accomplishments in a variety of ways each month so that each staff member is recognized (at a minimum) each semester.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

Timely communication because it is important and helps everyone complete their job.

**Data Analysis. Answer the data analysis questions.**

<ul style="list-style-type: none"> <li>• <b>What is contributing to your success in this area and how do you know?</b></li> <li>• Positive start to the school year – many staff members have commented and complimented the positive start</li> <li>• Systems in place for communication (PAW news, calendar, app, email, year-at-a-glance)</li> </ul>	<p><b>4. What opportunities for improvement do you notice?</b></p> <ul style="list-style-type: none"> <li>• Continue to be committed to timely communication</li> <li>• Explanation when communication is not timely</li> <li>• More face-time with staff</li> </ul>	<p><b>5. What seems to be the root cause of the problem and how do you know?</b></p> <ul style="list-style-type: none"> <li>• It is difficult to get to all staff members to communication face-to-face</li> <li>• We work in a fast-paced field and many decisions are mad each day to meet student and staff needs.</li> </ul>
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# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**D DO: Develop and implement deployment plan**

**What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?**

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Utilize tools to communicate in a timely manner.	Cindy Walker and Bonnie Sullivan	Staff feedback (surveys, check-points, conversation, etc.)	October 2015	May 26, 2016
2.	Create more opportunities for face-to-face communication (monthly lunch with teams).	Cindy Walker and Bonnie Sullivan	Staff feedback.	October 2015	May 26, 2016
3.	Monthly Instructional Partner Meetings.	Cindy Walker	Staff feedback.	September 2015	May 26, 2016
4.	Recognize staff for their accomplishments. (Sparkle board, monthly peer-to-peer recognition, notes of praise from administration)	Cindy Walker and Bonnie Sullivan	Staff feedback.	October 2015	May 26, 2016
5.	Morning check-ins with staff.	Cindy Walker and Bonnie Sullivan	Staff feedback.	August 2015	May 26, 2016

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first semester? none

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? none

If funding is not available, identify the steps from the implementation plan that will address the funding gap. N/A

# Burnet Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**

We will implement a peer-to-peer recognition system to be used each month tied to a theme. October is: You've been Booed! Thanking someone for what they do on our campus or for what they do for an individual.  
 Administrators will introduce and start the "Sparkle" board to recognize staff for ways that they shine in the role on our campus. This will also be a peer-to-peer recognition.  
 Administrators will begin writing positive notes of praise to staff for the things they do for the campus and/or to help lift a staff member up after a tough/day or week.

**Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:**

<b>A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)</b>  Staff and school climate will improve.	<b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b>  Staff and school climate does not improve.	<b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b>  Staff feedback
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### **S STUDY – Analysis of data after implementing an approach**

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

<b>1. What worked and how do you know?</b>	<b>2. What didn't work and how do you know?</b>	<b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?                  ___Yes ___No</b>
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**Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?**

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25– December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: RJ Richey	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #1 We will increase student academic achievement through the effective implementation and monitoring of a challenging well-organized curriculum. We will support efforts to ensure student success and cultivate a learning community where students are engaged learners achieving their fullest potential.**

**Target SMART Goal #1 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)**

85% of all students will achieve Level II on STARR assessment in Reading, Math, Writing and Science. Increase % of students reaching Level III in all areas on STAAR. Students will meet progress measure in all areas.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Reading- 3<sup>rd</sup>- Level II 70%; 4<sup>th</sup>- Level II 69% ; Writing- 4<sup>th</sup> Level II 58%

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  Consistency in following the curriculum; progress monitoring through Unit tests.</p>	<p><b>2. What opportunities for improvement do you notice?</b> Overall improvement in reading and writing needed.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>                  Raising the level of expectations is necessary.</p>
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# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Interventionist program implemented	Jill Wittekiend	Progress of students/SST data	09/07/15	05/26/16
2	Data evaluation process presented	Shelley Reavis	Progress of students on STAAR 2016	10/7/15	05/26/16
3	Re-introduction of process standards	Jill Wittekiend	Unit test scores	09/07/15	05/26/16
4	Introduction of prescriptive re-teach process	Jill Wittekiend	Unit test scores	09/07/15	05/26/16
5	Writing training provided for 4 <sup>th</sup> grade writing teachers.	Jill Wittekiend	STAAR		
6	RTI meetings and documentation	Jill Wittekiend	Lesson Plans	10/05/15	05/26/16
7	Coordination with Burnet Elementary staff on student expectations.	Jill Wittekiend Cindy Walker	STAAR scores	08/27/15	05/26/16
8	Implementation of Daily 5 in ELA classrooms at all grades	Jill Wittekiend	Unit tests, STAAR reading	08/27/15	05/26/16
9	Implementation of AVID strategies schoolwide	Jill Wittekiend Kim Grebe	Classroom observations	08/27/15	05/26/16

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester? Writing training

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**

Shelley Reavis will present cut point data from 2014-2015 STAAR. Jim Conner will present focus area overview. Lead4ward process standards information presented to staff. Revamp of SST process with intervention teacher. Prescriptive re-teach process presented to grade levels. Writing training for 4<sup>th</sup> grade teachers. Monthly review of AVID strategies.

**Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:**

**A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)**  
SST data will be reviewed, Unit test scores, teacher input.

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)** Impact of prescriptive teaching evaluated.

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)** Unit tests, STAAR scores.

### **S** STUDY – Analysis of data after implementing an approach

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1. What worked and how do you know?**

**2. What didn't work and how do you know?**

**3. Do you need any additional assistance as you look at your results and start planning for Semester 2?**  
\_\_\_Yes \_\_\_No

**Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?**

Target goal has been met and is changed to a new target goal.

Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.

Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: RJ Richey	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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<b>P</b>	<b>PLAN: Identify the gap and the approach</b>		
<b>District Goal #2 We will increase college and career readiness through effective implementation and monitoring of innovative academic programs.</b>			
<b>Target SMART Goal #2 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed) Teachers will implement AVID strategies as a part of daily instruction to promote college readiness and improve student performance.</b>			
<b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b>			
In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Student achievement and engagement in higher level thinking activities.			
<b>Data Analysis. Answer the data analysis questions.</b>			
<b>1. What is contributing to your success in this area and how do you know?</b> Majority of staff is trained in AVID procedures.	<b>2. What opportunities for improvement do you notice? Full implementation of AVID strategies throughout classes.</b>	<b>3. What seems to be the root cause of the problem and how do you know? Consistency of implementation.</b>	

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# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

D	DO: Develop and implement deployment plan				
What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?					
Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Review of AVID strategies in faculty meetings.	Kim Grebe	Faculty Meeting Agendas	10/14/15	05/24/16
2	Note AVID strategies used in classroom walkthroughs	Jill Wittekiend, Kim Grebe	Walkthrough data	09/21/15	05/26/16
3	Send remaining teachers to attend AVID training	Jill Wittekiend	Number attending	TBA	
4	Schoolwide promotion of college awareness	Jill Wittekiend	Weekly updates	08/27/15	05/26/16
Implementation Plan Quality Check:					
<p>What resources/budget needs do you have for the first semester? Fees for AVID training</p> <p>If you identified budget needs, what budget code will you use to meet the budget needs for this semester?</p> <p>If funding is not available, identify the steps from the implementation plan that will address the funding gap.</p>					
What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach? Presentation at faculty meeting on AVID implementation.					

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# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**A.** List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data) AVID strategies listed in lesson plans.

**B.** List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.) Spot checks in classrooms on planners. Note taking and writing activities.

**C.** List the information or measures the team will use to determine what worked and what didn't work? (Impact data) STAAR testing data.

### **S** STUDY – Analysis of data after implementing an approach

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1.** What worked and how do you know?

**2.** What didn't work and how do you know?

**3.** Do you need any additional assistance as you look at your results and start planning for Semester 2?  
 \_\_\_Yes \_\_\_No

Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

- Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.
- Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A** ACT – Revise or continue with implementation plan based on data analysis.

**4.** What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

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 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: RJ Richey	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #3 We will support student achievement by increasing student attendance.**

**Target SMART Goal #3 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)**  
 Increase attendance from 96.05% to 98.0 %

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Parent contact concerning absences and tardies.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  Involvement of attendance specialist.</p>	<p><b>2. What opportunities for improvement do you notice?</b> More parent contact.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b> Parents not aware of attendance laws, sickness throughout the school year.</p>
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# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**D DO: Develop and implement deployment plan**

**What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?**

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Increase parent contact for students with absences.	Jill Wittekiend Wes Strahan Dee Rundzieher Classroom teachers	Attendance rates each six weeks	08/27/15	05/26/16
2	Promote hand washing at school	Jill Wittekiend Classroom teachers	Attendance rates each six weeks	08/27/15	05/26/16
3	Promote healthy life styles through Great Body Shop and P.E.	Jill Wittekiend Allison Walker	Attendance rates each six weeks	08/27/15	05/26/16

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first semester? NA

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? NA

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach? NA

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>B. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data) Increase in attendance rates.</b></p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.) Monitoring student absences for health reasons.</b></p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data) Attendance rates.</b></p>
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### S STUDY – Analysis of data after implementing an approach

At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p><b>1. What worked and how do you know?</b></p>	<p><b>2. What didn't work and how do you know?</b></p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2? ___Yes ___No</b></p>
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Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: RJ Richey	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #4 We will continue to develop systems that support a positive climate, accountability, communication, and engagement of all stakeholders. (Campus Goal based upon data from Survey).**

**Target SMART Goal #4 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed) Per the campus survey we will improve communication at the campus level and provide feedback so employees feel their opinions are valued.**

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

Communication on the campus level Strongly Agree- 7.32 Agree- 31.71 Disagree- 9.76 NA- 2.44

My principal is open for suggestions Strongly Agree- 21.95 Agree- 29.27 Disagree- 14.63 NA- 2.44

**Data Analysis. Answer the data analysis questions.**

<p>2. <b>What is contributing to your success in this area and how do you know?</b> New means of communication through technology, monthly review of calendars</p>	<p>4. <b>What opportunities for improvement do you notice?</b> More one on one time with teachers to hear concerns and suggestions.</p>	<p>5. <b>What seems to be the root cause of the problem and how do you know?</b> Many things happening that make it difficult to get to all teachers.</p>
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# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**D DO: Develop and implement deployment plan**

**What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?**

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Implement app for communication with staff	Jill Wittekiend	Teacher response	10/08/15	05/26/16
2	Monthly review of calendar	Jill Wittekiend	Meeting agendas	10/08/15	05/26/16
3	Individual meetings with staff members	Jill Wittekiend	T-Tess notes	10/08/15	05/26/16

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first semester? NA

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach? NA**

# RJ Richey Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**C. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)** Faculty meeting agendas, calendar notations

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)** Teacher feedback, survey data

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)** survey data

### **S** STUDY – Analysis of data after implementing an approach

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1. What worked and how do you know?**

**2. What didn't work and how do you know?**

**3. Do you need any additional assistance as you look at your results and start planning for Semester 2?**  
 \_\_\_Yes \_\_\_No

Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

Target goal has been met and is changed to a new target goal.  
 Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  
 Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A** ACT – Revise or continue with implementation plan based on data analysis.

**4. What is your focus for Semester 2 (Identify key approach or strategy)?** If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25– December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January – June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Bertram Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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<b>P</b>	<b>PLAN: Identify the gap and the approach</b>
<p><b>District Goal #1 We will increase student academic achievement through the effective implementation and monitoring of a challenging well-organized curriculum. We will support efforts to ensure student success and cultivate a learning community where students are engaged learners achieving their fullest potential.</b></p>	
<p><b>Target SMART Goal #1 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)</b></p> <p>Bertram Elementary will increase target scores from the 2014-2015 to 2015-2016 school year for Index 1, Index 2 and Index 3 for All Students specifically LEP, Hispanic and Economically Disadvantaged. Bertram Elementary has set a goal to earn more Distinctions in 2015-2016.</p> <p><b>Index 1 – Reading</b> – <i>Hispanic</i> group will increase from 79% to above 85%, <i>Economically Disadvantaged</i> group will increase from 79% to above 85%; <b>Writing</b> – <i>All Student</i> group will increase from 81% to above 85%, <i>Economically Disadvantaged</i> group will increase from 74% to above 85%; <b>All subjects</b> – <i>Hispanic</i> group will increase from 76% to above 85%, <i>Economically Disadvantaged</i> group will increase from 77% to above 85%, <i>ELL</i> group will increase from 65% to above 85%.</p> <p><b>Index 2 – Reading</b> – <i>All Student</i> group will increase from 67% to above 85%, <i>Hispanic</i> group will increase from 62% to above 85%, <i>White</i> group will increase from 68% to above 85%; <b>All subjects</b> – <i>All Student</i> group will increase from 65% to above 85%, <i>Hispanic</i> group will increase from 58% to above 85%, <i>White</i> group will increase from 68% to above 85%.</p> <p><b>Index 3 – Reading</b> – <i>Economically Disadvantaged</i> group will increase from 79% to above 85%, <i>Hispanic</i> group will increase from 79% to above 85%; <b>Writing</b> – <i>Economically Disadvantaged</i> group will increase from 74% to above 85%; <b>Science</b> – <i>Economically Disadvantaged</i> group will increase from 76% to above 85%; <b>All Subjects</b> – <i>Hispanic</i> group will increase from 71% to above 85%.</p>	

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

One of the most important areas that needs improvement is Index 2: Student Progress. Bertram Elementary will increase the percentage of students who “Met Progress” and “Exceeded Progress” by targeting students at all levels.

Another one of the most important areas that needs improvement is the ELL, Hispanic and Economically Disadvantaged group in Index 1, Index 2 and Index 3.

- See attached Calculation Report

**Data Analysis. Answer the data analysis questions.**

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**1. What is contributing to your success in this area and how do you know?**

- Teachers are teaching to the context of the TEKS
- Teachers are implementing Daily 5 and AVID in their classrooms
- Teachers are providing hands-on learning opportunities for students

**2. What opportunities for improvement do you notice?**

- Planning with teachers to assist in the understanding of the context of the TEKS
- Incorporating essential questions into lessons
- Grade level and vertical planning to ensure there is a clear understanding of TEKS expectations for each grade level and subject area
- Using data from informal assessments, unit tests, etc. to drive instruction
- Implementing RTI blocks (Interventionist) to provide intense and specific interventions for all students in order to fill in the gaps
- Providing specific interventions for LEP students using ESL one-on-one or small group instruction.

**3. What seems to be the root cause of the problem and how do you know?**

- A gap in instruction
- Level of rigor that is provided for all students including LEP, Economically Disadvantaged, Hispanic Special Ed as well as high achievers
- Using data to drive instruction

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Meet with grade levels for planning instruction	Campus Administration & Teachers	Attend planning sessions, review lesson plans	9-7-15	12-18-15
2	Meet with grade levels after Unit Tests to review data	Campus Administration & Teachers	Attend planning sessions and review Unit Test Heatmaps	9-7-15	12-18-15
3	Review BOY test results and plan for RTI; Create RTI groups for each grade level	Campus Administration, Teachers & RTI Interventionist	Meeting to review data, collaborate and create RTI groups; create spreadsheets for each grade level; Intervention Logs, Progress Monitoring Logs	9-28-15	12-18-15
4	ESL Interventions	Campus Administration, Teachers, RTI Interventionist & ESL Instructional Partner	ESL Accommodation Forms and ESL Intervention Logs	9-7-15	12-18-15
5	Meet with vertical teams to ensure grade levels are teaching TEKS (supporting and readiness standards) appropriately	Campus Administration & Teachers	Attend planning sessions and review lesson plans	10-12-15	12-18-15
6	Continuous walkthrough observations	Campus Administration	Walkthrough log and Eduphoria walkthrough documentation	9-8-15	12-18-15

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester? N/A

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? N/A

If funding is not available, identify the steps from the implementation plan that will address the funding gap. N/A

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

#### October 12, 2015 –

Staff Development will include:

- STAAR presentation by Jim Connor, Secondary Curriculum Coordinator and Shelley Reavis, Elementary Curriculum Coordinator
- 504 and Child Find Training by Teresa Smith, Special Education Director
- ACE presentation by Carolyn Pfau, ACE Site Coordinator (supporting classroom curriculum)

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)**

- Lesson Plan documentation
- Eduphoria Walkthrough documentation
- Progress Monitoring data
- Unit Test data

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

- Lesson Plan documentation
- Eduphoria Walkthrough documentation
- Progress Monitoring data
- Unit Test data

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

- RTI data
- Unit Test data
- MOY assessment data

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Bertram Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #2 We will increase college and career readiness through effective implementation and monitoring of innovative academic programs.**

**Target SMART Goal #2 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)**

Bertram Elementary will increase college and career readiness through implementing AVID on our campus.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

In order to meet our overall goal the most important area that needs improvement is utilizing and implementing effective strategies in all content areas using the WICOR methodology. See Bertram Elementary AVID Site Plan

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b></p> <ul style="list-style-type: none"> <li>- Implementing AVID strategies from Kindergarten to 5<sup>th</sup> grade.</li> </ul>	<p><b>2. What opportunities for improvement do you notice?</b></p> <ul style="list-style-type: none"> <li>- Incorporating rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness.</li> </ul>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <ul style="list-style-type: none"> <li>- Low level of expectations for students in younger grade levels.</li> </ul>
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# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

D DO: Develop and implement deployment plan					
What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?					
Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Implementing all components of WICOR into all content areas.	Teachers	WICOR documentation provided by teachers each 6-weeks	9-8-15	12-18-15
2	Develop skills that promote academic success, self-efficacy and self-advocacy.	All Teachers, Staff and Students	<ul style="list-style-type: none"> <li>- Faculty meeting sign-in sheets and documentation</li> <li>- Student self-assessments at BOY, MOY and EOY</li> <li>- Students and staff wearing college day attire weekly</li> <li>- Decorated classroom doors and campus-wide areas</li> </ul>	9-8-15	12-18-15
3	Continued training in AVID principles and program for new teachers and administrators.	Central Office Administration, Campus Administration and Teachers	<ul style="list-style-type: none"> <li>- Administrators will attend grade level planning meetings</li> <li>- AVID is implemented district and campus-wide</li> </ul>	9-8-15	12-18-15
4	Align all grade levels so that they are all consistently implementing AVID strategies.	Administration and Teachers	<ul style="list-style-type: none"> <li>- Evidence in lesson plans</li> <li>- Walkthroughs and observations</li> <li>- Collection of student data</li> </ul>	9-8-15	12-18-15

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?

- AVID Conference for Assistant Principal

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

- Provided by Central Office

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

- AVID Committee Meetings to monitor success and identify adjustments that are needed
- AVID “share-outs” by teachers and staff to promote implementing AVID strategies with fidelity.

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)**

- WICOR student work samples
- AVID strategies used in class
- BOY assessment data
- Evidence of college awareness and readiness through decorated campus and staff and students wearing college attire

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

- WICOR student work samples
- AVID strategies used in class
- BOY assessment data
- Evidence of college awareness and readiness through decorated campus and staff and students wearing college attire

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

- 6-weeks WICOR samples
- AVID rubrics and log forms

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# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**Time Line**

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Bertram Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #3 We will support student achievement by increasing student attendance.**

**Target SMART Goal #3 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)**

- Bertram Elementary will implement strategies to encourage a high attendance rate.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

- The most important area that needs improving is the repetitive tardiness or absence of same students. (see Attendance Report)

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b></p> <ul style="list-style-type: none"> <li>- Student receive recognition for Perfect Attendance.</li> </ul>	<p><b>2. What opportunities for improvement do you notice?</b></p> <ul style="list-style-type: none"> <li>- Repetitive tardies and/or absences for same students.</li> </ul>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <ul style="list-style-type: none"> <li>- Scheduling doctor appointments during the school day</li> <li>- Lack of importance</li> </ul>
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# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Call parents when students are absent	Administration, Teachers & Registrar	Absence notes, TxEIS reports, attendance letters, parent contact log form, attendance meeting form	8-25-15	12-18-15
2	Schedule Attendance Meetings for students who have more than 3 absences.	Administration, Attendance Committee, Teachers & Registrar	Attendance meeting letter sent to parents, meeting sign-in sheet	10-8-15	12-18-15
3	Provide incentives for students who attend school	Administration, Teachers & Registrar	6-weeks report cards/reports	10-2-15	12-18-15
4	Truancy Officer to assist with promoting attendance	Truancy Officer	Phone or home visit documentation	8-25-18	12-18-15

#### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**

N/A

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>B. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)</b></p> <ul style="list-style-type: none"> <li>- Attendance Reports</li> <li>- Attendance meeting sign-in sheets</li> <li>- Truancy Officer information and documentation</li> </ul>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data)</b></p> <ul style="list-style-type: none"> <li>- Attendance Reports</li> <li>- Attendance meeting sign-in sheet</li> <li>- Truancy Officer information and documentation</li> </ul>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <ul style="list-style-type: none"> <li>- Attendance Reports indicating if there has been an improvement in attendance</li> </ul>
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**S STUDY – Analysis of data after implementing an approach**

At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p><b>1. What worked and how do you know?</b></p>	<p><b>2. What didn't work and how do you know?</b></p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b>          ___Yes ___No</p>
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Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
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 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Bertram Elementary	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #4 We will continue to develop systems that support a positive climate, accountability, communication, and engagement of all stakeholders. (Campus Goal based upon data from Survey).**

**Target SMART Goal #4 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)**

- Bertram Elementary will develop systems that support a positive climate where all stakeholders are included, involved and engaged.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

- Bertram Elementary staff members will communicate effectively to ensure that all stakeholders are made aware of campus routines, procedures and activities.
- Bertram Elementary will reinstate programs that increase collaboration between parents and community members. (PTO, Grandparents Day, Fall Carnival, Student Programs, etc.)
- Bertram Elementary Campus Administration will support and collaborate with teachers and staff to ensure that all members feel valued at work.
- Bertram Elementary Campus Administration will implement programs to create a more positive climate by recognizing student, teacher and staff successes through various modes of communication.

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Data Analysis. Answer the data analysis questions.

<p><b>2. What is contributing to your success in this area and how do you know?</b></p> <ul style="list-style-type: none"> <li>- Collaborating with PTO to develop partnerships between home and school</li> <li>- Meeting and planning with teachers and staff</li> <li>- Developing more collaboration opportunities so that all feel valued</li> </ul>	<p><b>4. What opportunities for improvement do you notice?</b></p> <ul style="list-style-type: none"> <li>- Improvement of teacher/staff morale</li> </ul>	<p><b>5. What seems to be the root cause of the problem and how do you know?</b></p> <ul style="list-style-type: none"> <li>- PTO, parents and community member have not felt included at Bertram Elementary in the past</li> <li>- Teachers and staff feel overwhelmed due to the expectations (BOY student assessments, implementation of programs, expectations from campus administration which had not been in place in prior years (planning, lesson plans to ensure a high level of rigor, evaluation of data from unit tests, etc.</li> </ul>
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### **D DO: Develop and implement deployment plan**

#### What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Open House	All Staff	Calendar invitation, parent letters, sign-in sheets	8-31-15	8-31-15
2	PTO Meetings and PTO involvement	Administration, PTO members, Teachers & Staff	Collaboration between PTO and School, sign-in sheets for PTO meetings	8-25-15	12-18-15
3	Grandparents Day	Administration, Office Staff & Cafeteria Staff	Sign-In sheets for attendance by grandparents, cafeteria documentation for number of lunches sold	9-10-15	9-11-15

## Bertram Elementary Campus Improvement Plan

### A Continuous Improvement Strategic Plan

4	Homecoming Parade	Administration, Homecoming Committee, Office Staff	Participation in Homecoming Parade preparation and attendance	9-24-15	9-24-15
5	Fall Carnival	Administration, Teachers, PTO	Attendance at Fall Carnival	10-30-15	10-30-15
6	Veterans Day Program	Administration, Teachers, Fine Arts Teacher, Cafeteria Staff	Attendance at Veterans Day Program	11-11-15	11-11-15
7	DEAR Day	Administration, Teachers and Staff, Parents	Sign-in documentation by parents	11-24-15	11-24-15
8	Book Fair	Librarian, PTO	Participation, Book Fair documentation (books sold, profit earned, etc.)	12-7-15	12-11-15
9	Christmas Program/Art Exhibit	Administration, Teachers, Fine Arts Teacher	Attendance at Christmas Program/Art Exhibit	12-8-15	12-8-15
10	PAW Store – at the end of each 6-weeks	Administration, PBIS Committee, PTO	Data collected from PAW store (number of paw prints spent, log forms for super student)	10-2-15	12-18-15
11	Feast Days for Staff	All teachers and staff	Feast Day participation	8-25-15	12-18-15
12	Support staff through planning, reviewing data and with instruction	Administration	Teacher Morale	9-8-15	12-18-15

# Bertram Elementary Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?

- Supplies and prizes for events - Homecoming Parade float, PAW store, Veterans Day, Fall Carnival, teacher incentives

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

- Teacher Activity Budget Code #
- Student Activity Budget Code #

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

N/A

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>C. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b></p> <ul style="list-style-type: none"> <li>- Sign-in sheets for events</li> <li>- Documentation gathered from various events</li> </ul>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b></p> <ul style="list-style-type: none"> <li>- Sign-in sheets for events</li> <li>- Documentation gathered from various events</li> </ul>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <ul style="list-style-type: none"> <li>- Feedback provided by teachers, staff, parents, PTO members, community members</li> </ul>
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# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25– December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: BMS	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #1** We will increase student academic achievement through the effective implementation and monitoring of a challenging well-organized curriculum. We will support efforts to ensure student success and cultivate a learning community where students are engaged learners achieving their fullest potential.

**Target SMART Goal #1 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Implement the District Curriculum (TCMPC, Springboard, Agile Mind, Project Lead the Way & AVID) and common assessments (Unit Tests, Benchmark tests, State Assessments) to ensure an increase of student academic achievement on the benchmark and State Assessments.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)

The utilization of assessment data to focus instruction that will address key areas of deficit: Low Socioeconomic Students, Specific SE's for Math, Reading & Writing that are problematic areas for targeted groups of students.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  The areas that improved last year (History &amp; Science) used assessment data to drive instruction.</p>	<p><b>2. What opportunities for improvement do you notice?</b>                  Utilize advisory for targeted intervention and enrichment structured around SEs that are areas of struggle.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>                  Specific gaps in student learning based on SE data from state assessment.</p>
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# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Facilitate data interpretation and guide instructional design based on the data during our Campus Curriculum Team (CCT) meetings department meetings.	Campus Admin, CCT, department teachers	Spiraling of identified struggling SEs, walkthroughs, individual instructor meetings	8/25/2015	12/18/2015
2	Monitor the fidelity of the classroom implementation of the district curriculum	Campus Admin, department heads	Walk-Throughs	8/25/2015	12/18/2015
3	Imbed professional development of data analysis and how to use it to improve instruction during department meetings	Campus Admin, department heads, Teachers	Data discussions during planning meetings	8/25/2015	12/18/2015
4	Coaching visits from AVID, Agile Mind and Springboard	Central Office, Campus Admin	Verification of scheduled meetings	8/25/2015	12/18/2015
5	Structure advisories built around specific SEs where students struggle. i.e. Math, Reading, and ELA	Campus Admin, Department Heads, Teachers	Walkthroughs, Meeting with Teachers, Department Meetings, Benchmark Data	8/25/2015	12/18/2015

#### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester? N/A

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

#### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

- RTI Strategies for Tier 1
- Springboard departmental discussions
- AVID strategies
- Technology Training
- Department meetings to analyze data

# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)</b> Staff Development – Certificates/sign-in sheets. Walkthrough data, Benchmark scores, formative assessments</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> Walkthrough data, student assessment performance. Feedback from CCT, Benchmark scores, formative assessments</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b> Walkthrough data, student assessment performance. Feedback from CCT, benchmark scores, formative assessments.</p>
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### **S STUDY – Analysis of data after implementing an approach**

At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p><b>1. What worked and how do you know?</b></p>	<p><b>2. What didn't work and how do you know?</b></p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b> ___Yes ___No</p>
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Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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### **A ACT – Revise or continue with implementation plan based on data analysis.**

**4. What is your focus for Semester 2 (Identify key approach or strategy)?** If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: BMS	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #2 We will increase college and career readiness through effective implementation and monitoring of innovative academic programs.**

**Target SMART Goal #2 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Increase access to rigorous programs (Pre-AP, AVID, PLTW, Springboard, Agile Mind, Outdoor Education, Naviance) that are focused on academic and career outcomes with student success (measured by grades, assessments, and certifications)

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

**In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.)** The need to evaluate the enrollment and access options for some of these opportunities (Pre-AP specifically) because we appear to be having a separation of students based on parental support.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b> An increased number of students enrolling in these programs.</p>	<p><b>2. What opportunities for improvement do you notice?</b> More access to opportunities of students.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b> Students without financial and parental support being evaluated based on summer work rather than just course readiness</p>
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# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**D DO: Develop and implement deployment plan**

**What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?**

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Teachers analyze demographic data of pre-ap and non Pre-AP students	Teachers	Meeting minutes from teacher analysis	8/25/2015	12/28/2015
2	Discussion summer project process	Teachers, Admin	Meeting minutes	8/25/2015	12/18/2015
3	Discussion of what the difference is between instruction and activities in a general education class vs a pre-ap class	CCT, Admin, Teachers	Meeting minutes	8/25/2015	12/18/2015
4	Discussion of recruitment for these programs	CCT, Admin, Teachers	Meeting minutes	8/25/2015	12/18/2015
5	Increase use of AVID strategies in the classroom	Teachers	Walkthroughs, CCT feedback, AVID coordinator feedback	8/25/2015	12/18/2015

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first semester? N/A

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

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# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**

Mini AVID strategy discussions/trainings.

CCT Meetings to discuss pre-ap issues (open enrollment, rigor vs quantity, summer projects, equal access)

**Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:**

**A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)**

Meeting minutes with discussion outcomes

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

Meeting minutes and discussion outcomes.

**B. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

Meeting minutes and discussion outcomes.

### **S STUDY – Analysis of data after implementing an approach**

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1. What worked and how do you know?**

**2. What didn't work and how do you know?**

**3. Do you need any additional assistance as you look at your results and start planning for Semester 2?  
\_\_\_Yes \_\_\_No**

**Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?**

Target goal has been met and is changed to a new target goal.

Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.

Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A ACT – Revise or continue with implementation plan based on data analysis.**

**4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for semester 2, state it here.**

# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: BMS	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #3 We will support student achievement by increasing student attendance.**

**Target SMART Goal #3 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Increase average daily student attendance through motivational/incentive programs, goal setting, parental educations, and assistance from the district attendance specialist.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Parental awareness of attendance laws and impact of student failure to attend school

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>          District-wide expectation for attendance and the students desire to earn the incentives for perfect attendance.</p>	<p><b>2. What opportunities for improvement do you notice?</b>          Increase the parental awareness of the impact of student absenteeism.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>          Parental awareness and understanding of the impact of student absenteeism</p>
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# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Incentive program for perfect attendance each 6 wks	PBIS team	Increased attendance	8/2015	On-going
2	Provide parents with attendance information and updates in an easy to understand format on the campus website.	Admin	Increased student attendance and compliance with notes	8/2015	On-going
3	Utilization of attendance specialist	Admin	Increased student attendance and compliance with notes	8/2015	On-going
4	Use of School Messenger for daily phone calls to parents of absent students	Attendance Clerk	Increased student attendance and compliance with notes	8/2015	On-going

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester? N/A

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

Provide staff with attendance laws and information regarding incentive criteria. Attendance clerk to be updated with PIEMS information

# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**C. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)**  
Increased student attendance and compliance with notes.

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**  
Continued involvement of the attendance specialist in working with students who have excessive absences.

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**  
Student survey, increase home visits from attendance specialist, number of students receiving attendance rewards

### **S** STUDY – Analysis of data after implementing an approach

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning for Semester 2?  
\_\_\_ Yes \_\_\_ No

Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

Target goal has been met and is changed to a new target goal.  
 Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  
 Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A** ACT – Revise or continue with implementation plan based on data analysis.

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: BMS	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #4 We will continue to develop systems that support a positive climate, accountability, communication, and engagement of all stakeholders. (Campus Goal based upon data from Survey).**

**Target SMART Goal #4 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed) Maintain a positive school climate while seeking teacher input toward goals #1, #2, and #3, and maintaining an open line of communication between administration and staff as well as staff and parents.**

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

**In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form).** Teacher communication with parents so that parents are informed of student progress and concerns.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b> Valued staff input based on survey results</p>	<p><b>2. What opportunities for improvement do you notice?</b> Increase parental contact by staff</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b> Parental lack of technology for the ease of teacher communication</p>
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# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

<b>D</b>	<b>DO: Develop and implement deployment plan</b>
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What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Weekly Campus Curriculum Team meetings to discuss curriculum and instruction.	Campus Curriculum Team	Weekly agenda and minutes	8/2015	On going
2.	Department heads and team leaders will conduct meetings every three weeks to discuss student progress.	Dept Heads, Team Leaders, Campus Admin, Teachers	Sign-in sheets, agenda and minutes	8/2015	On going
3.	Campus leaders will meet with individual teachers on a consistent basis.	Campus Admin, CCT	Feedback from teachers	8/2015	On going
4.	Administration will continue to have an open-door policy	Campus Admin	Feedback from teachers	8/2015	On going
5.	Staff will be trained to use the Campus Google Site page and Google Calendar.	Campus Admin and Dept. Heads	Through the increased use of our Google tools	8/2015	On going
6.	Campus Newsletter	Admin	Copy of Newsletter	9/2015	On going
7.	Weekly emails to parents from teachers	Teachers	Copy of emails	8/2015	On going
8.	Increase parent contact for struggling students	Teachers	Contact Log	8/2015	On going

<b>Implementation Plan Quality Check:</b>
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What resources/budget needs do you have for the first semester? N/A

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

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# Burnet Middle School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

Technology Training

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)**  
 Staff surveys, Sign-in Sheets, Meeting minutes, contact logs

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**  
 Staff surveys, meeting minutes, parental concerns of lack of contact

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**  
 Staff surveys, meeting minutes, parental concerns of lack of contact

### **S** STUDY – Analysis of data after implementing an approach

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning for Semester 2?  
 \_\_\_Yes \_\_\_No

Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

Target goal has been met and is changed to a new target goal.  
 Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  
 Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A** ACT – Revise or continue with implementation plan based on data analysis.

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25– December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Burnet High	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #1** We will increase student academic achievement through the effective implementation and monitoring of a challenging well-organized curriculum. We will support efforts to ensure student success and cultivate a learning community where students are engaged learners achieving their fullest potential.

**Target SMART Goal #1 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Improvement efforts will be focused on improved instruction through implementation of the AVID instructional strategies, SpringBoard ELA and Math curriculum. Implementation will be supported through focused common planning periods and common assessments. Additionally, assessment data for economically disadvantaged and special education students will be individually reviewed for targeted interventions.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Since the removal of C-Scope, there has been no uniform curriculum for Math or English. With teacher turnover, there has not been a good way to ensure standards are being met nor to ensure consistency of content.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  ELA has entered the third year of SpringBoard implementation. Student performance has improved.</p>	<p><b>2. What opportunities for improvement do you notice?</b>                  Math has this year begun to utilize the curriculum in earnest. Planning and familiarization will help with implementation. Emphasis will be on beginning to plan with backward design and utilizing the SpringBoard assessments.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>                  TEKS have changed and with no aligned curriculum, performance is not as expected.</p>
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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Training with SpringBoard consultants	Admin Team	Teacher attendance	8/2015	8/2015
2	Common planning by grade level or content area	L. Fair/C. Burkhart	Teacher attendance and classroom observations	9/2015	5/2016
3	Data analysis at the student level	L. Fair/C. Burkhart	Instruction will be adjusted based on individual student need	9/2015	5/2016
4	Utilize SpringBoard unit assessments	ELA/Math teachers	Assessments given	9/2015	5/2016

#### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?  
 Curriculum has been purchased. Occasional substitutes will be needed.  
 If you identified budget needs, what budget code will you use to meet the budget needs for this semester?  
 Substitute account  
 If funding is not available, identify the steps from the implementation plan that will address the funding gap.

#### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

Training through SpringBoard and common planning by content area

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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)**  
Classroom observation and common assessment data analysis

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**  
Classroom observation and common assessment data analysis

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**  
Classroom observation and common assessment data analysis

### **S** STUDY – Analysis of data after implementing an approach

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning for Semester 2?  
\_\_\_Yes \_\_\_No

Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

Target goal has been met and is changed to a new target goal.  
 Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  
 Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A** ACT – Revise or continue with implementation plan based on data analysis.

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name:	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #2 We will increase college and career readiness through effective implementation and monitoring of innovative academic programs.**

**Target SMART Goal #2 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** BHS has numerous college and career readiness programs. These include AVID, PLTW, Pioneer Leadership, Coding and On-line Spanish. Each of these programs helps ensure that students are “Future Ready.” Each program will be monitored for success through course appropriate measures. AVID uses a variety of measures from grades to attendance. PLTW measures performance on national tests. Pioneer Leadership is performance based assessment from projects. Coding and On-line Spanish use performance based assessments.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Improvement in these areas comes for support of the teacher through training and resources. Additionally it is critical to identify the students who can benefit most from each program

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  Preliminary test results as well as feedback from students and teachers indicate good success.</p>	<p><b>2. What opportunities for improvement do you notice?</b>                  Continue to focus on identifying students for these programs and how each program supports endorsement areas.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>                  Many students are first generation high school graduates or first in family to attempt post-secondary education.</p>
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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Continue teacher training in AVID, PLTW, Pioneer Leadership, Coding and On-line Spanish	Admin Team	Training documentation	8/2015	5/2016
2	Ensure that all teachers have appropriate resources for classes	Admin Team	Teachers have resources	8/2015	12/2015
3	Counselors understand how programs work within the Endorsement areas	Counselors	Choice sheets reflect additions to endorsements	8/2015	12/2015

#### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?  
 Training and resource materials

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?  
 CTE funding and Instructional supply fund

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

#### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

Numerous teachers have been to AVID training. All staff members are receiving training in focused note taking and modeling of note taking. Program specific teachers have been trained in their specific curriculum.

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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b> Classroom walk throughs and evidence within student work</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> Classroom walk throughs and evidence within student work</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b> Classroom walk throughs and evidence within student work</p>
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### **S STUDY – Analysis of data after implementing an approach**

At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p><b>1. What worked and how do you know?</b></p>	<p><b>2. What didn't work and how do you know?</b></p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b> ___Yes ___No</p>
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Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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### **A ACT – Revise or continue with implementation plan based on data analysis.**

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name:	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #3 We will support student achievement by increasing student attendance.**

**Target SMART Goal #3 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Attendance will be monitored and addressed each day. Additionally, programs such as Soccer, AVID, PLTW, and Pioneer Leadership are expected to help traditionally underserved populations of students be more engaged in school.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Effective monitoring and responding to attendance issues as they arise is critical to improving attendance.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b> Principals and District personnel have made this a priority.</p>	<p><b>2. What opportunities for improvement do you notice?</b> Attendance rates can still improve.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b> Lack of engagement in school and local cultural norms.</p>
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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Admin team will monitor attendance daily	Admin team	Attendance rate will improve over last year	8/2015	5/2016

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?  
 None

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**  
 Principals review changes in attendance law and regulations. Local policies and procedures have been revised as required.

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>B. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b>                  Attendance reports</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b>                  Attendance reports</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b>                  Attendance reports</p>
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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 7  
 Semester 1- August 25 – December 18  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 18  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name:	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #4 We will continue to develop systems that support a positive climate, accountability, communication, and engagement of all stakeholders. (Campus Goal based upon data from Survey).**

**Target SMART Goal #4 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** In order to improve communication and engagement several approaches will be utilized. These activities include: Regularly scheduled Faculty meetings – New Teacher Seminars – regularly scheduled Department Head and Leadership Team meetings T-Tess implementation – Administration engaged in common planning with teachers

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please list or attach to this form.) Maintaining regularly scheduled meetings for face to face communications. Implementation of T-TESS includes more conversations with teachers regarding instructional planning. Participation in common planning meetings facilitates increased communication among staff members.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>                  Meetings have been scheduled via calendar invitations</p>	<p><b>2. What opportunities for improvement do you notice?</b>                  Too often meetings are canceled with no rescheduling</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>                  Failure to plan long term</p>
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# Burnet High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### D DO: Develop and implement deployment plan

What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Schedule meetings via calendar invitations	Admin Team	Events on calendar	8/2015	9/2015
2	Schedule New Teacher Seminars	Admin Team	Events on calendar	8/2015	9/2015
3	T-TESS conferences held	Admin Team	Meetings held	10/2015	5/2016
4	Common planning meetings	Admin/Teachers	Meetings held	9/2015	5/2016

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first semester?  
 Substitutes for common planning pull-outs  
 If you identified budget needs, what budget code will you use to meet the budget needs for this semester?  
 Substitute budget  
 If funding is not available, identify the steps from the implementation plan that will address the funding gap.

### What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?

T-TESS training, New Teacher Seminars and common planning meetings

### Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)</b>                  Calendar entries, agendas</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b>                  Calendar entries, agendas</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b>                  Calendar entries, agendas</p>
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# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 12  
 Semester 1- August – December  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 15  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Quest High School	Year: 2015-16	Current AYP Status: Acceptable	Current State Rating: Met Standard
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<b>P</b>	<b>PLAN: Identify the gap and the approach</b>		
<b>District Goal #1 We will provide a challenging well-organized curriculum, assess individual student achievement and support efforts to ensure student success and cultivate a learning community where students are engaged learners achieving their fullest potential.</b>			
<b>Target SMART Goal #1 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)</b>			
Implement Odysseyware to meet district goal.			
<b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b>			
In order to meet your Overall Goal, what is the most important area that needs improving and why? Fully implement Odysseyware software to facilitate student progress. Incorporating the use of audio and visual aids.			
<b>Data Analysis. Answer the data analysis questions.</b>			
<b>1. What is contributing to your success in this area and how do you know?</b> Student: engagement, success, progress and working at home.	<b>2. What opportunities for improvement do you notice?</b> Improvement needed in helping students finish EOC completion. Improvements needed to alleviate software glitches. Improvement needed in monitoring student progress.	<b>3. What seems to be the root cause of the problem and how do you know?</b> -Technology implementation -Program allows students to progress even if a failing grade is earned	

# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**D DO: Develop and implement deployment plan**

**What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?**

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Implement enrollment for students in Quest	Eversole	Number of students enrolled	8/25/2015	N/A
2	Observe Daily Progress of students in each Class	Teachers	Teacher Monitor logs	8/25/2015	5/31/2016
3	Monitor student work outside of school	Teachers/Principal	On- task indicators	8/25/2015	5/31/2016
4	Weekly completion/progress reports	Principal	Reports in Odysseyware	8/28/2015	5/31/2016

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first semester? Odysseyware

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? Contract with Odysseyware

If funding is not available, identify the steps from the implementation plan that will address the funding gap. N/A

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach? All day training August 19<sup>th</sup> 2015 to include updates, customization and basic implementation.**

# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<b>A. List the information or measures the team will use to determine if the approach was implemented/ completed? (Completion data)</b> Number of graduates, credits earned, student success on EOC exams	<b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> Number of graduates, credits earned, student success on EOC exams	<b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b> Number of graduates, credits earned, student success on EOC exams
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### S STUDY – Analysis of data after implementing an approach

At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<b>1. What worked and how do you know?</b>	<b>2. What didn't work and how do you know?</b>	<b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b> ___Yes ___No
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Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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### A ACT – Revise or continue with implementation plan based on data analysis.

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

### Time Line

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 12  
 Semester 1- August – December  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 15  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Quest High School	Year: 2015-16	Current AYP Status: Acceptable	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #2** Through consistent communication and active involvement parents will be encouraged to become full partners in the education of their children.

**Target SMART Goal #2 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Timely communication with parents on a consistent schedule

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? 80% of Consistent Parent contact and involvement in students education

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>          Teacher contacts and daily attendance calls. Meeting with each parent upon enrollment.</p>	<p><b>2. What opportunities for improvement do you notice?</b>          Correct information in reaching out to parents and guardians. Continuous contact from teacher to parent</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>          Lack of parent participation due to family situations after enrollment.</p>
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# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

<b>D</b>	<b>DO: Develop and implement deployment plan</b>
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**What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?**

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Meeting with each parent/guardian upon enrollment at QHS	Principal/Counselor	Enrollment Documentation	08/25/2015	05/31/2016
2	Every staff member calls parents to welcome students	Teachers	Call Logs	08/15/2015	05/31/2016
3	Update Facebook Page	Principal	Online Activity (likes)	09/01/2015	N/A
4	School Way Push Notifications	Principal	Notifications	08/25/2015	05/31/2016
5	Family Picnic/Open House	ALL Staff	Family Participation	09/20/2015	05/31/2016

<b>Implementation Plan Quality Check:</b>
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What resources/budget needs do you have for the first semester? Budget for picnic/open house events, creating a float

If you identified budget needs, what budget code will you use to meet the budget needs for this semester? Supplies

If funding is not available, identify the steps from the implementation plan that will address the funding gap. N/A

<b>What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach? Staff meeting concurrent with general operations.</b>
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# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b> Activities participated In</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> Lack of student involvement in events or parent lack of involvement.</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b> Recorded parent involvement and student participation at events.</p>
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### **S STUDY – Analysis of data after implementing an approach**

At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p><b>1. What worked and how do you know?</b></p>	<p><b>2. What didn't work and how do you know?</b></p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b> ___Yes ___No</p>
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Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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### **A ACT – Revise or continue with implementation plan based on data analysis.**

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for semester 2, state it here. N/A

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**Time Line**

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 12  
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 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 15  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Quest High School	Year: 2015-16	Current AYP Status: Acceptable	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #3 Provide a safe learning environment that promotes responsibility. Students will attend school daily to ensure academic success in preparation for college and workforce readiness.**

**Target SMART Goal #3** Quest High School will improve daily attendance with attendance support programs, a flexible school day, and by utilizing the attendance specialist.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why?

Signs for drug free, weapons free, no bullying, visitors must have I.D. ran through new raptor system Also install cameras, master class lists and attendance specialist as a resource.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>          Contacting students/parents daily if absent. Provide procedures to ensure greatest attendance rate possible.</p>	<p><b>2. What opportunities for improvement do you notice?</b>          Keeping students in class. Providing an opportunity for some students to attend optional flexible school day program.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>          Lack of consistent motivation and communication with stakeholders.</p>
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## Quest High School Campus Improvement Plan

### A Continuous Improvement Strategic Plan

**D DO: Develop and implement deployment plan**

**What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?**

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	OFSDP implementation	Staff/School Board	Improved attendance rate	08/25/2015	05/31/2016
2	Safe and Secure Schools	All Staff	Regular drills and clear procedures	08/25/2015	05/31/2016
3	Consistent Contact with Attendance Specialist	Principal	Improved attendance rate	08/25/2015	05/31/2016
4	Consistent Support through SRO	Principal	Reduced/NO incidents of lack of safety	08/25/2015	05/31/2016

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first semester? NA

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

**What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach?**

Continued stress of importance of attendance through praise and recognition.

# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

<b>B. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)</b> Student attendance rate	<b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b> Student attendance rate	<b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b> Student attendance rate
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### S STUDY – Analysis of data after implementing an approach

At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<b>1. What worked and how do you know?</b>	<b>2. What didn't work and how do you know?</b>	<b>3. Do you need any additional assistance as you look at your results and start planning for Semester 2?</b> ___Yes ___No
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Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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### A ACT – Revise or continue with implementation plan based on data analysis.

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

**Time Line**

Semester 1 Review and Coaching- September  
 Semester 1 Plan Finalized- October 12  
 Semester 1- August – December  
 Semester 2 Review and Coaching- November  
 Semester 2 Plan Finalized- December 5  
 Semester 2- January - June

PLAN/DO Completed Semester 1  
 Study/ACT 1 Completed End of Semester 1  
 Study/ACT 2 Completed End of Semester 2

School Name: Quest High School	Year: 2015-16	Current AYP Status:	Current State Rating: Met Standard
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**P PLAN: Identify the gap and the approach**

**District Goal #4 Campus Goal based upon data from Survey.**

**Target SMART Goal #4 (Specific, Measurable, Aligned to requirements, Results-focused, Time-Framed)** Reduce distractions for students so they can focus on “time on task” during class time.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

In order to meet your Overall Goal, what is the most important area that needs improving and why? Time students are task as measured through Odysseyware and increased credits/graduation numbers.

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b>          Enforcement of cell phone policy during class time, dress code and electronic interruptions.</p>	<p><b>2. What opportunities for improvement do you notice?</b>          Monitoring student behavior to ensure efficiency during class time.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b>          Electronic devices and previous lack of enforcement of handbook policies</p>
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# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

<b>D</b>	<b>DO: Develop and implement deployment plan</b>
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What will you do during Semester 1 to address the root cause (Identify key approach or strategy you will implement during Semester 1 to move toward achieving your target goal.)?

Step #	Semester 1 List the specific steps your team will complete during the first semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Enforce cell phone policy during class time	All Staff	Improved efficiency, more time on task	08/25/2015	05/31/2016
2	Enforce Dress code policy	All Staff	Improved efficiency, more time on task	05/25/2015	05/31/2016
3	Documentation of violations of student handbook	All staff	Documentation of distractive incidents	05/25/2015	05/31/2016

<b>Implementation Plan Quality Check:</b>
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What resources/budget needs do you have for the first semester? NA

If you identified budget needs, what budget code will you use to meet the budget needs for this semester?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

<b>What professional development, if any, will be offered in Semester 1 to support the staff in implementing the approach? N/A</b>
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# Quest High School Campus Improvement Plan

## A Continuous Improvement Strategic Plan

Determine the measures/data that will be used to determine the effectiveness of the first semester approach by answering the following questions:

**C. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion data)** Office Referral data for dress code/cell phone violations. Number of credits earned and graduates.

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)** Office Referral data for dress code/cell phone violations. Number of credits earned and graduates.

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)** Office Referral data for dress code/cell phone violations. Number of credits earned and graduates.

### **S** STUDY – Analysis of data after implementing an approach

**At the end of Semester 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning for Semester 2?  
 \_\_\_ Yes \_\_\_ No

Reflect on the answers in box 1 and 2 above for Semester 1 and check which option best describes what you will do in your plan for Semester 2 (double click the box and select "check" to check the box)?

Target goal has been met and is changed to a new target goal.  
 Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  
 Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

### **A** ACT – Revise or continue with implementation plan based on data analysis.

4. What is your focus for Semester 2 (Identify key approach or strategy)? If you are continuing with the approach from Semester 1, restate it here. If you are changing your approach for Semester 2, state it here.

Step #	Semester 2 List the specific steps your team will complete during the second semester.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Approval**  
**Department: Human Resources**



**Agenda Item #8B (Business Items)**

**Discussion and Possible Action regarding Approval of TASB Policy Update 103 affecting local policies: BF(LOCAL): BOARD POLICIES; CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS; CB(LOCAL): STATE AND FEDERAL REVENUE SOURCES; CKE(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL; CO(LOCAL): FOOD SERVICES MANAGEMENT; DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST; DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT; DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION; FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE; FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT; GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES; GRA(LOCAL): RELATIONS WITH GOVERNMENTAL ENTITIES - STATE AND LOCAL GOVERNMENTAL AUTHORITIES**

**Recommendation**

**The Administration recommends the approval of TASB Policy Update 103.**

**Summary**

**All local policies included in Update 103 have been reviewed by administration in conjunction with a discussion regarding the District's current practices.**

**Update 103 is the first of two post-legislative updates, and it encompasses changes in law from the 84th Legislative Session that have an immediate effect on the governance and management of school districts. Local policies included in Update 103 address topics including training requirements for district peace officers, the use of prepaid meal cards/accounts for students, employee conflicts of interest and standards of conduct, harassment and discrimination, e-cigarettes, and student attendance. In addition to the local policies affected by the legislative session, Update 103 includes local policy recommendations to address new federal regulations governing federal grants and awards as well as recommendations to clarify the structure of the policy manual and the application of policy in relation to the award of credit or a final grade.**

**The local policies found in Update 103 for review are as follows:**

- BF(LOCAL): BOARD POLICIES**
- CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS**
- CB(LOCAL): STATE AND FEDERAL REVENUE SOURCES**
- CKE(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL**

- **CO(LOCAL): FOOD SERVICES MANAGEMENT**
- **DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST**
- **DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT**
- **DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**
- **FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE**
- **FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT**
- **GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES**
- **GRA(LOCAL): RELATIONS WITH GOVERNMENTAL ENTITIES - STATE AND LOCAL GOVERNMENTAL AUTHORITIES**

#### **BF(LOCAL): BOARD POLICIES**

Three new provisions are recommended for this policy, which lays out the structure and protocol of the local policy manual.

- At **ORGANIZATION**, new text reminds leaders that at each policy code the legally referenced policy must be read together with the local policy to further a full understanding of a topic. This structure eliminates the need to duplicate relevant legal provisions in each board-adopted local policy.
- At **TERMS**, new text explains that “board member” and “trustee” are usually interchangeably throughout the local policy manual, without any intent to distinguish between the terms. Both terms reflect all the duties and obligations of the position.
- At **HARMONY WITH LAW**, new text explains that newly enacted law is acceptable when effective. Two other recommended changes are to better match district practice.
- A change at **OFFICIAL POLICY MANUAL** reflects that the official copy of the manual shall be kept in the central administration office, rather than the superintendent’s office.

The reference to the practice of distributing copies of the manual throughout the district has been deleted, based of widespread use of Policy On Line.

#### **CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS**

Revisions to this local policy on financial ethics are recommended as a result of revised federal regulations governing all federal grants and awards, known as the new Education Department General Administrative Regulations (EDGAR).

- The standards of conduct in **CAA (LOCAL)**, which require individuals involved in district financial transactions to act with integrity and diligence to include “agents,” as referred to EDGAR conflict of interests’ provisions.
- New text states that **FRAUD AND FINANCIAL IMPROPRITY** includes the failure to comply this requirements for state and federal awards (item 13) and the failure to provide financial records as required by federal entities (item 10).
- At **FEDERAL AWARDS DISCLOSURE**, text reiterates the legal requirement for a district to disclose in writing to the federal awarding agency or pass-through entity (TEA) any violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting a federal grant award.

#### **CB(LOCAL): STATE AND FEDERAL REVENUE SOURCES**

This local policy on state and federal revenue sources is recommended for inclusion in the district’s policy manual as a result of revised federal regulations governing all

federal grants and awards, known as the new Education Department General Administrative Regulations (EDGAR). The policy clarifies the superintendent's authority regarding state and federal grants and awards and connects the district's policy manual to relevant administrative procedures required by EDGAR. Text includes consideration at GRANTS AND AWARDS authorizes the superintendent to act in three key areas regarding state and federal grants and awards:

- Application for state and federal grants and awards deemed appropriate for district operations;
- Approval of funds for matching, cost sharing, or jointly funded projects up to amounts specifically allowed in the board-approved budget; and
- Approval of grants and award amendments.

To ensure implementation of the affirmative policy statement that the district shall comply with the state and federal grant and award requirements, the recommended text directs the superintendent to develop and enforce financial and management systems and procedures on internal control, procurement, and other topics as needed to provide reasonable assurance of compliance.

- At FEDERAL AWARDS-CONFLICT OF INTREST, EDGAR requires a district receiving a federal grant or award to have written standards of conduct covering conflicts of interest of its employees engaged in the selection, award, or administration of a contract and, as included in this local policy, prohibits an employee, board member, or agents from participating I the selection, award, or administration of contract supported by a federal award if the individual has a conflict of interest, as described by law. The district may establish standard for when a financial interest is not considered substantial.
- The provisions in this local policy address these obligations by requiring individuals described above who have conflict as defined by federal law to disclose to the district in writing any conflict that meets the disclosure thresholds in Chapter 176 of the Local Government Code. As reflected at CBB (LEGAL), a conflict of interest arises under the federal law when an employee, officer, or agent; any member of his or her immediate family; his or her partner; or an organization that employs or is about to employ any of these parties has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The recommended policy language aligns these disclosures under federal law with the disclosure threshold amounts established in Chapter 176 for existing state law disclosures. Likewise, "immediate family" is defined in the policy to have the same meaning as "family member" used in Chapter 176. "Partner" is defined in the policy to have the same meaning as in the Texas Business Organizations Code.
- The policy provisions also require employees, board members, and agents, of the district to comply with any other conflict of interest requirements that may be imposed by the granting agency or pass-through entity.
- At GIFTS AND GRATUITIES, recommended policy language aligns the federal prohibitions with the disclosure threshold amounts established in Chapter 176 for existing state law disclosures.

**CKE(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL**  
HB 2648 requires districts of a certain size at witch a school resource offers (SRO) provides law enforcement to adopt a policy requiring the SRO to complete the model training curriculum for SROs development by the Texas Commission on Law Enforcement (TCOLE). The new text at TRAINING now requires SROs to receive at

least the minimum amount of education and training required by law. This text broadly drafted to meet the new policy requirement and any other current or future training requirements and is suitable for districts of any size that use SROs.

#### **CO(LOCAL): FOOD SERVICES MANAGEMENT**

This local policy is recommended for inclusion in the district's policy manual to meet the new requirement from HB 3562 for districts that allow students to use prepaid meal cards or accounts to adopt a grace period policy that applies when the card or account is exhausted.

- The recommended text requires the superintendent to develop administrative regulations specifying the length of the grace period and addressing parental notification, including a schedule of repayment, when a card account is exhausted.
- The local policy text also prohibits fees of interest for meals purchased with an exhausted card or account, as required to be addressed in local policy.

#### **DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST**

Text reflecting the district's choice not to extend the Local Government Code Chapter 176 disclosure requirements to employees other than superintendents is recommended for deletion. HB 23 eliminated the district opinion to extend the Chapter 176 requirements to employees with authority to approve contracts with the districts. The law now requires an employee who exercises discretion in the planning, recommending, selecting, or contracting of a vendor to file disclosure statement. We have also added a Note at the beginning of the policy to refer to CB and CBB for conflict of interest, gift, and gratuity provisions related to federal grants and awards.

#### **DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT**

Changes in state law from HB 910, effective January 1, 2016, allow open carry firearms by license holders in limited circumstances. Districts that wish to pursue criminal trespass charges against license holders for open carry in certain locations must post appropriate signage.

- Changes in state law from SB273 prohibit a school district from posting signs that bar a handgun license holder from having a concealed handgun where the license holder is not otherwise prohibited by law from having a concealed handgun.
- A district may post signs at the entrances to its buildings prohibiting a license holder from carrying the firearm into the district building.
- Based on the employment relationship, TASB Legal Services believes that the district can continue to prohibit employees from possessing firearms on district property. Therefore, we have moved without revision provisions from GKA (LOCAL) to this local policy. These provisions prohibit employees from using, possessing, or displaying weapons, including firearms, on district property except at certain district-approved activities. See WEAPONS PROHIBITED.

Revisions at **TABACCO AND E-CIGARETTES** are based on SB 97, which requires a school district to prohibit employees from smoking or using e-cigarettes at a school-related or school-sanctioned activity on or off school property.

**SB 339 prohibits a district from enacting, adopting, or enforcing a rule or regulation that prohibits the possession of low-THC (non-intoxicating) cannabis in lamented circumstances. In accordance with this bill, we have added an EXEPTION to the district’s prohibition against position of controlled substances and drugs if an employee possesses low-THC cannabis or any other controlled substance drug that a licensed physician has prescribed for the employee’s child or another individual for whom the employee is a legal guardian. And the district’s existing exception for an employee’s use of a drug prescribed by a licensed physician has been expanded to apply to the use “or possession” of a “controlled substance” or drug.**

**DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

**A recommended revision at DEFINITIONS is to address HB 1151, which prohibits sexual harassment of unpaid interns. Solely for the purpose of the district’s discrimination, harassment, and retaliation policy, unpaid interns are included in the definition of “employee.” This change will insure that unpaid interns are required to report any alleged harassment and comply with the other procedural elements of the policy.**

**In addition, to eliminate the need for the board to readopt this policy every time the district’s Title IX and ADA/Section 504 coordinators change, we have moved the contact information for those positions to DIA (EXHIBIT), which is not a board-adopted document. The Department of Education’s Office for Civil Rights emphasizes the duty of school districts to make the Title IX and ADA/Section 504 coordinators “visible” to the school community, but recognizes the cost an administrative burden associated with staffing changes. Moving the contact information to this exhibit will maintain the visibility of the coordinator while reducing the administrative burden.**

**FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE**

**The state Board of Education (SBOE) at its July 2015 meeting passed a resolution encouraging local school boards and administrator to adopt policies, procedure, and practices that guarantee transparency and public access by providing:**

- **Public notice to parents of instructional materials under consideration;**
- **Access to parents for review of materials prior to adoption and, to the extent possible, during a comment period; and**
- **At least one public meeting that allows public comment before materials used to certify 100 percent TEKS coverage are adopted by the board.**

**FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT**

**Recommended revision to this policy on attendance committees are to improve structure and provide better contexts for when policy applies. The policy begins with the explanation that it applies when a student has not been in attendance for 90 percent of the days that the class is offered.**

- **Also moved to the beginning of the policy is the statement based on Attorney General Opinion JC-0398 that all absences must be considered in determining whether a student has attended the required percentage of days.**
- **Because the provisions at GUIDELINES ON EXTENUATING CIRCUMSTANCES requiring the committee to ensure that its decision is in the best interest of the student is an overarching standard that applies in all decisions, the text has been removed from the list and made a stand-alone provision.**

- The statement at **APPEAL PROCESS** has been simplified to give the district more flexibility by deleting the reference to the specific level at which the appeal of the audience committee's decision must begin.

#### **GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES**

Changes in state law from HB 910, effective January 1, 2016, allow open carry firearms by license holders in limited circumstances.

- Districts that wish to pursue criminal trespass charges against license holders for open carry in certain locations must post appropriate signage.
- Changes in state law from SB273 prohibit a school district from posting signs that bar a handgun license holder from having a concealed handgun where the license holder is not otherwise prohibited by law from having a concealed handgun.
- A district may post signs at the entrances to its buildings prohibiting a license holder from carrying the firearm into the district building. See GKA (LEGAL), below, for more information.

The recommended revision at **WEAPONS** is to conform with these changes in law and prohibits the "unlawful" use, possession, or display of weapons, including firearms. The provisions at this local policy apply to community members.

The addition at **TABACCO AND E-CIGARETTES** are based on SB 97, which requires a school district to prohibit employees from smoking or using e-cigarettes at a school-related or school-sanctioned activity on or off school property.

#### **GRA(LOCAL): RELATIONS WITH GOVERNMENTAL ENTITIES - STATE AND LOCAL GOVERNMENTAL AUTHORITIES**

At **STUDENTS TAKEN INTO CUSTODY**, the district's current policy includes a statement that if an officer or other authorized person arresting or taking a student into custody raises a valid objection to the principal immediately notifying the parent at the time, the principal shall not notify the parent. However, the campus behavior coordinator is required to provide written notice to a parent, within the time period described in law, when a student is taken into custody by law enforcement under Chapter 37 of the Education Code. We have added a cross-reference to FO as a reminder of this obligation.

**Respectfully Submitted by:**

**Contessa Huffman**  
**Director of Human Resources and Administrative Services**

# Vantage Points

## A Board Member's Guide to Update 103

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



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

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

For more information about Policy Service, visit our website at <http://policy.tasb.org>.

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Update 103 is the first of two post-legislative updates, and it encompasses changes in law from the 84th Legislative Session that have an immediate effect on the governance and management of school districts. Local policies included in Update 103 address topics including training requirements for district peace officers, the use of prepaid meal cards/accounts for students, employee conflicts of interest and standards of conduct, harassment and discrimination, e-cigarettes, and student attendance. In addition to the local policies affected by the legislative session, Update 103 includes local policy recommendations to address new federal regulations governing federal grants and awards as well as recommendations to clarify the structure of the policy manual and the application of policy in relation to the award of credit or a final grade.

Throughout this document, House Bill is abbreviated as HB and Senate Bill as SB. For more information about the bills described below, download the TASB [2015 Legislative Summary for TASB Members](#) (PDF), available free from the online TASB Store at <http://store.tasb.org>.

## **Accountability**

HB 1842 prompts several changes to the A Section of the policy manual, covering accountability:

- New code AF(LEGAL) describes provisions for districts of innovation.
- Revisions to AIC(LEGAL) address TEA monitoring reviews and special accreditation investigations, as well as significant changes related to the sanctions applied when a campus does not meet accountability standards.

Also added at AIC(LEGAL) are provisions from HB 3106 allowing the Commissioner of Education to extend the term of a district's board of managers.

## **Governance Issues**

Edits to improve organization, better reflect statutory wording, and delete unnecessary provisions related to elections have been made at BBA(LEGAL), BBB(LEGAL), and BBC(LEGAL). Legislative changes include the following:

### **Qualifications for Office**

- HB 484 requires that a person be registered to vote to qualify for an elected office, as reflected at BBA(LEGAL).

### **Elections**

- At BBB(LEGAL):
  - HB 2027 requires, with certain exceptions, county election precincts to be used as the precincts in a school district election.

- SB 1703 establishes a deadline of no later than 78 days prior to an election day to call for an election and to file for a place on the ballot, as well as a 74-day deadline for write-in candidates regardless of the uniform election date used. Note that the 78-day deadline also applies to bond elections and tax ratification elections. See also CCA(LEGAL) and CCG(LEGAL), respectively.
- HB 2721 requires an election notice to be posted on the district website.
- SB 1073 also requires the disclosure of a public mailing address and e-mail address on a candidate’s application.

**Board Meetings**

HB 283 requires school districts with a student enrollment of 10,000 or more to make a video and audio recording of regularly scheduled open meetings. This requirement is reflected at BE(LEGAL) and is effective January 1, 2016.

**Policy Development**

***BF(LOCAL) POLICY CONSIDERATIONS***

Recommended revisions to this policy, which lays out the structure and protocol of the local policy manual, include new text:

- Reminding readers that at each policy code the legally referenced policy must be read together with the local policy to further a full understanding of a topic.
- Explaining that “board member” and “trustee” are used interchangeably throughout the local policy manual, without any intent to distinguish between the terms. Both terms reflect all the duties and obligations of the position.
- Explaining that newly enacted law is applicable when effective.

**District Operations**

Multiple bills affect district operations from a safety and conduct perspective, including what is allowed or prohibited on district property:

**Safety and Conduct**

- HB 2684 mandates that districts with a student enrollment of 30,000 or more adopt a policy to require school district peace officers and school resource officers to complete a model training curriculum developed by the Texas Commission on Law Enforcement. This requirement has been incorporated at CKE(LEGAL); see also the recommended revisions for CKE(LOCAL), described below.

- SB 158 requires a policy if a law enforcement agency operates a body-worn camera program. Districts that have a police department and are contemplating this type of program will need to review the entire bill closely and may contact TASB Policy Service for sample local policy language. The relevant provisions are addressed at CKE(LEGAL), with a provision also added at GBA(LEGAL) indicating that these recordings are generally considered public information.
- SB 996 requires districts to provide to a parent, upon request, written notice indicating whether any district employee is currently appointed as a school marshal. This change is also reflected at CKE(LEGAL). The identity of a school marshal may not be disclosed, as reflected at GBA(LEGAL).
- HB 1396 provides that a peace officer may not search a person's cell phone or other wireless communications device pursuant to a lawful arrest of the person without obtaining a warrant, subject to several exceptions. See FNF(LEGAL).
- HB 910, effective January 1, 2016, authorizes open carry of handguns by license holders. Among other provisions, this bill changes the reference from "license to carry a concealed handgun" to "license to carry a handgun." Corresponding revisions are reflected at CKE(LEGAL) and GKA(LEGAL).
- SB 273 prohibits a school district from posting signs barring a handgun license holder from having a concealed handgun where the license holder is not otherwise prohibited by law from having a handgun. See GKA(LEGAL), as well as the recommended revisions for DH(LOCAL), described below.
- SB 97 requires a school district to prohibit anyone from using e-cigarettes at a school-related or school-sanctioned activity on or off school property. The district must publish in the student handbook and on the district's website a statement as to whether the district has policies and procedures that prescribe penalties for such use. See BDF(LEGAL), DH(LEGAL), FNCD(LEGAL), and GKA(LEGAL), as well as the recommended revisions for DH(LOCAL) and GKA(LOCAL), described below.
- SB 339 prohibits a district from enacting, adopting, or enforcing a rule or regulation that prohibits the possession of low-THC (non-intoxicating) cannabis as authorized by Chapter 487 of the Health and Safety Code, which permits possession in limited circumstances. Relevant provisions

have been added at DH(LEGAL), and a recommended change at DH(LOCAL) is described below.

- SB 1574 clarifies procedures for exposure to infectious diseases and explains when a district must designate an infection control officer. See DBB(LEGAL) and GRC(LEGAL).

***CKE(LOCAL) POLICY CONSIDERATIONS***

For districts that have provisions at CKE(LOCAL) addressing commissioned district police officers or an agreement for the presence of school resource officers, recommended revisions to this local policy correspond to the training provisions of HB 2684, described above. The recommended language is broadly drafted to be suitable for districts of any size.

***DH(LOCAL) AND GKA(LOCAL) POLICY CONSIDERATIONS***

Provisions from HB 910 and SB 273 regarding licensed carrying of handguns, described above, prompted recommended changes at DH(LOCAL) and GKA(LOCAL). Based on the employment relationship, TASB Legal Services believes that a district can continue to prohibit employees from possessing firearms on district property. Recommended text at DH(LOCAL), previously at GKA(LOCAL), prohibits employees from using, possessing, or displaying weapons, including firearms, on district property except at certain district-approved activities. The existing provision at GKA(LOCAL), applicable to community members, is recommended for revision to conform with the changes in law and prohibit the "unlawful" use, possession, or display of weapons, including firearms.

Prompted by SB 97, a recommended revision at both DH(LOCAL) and GKA(LOCAL) prohibits the use of e-cigarettes by employees and other individuals at school-related activities on or off school property.

In addition to these changes, new exceptions to a district's drug prohibitions at DH(LOCAL) are recommended to reflect provisions from SB 339 regarding low-THC cannabis, or any other controlled substance or drug, prescribed by a licensed physician.

**Business and Funding Issues**

**State and Federal Awards and Grants**

New federal regulations governing all federal grants and awards, known as the new Education Department General Administrative Regulations (EDGAR), prompted changes to legally referenced policies and recommendations for local policy changes. Relevant provisions have been added to CBB(LEGAL). See TEA’s website at [http://tea.texas.gov/Finance\\_and\\_Grants/Grants/Administering\\_a\\_Grant/The\\_New\\_EDGAR/](http://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/The_New_EDGAR/) for more information related to the EDGAR requirements.

**CAA(LOCAL) AND CB(LOCAL) POLICY CONSIDERATIONS**

At CAA(LOCAL), recommended revisions extend financial ethics standards of conduct to include “agents,” as referred to in the EDGAR conflict of interest provisions. In addition, new recommended text clarifies that “fraud and financial impropriety” includes the failure to provide financial records as required by federal entities and the failure to comply with requirements for state and federal awards. A recommended statement reiterates the legal requirement for a district to disclose in writing to the federal awarding agency or pass-through entity (TEA) any violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting a federal grant award.

Also as a result of EDGAR, a new local policy on state and federal revenue sources is recommended for inclusion at CB(LOCAL). The new policy clarifies the superintendent’s authority regarding state and federal grants and awards and provides for development of relevant administrative procedures as required by EDGAR. In addition, the policy includes provisions concerning conflicts of interest and gifts and aligns these federally required provisions with the disclosure amounts established in Chapter 176 of the Local Government Code applicable to state law disclosures.

**Fiscal Issues**

Legislation and other rule amendments prompted changes to numerous policies dealing with revenue sources, investments, and other fiscal management issues:

- HB 114 prohibits the issuance of capital appreciation bonds except when a district complies with extensive requirements. See CCA(LEGAL).
- HB 1933 revised the deadlines associated with installment payments of ad valorem taxes. See CCG(LEGAL).
- HB 870 reduced the hours of ongoing training required for districts’ chief financial officers and investment officers. See CDA(LEGAL).

- SB 810 adds an exception to the prohibition against a school district using district resources for improvements to real property not owned or leased by the district, allowing a district to use its resources on certain projects with a municipality. See CE(LEGAL) and CX(LEGAL), as well as the existing prohibition at BAA(LEGAL).
- New state rules regarding audit requirements have been incorporated at CFC(LEGAL).
- SB 1812 requires districts to submit information by February 1 of each year to the comptroller for maintenance of an eminent domain database. See CHG(LEGAL).
- HB 473 prohibits a district from selling or transferring a marked patrol car or other law enforcement vehicle to the public unless the district first removes all law enforcement equipment and insignias. See CI(LEGAL).
- HB 1474 changes the payment cycle of a school district's instructional materials allotment from annual to biennial. See CMD(LEGAL).
- HB 2812 allows a district to include for purposes of ADA funding students who attend approved off-campus instructional programs pursuant to Commissioner rules. See EHDD(LEGAL).

## **Food Service**

Two bills affect the operation of district school food programs:

- HB 1305 allows a district to choose, on a campus-by-campus basis, whether to participate in the national school breakfast program or in a locally funded and developed program to provide free meals, including breakfast and lunch. This bill also changes the way that educationally disadvantaged students will be calculated for purposes of compensatory education funding. Applicable changes have been made at COB(LEGAL) and EHBC(LEGAL). Also reflected at EHBC(LEGAL) is the requirement, as a result of HB 2660, that the Commissioner base funding for optional flexible school day programs on the same instructional hour requirements as the regular program.
- HB 3562 prompted changes at CO(LEGAL) to address policy requirements associated with insufficient meal card balances. Also incorporated at that code are recent federal rules addressing requirements for nutrition program directors as well as newly adopted Texas Department of Agriculture rules allowing schools to establish fundraisers exempt from the competitive food standards.

### **CO(LOCAL) POLICY CONSIDERATIONS**

To comply with provisions from HB 3562 regarding insufficient meal card balances, we recommend inclusion of a new local policy at CO(LOCAL) on food services management. The new recommended text requires the superintendent to develop administrative regulations specifying the length of the grace period during which a student may continue to purchase meals when a card or account is exhausted and addressing parental notification, including a schedule of repayment.

### **Purchasing and Construction-Related Issues**

Several bills affect policy text relating to purchasing and construction:

- HB 744 extends the coverage of insurance that school districts may obtain for students participating in athletic competitions or school-sponsored activities by deleting the requirement that the activity must occur on a school campus. See FFD(LEGAL).
- CH(LEGAL) has been adjusted to address SB 1281, clarifying that a district can participate in a cooperative purchasing program in this state or another state.
- Changes from HB 2049 and HB 2634 relating to architect and engineer services have been incorporated at CV(LEGAL) and CVD(LEGAL).

### **Transparency and Conflict of Interest Disclosures**

In addition to a number of new required Internet postings incorporated at CQA(LEGAL), legislative changes related to transparency and conflict of interest are also addressed at other codes:

- HB 1295 requires a business entity to file a disclosure of interested parties, developed by the Texas Ethics Commission, before a district may enter into a contract that requires board action or is valued at \$1 million or more. See CH(LEGAL).
- HB 3683 requires electronic filing of a trustee financial statement with the Ethics Commission, and HB 3680 makes confidential an electronic report or any financial statement data that is temporarily stored with the Ethics Commission pending official filing. See BBFA(LEGAL).
- HB 23 made significant changes to the conflict disclosure statement provisions in Chapter 176 of the Local Government Code, including:
  - Adding a requirement for a local government officer to report a family relationship, within the third degree by blood and the second degree

by marriage, with a vendor and adding the same requirements for a vendor related to a local government officer.

- Reducing the threshold for disclosing gifts from \$250 to \$100 in a 12-month period.
- Redefining a local government officer to include a district agent, which is defined to include an employee who exercises discretion in the planning, recommending, selecting, or contracting of a vendor.
- Revising the violations for failing to file the required disclosure.
- Deleting existing provisions that authorized a district to extend the Chapter 176 requirements to employees with authority to approve contracts for the district (based on the broadening of general disclosure requirements of agents).

These changes have been incorporated at BBFA(LEGAL) and (EXHIBIT), CHE(LEGAL), and DBD(LEGAL) and (EXHIBIT).

#### ***DBD(LOCAL) POLICY CONSIDERATIONS***

Recommended revisions at this local policy on conflict of interest correspond to changes from HB 23 regarding Local Government Code Chapter 176 disclosure requirements. Text requiring only the superintendent to file a conflicts disclosure statement is recommended for deletion, as the law now requires any employee who exercises discretion in the planning, recommending, selecting, or contracting of a vendor to file a disclosure statement.

#### ***EFAA(LOCAL) POLICY CONSIDERATIONS***

At its July 2015 meeting, the State Board of Education passed a resolution encouraging local school boards and administrators to adopt policies, procedures, and practices that guarantee transparency and public access by providing:

- Public notice to parents of instructional materials under consideration;
- Access to parents for review of materials prior to adoption and, to the extent possible, during a comment period; and

- At least one public meeting that allows for public comment before materials used to certify 100 percent TEKS coverage are adopted by the board.

Although no EFAA(LOCAL) policy is included with Update 103, a district that decides to change its practice should have the superintendent contact TASB Policy Service for appropriate revisions.

## Personnel Issues

Legislative changes related to employment practices and requirements include the following:

### Employment Practices and Requirements

- SB 168 allows the Commissioner to waive the requirement for certification of a superintendent if requested by a district. See BJA(LEGAL).
- HB 2205 establishes new criteria for the issuance of a school district teaching permit for individuals who will teach only noncore academic career and technical (CTE) education courses. See DBA(LEGAL).
- SB 664 provides for the discharge of a contract employee if the district determines the employee falsified a military record. See DF(LEGAL).
- HB 1783 prompted changes to several legally referenced policies:
  - DBAA(LEGAL) reflects that if a district learns about an employee's criminal record through the Texas Department of Public Safety clearinghouse, the district does not need to notify the State Board for Educator Certification (SBEC), since TEA would have already received this information from the clearinghouse.
  - At DFE(LEGAL) are revised investigation standards regarding an educator's alleged abuse of or other unlawful act with a minor.
  - Provisions at DG(LEGAL) reflect an employee's right to report a crime witnessed at school to any peace officer with authority to investigate a crime. A district is prohibited from adopting a policy requiring an employee to report a crime witnessed at school only to certain persons or peace officers or to refrain from reporting a crime witnessed at school.
  - A new legally referenced policy at DHB incorporates all relevant provisions on required reports to SBEC. Material has been pulled from DF(LEGAL), DH(LEGAL), and DFE(LEGAL) and modified as a result of HB 1783.

- HB 218 updated the certification requirements for bilingual and dual language programs. See EHBE(LEGAL).
- HB 786 requires districts to develop a policy on the expression of breast milk by employees. See the *2015–16 Model Employee Handbook* for language to address the requirement. DG(LEGAL) incorporates these provisions and existing federal provisions on breaks for nursing mothers who are nonexempt employees, previously at DEAB(LEGAL).
- HB 2186 requires that staff development for educators include suicide prevention training. See DMA(LEGAL).

***DIA(LOCAL) AND DIA(EXHIBIT) POLICY CONSIDERATIONS***

A recommended revision to the local policy on freedom from harassment, discrimination, and retaliation is in response to HB 1151, which prohibits sexual harassment of unpaid interns. Solely for the purposes of this policy, unpaid interns are included in the definition of “employee” and are thereby required to report any alleged harassment and comply with the other procedural elements of the policy.

In addition, to eliminate the need for the board to readopt DIA(LOCAL) every time the district’s Title IX or ADA/Section 504 coordinator changes, we have moved the contact information for those positions to DIA(EXHIBIT), which is not a board-adopted document.

**Compensation and Benefits**

Policies related to compensation and benefits were affected by the legislature as follows:

- HB 2974 modifies the method for determining the health insurance contributions surcharge imposed on a district that hires a retiree. See DEA(LEGAL).
- As a result of SB 925, SB 934, and SB 972, certain stipends cannot be considered in determining whether a district is paying an educator the state minimum monthly salary. See DEAA(LEGAL).
- HB 445 requires a district to provide written notice of the number of work-days of paid leave available to a member of the Texas military forces. See DECB(LEGAL).

In addition, provisions at DECA(LEGAL) have been revised in accordance with the June 2015 U.S. Supreme Court ruling in *Obergefell v. Hodges* and the Department of Labor's new definition of "spouse."

## **Curriculum and Instruction**

In addition to amended Commissioner rules related to the Texas Virtual School Network incorporated at EHDE(LEGAL), numerous changes from the 84th Legislature affected legally referenced policies regarding curriculum and instruction:

- The definitions of school year and school day, now measured in minutes, have been modified as a result of HB 2610. A district may add minutes to the end of normal school hours as necessary to compensate for minutes of instruction lost due to school closures. HB 2610 also prohibits a district from scheduling the last day of school before May 15. See EB(LEGAL) and EC(LEGAL).
- HB 4 prescribes the requirements for a district that wishes to participate in a grant for a high-quality prekindergarten program. Provisions from this bill have been added at EC(LEGAL), EEB(LEGAL), EHBG(LEGAL), and FD(LEGAL).
- HB 18 requires districts to provide to students, at least once in seventh or eighth grade, instruction in high school, college, and career preparation. See EHAC(LEGAL).
- HB 3987 allows a district to establish a school-based savings program to facilitate personal financial literacy instruction. See EHAD(LEGAL).
- HB 1613 provides that a student in a college preparatory English or math course under Education Code 28.014 who satisfies the college readiness benchmarks of the Texas Success Initiative assessment is exempt from the relevant end-of-course (EOC) assessment. See EHBC(LEGAL).
- SB 453 prompted changes at EHDC(LEGAL) to reflect that a score of 50, rather than 60, on a College-Level Examination Program (CLEP) exam is sufficient to receive credit by examination for acceleration/advancement purposes.
- At EHDD(LEGAL), changes regarding dual credit result from the following legislation:
  - HB 505 and HB 2812 repealed a provision that prohibited a student from enrolling in more than three dual credit courses at a college if the

college did not have a service area that included the student's high school.

- HB 18 mandates certain requirements for instructors of courses for joint high school and college credit.
- HB 181 prompted changes at EI(LEGAL) and EIF(LEGAL), deleting the requirement that diplomas carry information related to endorsements, performance acknowledgments, and the distinguished level of achievement. This information is now only required on a student's academic achievement record (transcript).
- HB 1993 allows a district to permit parents to acknowledge and sign required progress reports that are sent electronically, but the district must continue to offer parents the option of providing a handwritten signature. See EIA(LEGAL).
- SB 149 added provisions on the use of an individual graduation committee when a student has not passed up to two EOC assessments required for graduation. See EIF(LEGAL) and EKB(LEGAL).
- SB 1494 required changes at EIF(LEGAL) to reflect that a homeless student in 11th or 12th grade who transfers to a different district and does not meet the graduation requirements of the new district is entitled to graduate from the previous district if the student meets that district's graduation requirements.
- HB 2349 prompted additional changes related to state assessment at EKB(LEGAL) to clarify that a student must meet satisfactory performance on EOC assessments only for courses in which the student is enrolled. The bill repealed the required college prep courses for students who appeared unlikely to pass all required EOCs at the completion of 11th grade.

## **Student Issues**

Legislative changes related to admissions and attendance include the following:

### **Admissions and Attendance**

- SB 206 clarifies that students in foster care are entitled to continued enrollment regardless of whether a relocation is because of an initial placement or a change in placement. See FD(LEGAL). SB 206 also prompted changes at FEA(LEGAL) and FEB(LEGAL) regarding excused absences of students in foster care for compulsory attendance and funding purposes.

- HB 1559 requires a campus to post information on the campus website about local programs and services available to assist homeless students. This requirement applies when a campus is within a district with 3,000 or more students and located in a county with at least 50,000 people. See FDC(LEGAL).
- HB 2398 necessitated changes to multiple policy codes, including FEA(LEGAL), FED(LEGAL), and DEC(LEGAL). Significant provisions from HB 2398 include:
  - Extending compulsory attendance through age 18, rather than through age 17.
  - Changing the procedures related to a student who voluntarily enrolls after his or her 19th (rather than 18th) birthday.
  - Removing the criminal offense of “failure to attend school” for students under Education Code 25.094 and adding the option to refer a student in a civil case to a specific truancy court.
  - Revising the requirements for the written notices a district sends to students and their parents after a student reaches a certain number of absences.
  - Mandating that certain truancy prevention measures be applied.
  - Defining truant conduct as failing to attend on ten or more days or parts of days within a six-month period.
  - Modifying the definition of “child,” in terms of a referral to truancy court, as one who is 12 years of age or older and younger than 19 years of age.
  - Allowing a district to delay a referral to truancy court under certain circumstances.
  - Prohibiting a truancy referral when a student is pregnant, in foster care, is homeless, or is the principal income earner for the student’s family.
  - Requiring the employment or designation of a truancy prevention facilitator.
  - Prohibiting termination of an employee who is required to attend a truancy court hearing with his or her child.

***FEA(LOCAL) POLICY CONSIDERATIONS***

Recommended changes to this local policy on compulsory attendance correspond with provisions from HB 2398. Because the law now extends compulsory attendance to students through age 18 and requires a student who voluntarily attends or enrolls after his or her 19th birthday to attend school for the entire period the program of instruction is offered, we recommended deletion of the local policy provision to the same effect. Provisions regarding withdrawal for nonattendance are also recommended for revision to make them applicable to students under the age of 19.

***FEC(LOCAL) POLICY CONSIDERATIONS***

Recommended revisions to this policy on attendance committees are to improve the structure and to clarify that the policy applies when a student has not been in attendance for 90 percent of the days that the class is offered. In addition, text regarding the attendance committee appeal process has been simplified to give the district more flexibility by deleting the reference to the specific level at which the appeal of the attendance committee's decision must begin.

**Health and Wellness**

Several pieces of legislation address student health and wellness issues:

- SB 66 addresses school district administration of district-provided epinephrine auto-injectors to individuals reasonably believed to be experiencing anaphylaxis on a school campus, at an off-campus school event, or while in transit to or from a school event. A district that chooses to authorize trained volunteers and school personnel to administer epinephrine as permitted by SB 66 must adopt a policy that meets certain requirements and must provide written notice to parents before the policy is implemented and before the start of each school year. FFAC(LEGAL) contains the statutory requirements of SB 66. Also see FFAF(LEGAL) for related provisions. TASB Policy Service has sample materials available for districts that choose to implement an epinephrine program.
- SB 265 requires that districts permit students to possess and use over-the-counter sunscreen products on school property or at school-related events. See FFAC(LEGAL).
- SB 206 requires that if the Department of Family and Protective Services conducts an investigation of child abuse or neglect involving a district em-

ployee, the agency must provide, on request, a copy of the completed report to the board, superintendent, and principal. See FFG(LEGAL).

## **Discipline**

SB 107 prompted changes to several legally referenced policies concerning student discipline:

- The bill creates the position of campus behavior coordinator (CBC), which is addressed in detail at FO(LEGAL). Each campus must designate a CBC, who may be the principal or any other campus administrator selected by the principal. The CBC is responsible for maintaining student discipline and implementing any duties assigned by law and as established by campus or district policy. Changes from SB 107 specifically referencing the CBC are also addressed at FOA(LEGAL), FOC(LEGAL), FOD(LEGAL), and the *2015 Model Student Code of Conduct*.
- SB 107 also deleted from statute a detailed list of prohibited weapons and instead now references Penal Code 46.02, Unlawful Carrying of Weapons, and 46.05, Prohibited Weapons. These changes affect mandatory expulsions of students. See FNCG(LEGAL) and FOD(LEGAL).

### ***GRA(LOCAL) POLICY CONSIDERATIONS***

At this local policy on state and governmental authorities, we recommend the addition of a cross-reference to policy code FO as a reminder of the CBC's obligation to provide written notice to a parent when a student is taken into custody by law enforcement under Chapter 37 of the Education Code.

## **Public Information Program**

At GBA(LEGAL), HB 4046 modified provisions on public information regarding the confidentiality of student records. Changes reflecting HB 2160 provide that e-mail addresses and phone numbers of election judges or clerks are confidential.

At GBAA(LEGAL), provisions from HB 685 have been added to permit a public information officer to comply with a request by referring the requestor to an exact Internet location or URL address on a website maintained by the district. As a result of HB 2134, provisions have been revised to allow a district to e-mail any request to narrow or clarify a request for public information originally sent by e-mail.

## **More Information**

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

## (LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow.

For further assistance in understanding changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

**ORGANIZATION**

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

**At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.**

**TERMS**

**The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.**

**[See AB for District name terminology.]**

**HARMONY WITH LAW**

**Newly enacted law is applicable when effective.** No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

**SEVERABILITY**

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

**POLICY DEVELOPMENT**

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

**OFFICIAL POLICY MANUAL**

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the **central administration** ~~Superintendent’s~~ office, and the Superintendent or designee shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

**ADOPTION AND AMENDMENT**

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

BOARD POLICIES

BF  
(LOCAL)

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB LOCALIZED  
UPDATES

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual ~~distributed throughout the District~~, the version contained in the official policy manual shall be regarded as authoritative.

All Trustees, employees, vendors, contractors, **agents**, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

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**Note:** See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:  
for Board members—BBF  
for employees—DH
- Financial conflicts of interest:  
for public officials—BBFA  
for all employees—DBD  
**for vendors—CHE**
- **Compliance with state and federal grant and award requirements: CB, CBB**
- Financial conflicts **and gifts and gratuities regarding** federal funds: **CB, CBB**
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: **DBAA, DC**
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

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FRAUD AND  
FINANCIAL  
IMPROPRIETY

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, **agents**, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

DEFINITION

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES  
FINANCIAL ETHICS

CAA  
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See **CB**, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by **federal**, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
- 13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.**

FINANCIAL CONTROLS  
AND OVERSIGHT

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

FRAUD PREVENTION

The Superintendent or designee shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

REPORTS

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to any supervisor, the Superintendent or designee, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

FISCAL MANAGEMENT GOALS AND OBJECTIVES  
FINANCIAL ETHICS

CAA  
(LOCAL)

	<p>law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.</p>
PROTECTION FROM RETALIATION	<p>Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]</p>
FRAUD INVESTIGATIONS	<p>In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.</p>
RESPONSE	<p>If an investigation substantiates a report of fraud or financial impropriety, the Superintendent or designee shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.</p> <p>If an employee is found to have committed fraud or financial impropriety, the Superintendent or designee shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.</p> <p>When circumstances warrant, the Board, Superintendent, or designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.</p> <p>The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.</p>
FEDERAL AWARDS DISCLOSURE	<p><b>The District shall disclose, in a timely manner in writing to the federal awarding agency or pass-through entity, all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting a federal grant award. [See CBB]</b></p>
ANALYSIS OF FRAUD	<p>After any investigation substantiates a report of fraud or financial impropriety, the Superintendent or designee shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent or designee shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.</p>

STATE AND FEDERAL REVENUE SOURCES

CB  
(LOCAL)

GRANTS AND AWARDS     The Superintendent shall be authorized to:

1.   Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2.   Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3.   Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

FEDERAL AWARDS  
CONFLICT OF  
INTEREST

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, "partner" shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

STATE AND FEDERAL REVENUE SOURCES

CB  
(LOCAL)

GIFTS AND  
GRATUITIES

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award and shall not accept:

1. Any single item with a value at or above \$50; or
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

SAFETY PROGRAM/RISK MANAGEMENT  
SECURITY PERSONNEL

CKE  
(LOCAL)

~~SCHOOL RESOURCE  
OFFICERS~~  
SCHOOL  
RESOURCE OFFICERS

To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

TRAINING

All school resource officers shall receive at least the minimum amount of education and training required by law.

The Superintendent shall develop regulations regarding the use of a prepaid meal card or account to purchase meals served at school. The regulations shall address:

1. The length of the grace period during which a student may continue to purchase meals with a meal card or account that is exhausted or insufficient; and
2. Parent notification in the event of an exhausted card or account, including a schedule for repayment.

No fees or interest shall be charged in connection with meals purchased with an exhausted card or account.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

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**Note:** For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.

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DISCLOSURE ~~—~~  
GENERAL STANDARD

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

SPECIFIC  
DISCLOSURES  
SUBSTANTIAL  
INTEREST

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

INTEREST IN  
PROPERTY

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

~~CONFLICTS  
DISCLOSURE  
STATEMENT~~

~~No employee other than the Superintendent shall be required to file the conflicts disclosure statement, as promulgated by the Texas Ethics Commission and as specified by Local Government Code 176.003-.004.~~

ANNUAL FINANCIAL  
MANAGEMENT  
REPORT

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

GIFTS

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, **CB, and CBB**]

ENDORSEMENTS

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

SALES

DATE ISSUED: ~~9/26/2015~~ 1/8/2008  
UPDATE **10382**  
DBD(LOCAL)-A

1 of 2

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

An employee shall not use his or her position with the District to attempt to sell products or services.

**NONSCHOOL  
EMPLOYMENT**

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

~~NONSCHOOL  
EMPLOYMENT~~

**PRIVATE TUTORING**

An employee shall disclose in writing to his or her immediate supervisor any private tutoring of District students for pay.

~~PRIVATE TUTORING~~

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

VIOLATIONS OF  
STANDARDS OF  
CONDUCT

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

WEAPONS  
PROHIBITED

**The District prohibits the use, possession, or display of any firearm, illegal knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.**

~~ELECTRONIC MEDIA~~  
EXCEPTIONS

**No violation of this policy occurs when the use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]**

ELECTRONIC MEDIA

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), ~~web~~logs (blogs), electronic forums (chat rooms), video-sharing ~~web-~~sites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and ~~web~~-based applications.

USE WITH  
STUDENTS

~~USE WITH  
STUDENTS~~

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the Superintendent or a campus principal, may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the District. The regulations shall address:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with students; and

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

3. Other matters deemed appropriate by the Superintendent or designee.

Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic media. [See CPC]

**PERSONAL USE**  
~~PERSONAL USE~~

An employee shall be held to the same professional standards in his or her public use of electronic media as for any other public conduct. If an employee's use of electronic media violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

SAFETY  
REQUIREMENTS

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

HARASSMENT OR  
ABUSE

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

RELATIONSHIPS WITH  
STUDENTS

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

TOBACCO AND  
E-CIGARETTES ~~USE~~

An employee shall not **smoke or** use tobacco products **or e-cigarettes** on District **property**~~premises~~, in District vehicles, or ~~at school or~~ school-related activities. [See also GKA]

ALCOHOL AND DRUGS

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while **on District property**~~at school~~ or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug,

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

hallucinogen, stimulant, depressant, amphetamine, or barbiturate.

2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

**EXCEPTIONS**

**It shall not be considered a violation of this policy if the employee:**

**MANUFACTURES ~~EX~~  
~~CEPTIONS~~**

~~An employee who manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities ; or who uses a drug authorized by a licensed physician prescribed for the employee's personal use shall not be considered to have violated this policy.~~

1. **Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or**
2. **Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.**

**NOTICE**

Each employee shall be given a copy of the District's notice regarding drug-free schools. [See DI(EXHIBIT)]

A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.

**ARRESTS,  
INDICTMENTS ~~INDICTM~~  
~~ENTS~~, CONVICTIONS,  
AND OTHER  
ADJUDICATIONS ~~AND~~  
~~OTHER~~  
ADJUDICATIONS**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

4. Crimes involving moral turpitude, which include:
- Dishonesty; fraud; deceit; theft; misrepresentation;
  - Deliberate violence;
  - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
  - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
  - Felony driving while intoxicated (DWI); or
  - Acts constituting abuse or neglect under the Texas Family Code.

DRESS AND  
GROOMING

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District employees. ~~In this policy, the term “employees” includes former employees and applicants for employment.~~ For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

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**DEFINITIONS**

**Solely for purposes of this policy, the term “employees” includes former employees, applicants for employment, and unpaid interns.**

**STATEMENT OF  
NONDISCRIMINATION  
~~TATEMENT OF  
NONDISCRIMINATION~~**

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

**DISCRIMINATION  
~~DISCRIMINATION~~**

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

**HARASSMENT**

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

**EXAMPLES**

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

**SEXUAL HARASSMENT**

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

EXAMPLES

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding harassment or discrimination is subject to appropriate discipline.

EXAMPLES

EXAMPLES

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

PROHIBITED  
CONDUCT PROHIBITED  
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING  
PROCEDURES

An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

DEFINITION  
OF DEFINITION OF  
DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

TITLE IX  
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the **designated Title IX coordinator**. **[See DIA(EXHIBIT)]** ~~Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:~~

~~Name: Contessa Huffman~~

~~Position: Director of Human Resources~~

~~Address: 208 East Brier, Burnet, TX 78611~~

~~Telephone: (512) 756-2124~~

ADA / SECTION 504  
COORDINATOR

Reports of discrimination based on disability may be directed to the **designated ADA/Section 504 coordinator**. **[See DIA(EXHIBIT)]** ~~The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:~~

**SUPERINTENDENT**

~~Name: Nanci Stobaugh~~

~~Position: Director of Special Programs~~

~~Address: 208 East Brier, Burnet, TX 78611~~

~~Telephone: (512) 756-2124~~

~~SUPERINTENDENT~~

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

**ALTERNATIVE  
REPORTING  
PROCEDURES**

~~ALTERNATIVE  
REPORTING  
PROCEDURES~~

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

INVESTIGATION OF  
THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE  
INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

APPEAL

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

RECORDS RETENTION

Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]

ACCESS TO POLICY

This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus and the District administrative offices.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

**EXCUSED ABSENCES**

**In addition to excused absences required by law, the District shall excuse absences for the following purposes.**

**HIGHER  
EDUCATION VISITS**  
~~STUDENTS AGE 18  
AND OVER  
HIGHER EDUCATION  
VISITS~~

~~A student who voluntarily attends school after the student's 18th birthday shall be required to attend school until the end of the school year.~~

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. A student shall be required to submit verification of such visits in accordance with administrative regulations.

**EARLY VOTING OR  
ELECTION CLERK**  
~~EARLY VOTING OR  
ELECTION CLERK~~

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. A student shall be required to submit verification of service in accordance with administrative regulations.

**[For extracurricular activity absences, see FM.]**

WITHDRAWAL FOR  
NONATTENDANCE

The District may initiate withdrawal of a student under the age of ~~19~~<sup>18</sup> for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

**[For District-initiated withdrawal of students ~~19~~<sup>18</sup> or older, see FEA(LEGAL).]-**

STUDENTS IN  
HOMESCHOOLS

When the District becomes aware that a student is being or will be homeschooled, the Superintendent or designee may request in writing a letter of notification from the parents of their intention to homeschool using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

If the parents refuse to submit a letter of notification or if the District has evidence that the school-age child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

	<p><b>This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.</b></p>
<p><b>CONSIDERATION OF ALL ABSENCES</b></p>	<p><b>All absences shall be considered in determining whether a student has attended the required percentage of days under this policy.</b></p>
<p>ATTENDANCE COMMITTEES</p>	<p>The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.</p> <p>The Superintendent or designee shall make the specific appointments in accordance with legal requirements.</p>
<p>PARENTAL NOTICE OF EXCESSIVE ABSENCES</p>	<p>A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.</p>
<p><b>METHODS FOR REGAINING CREDIT OR AWARDING A FINAL GRADE</b></p> <p><del>METHODS FOR REGAINING CREDIT OR AWARDING A FINAL GRADE</del></p>	<p>When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.</p> <p>If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.</p> <p>Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than <b>30 days after the last day of classes.</b><del>30 days after the last day of classes.</del></p> <p>The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The <b>attendance</b> committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.</p> <p>Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.</p>
<p>PERSONAL ILLNESS</p>	<p>When a student's absence for personal illness exceeds <b>five</b><del>five</del> consecutive days, the principal or attendance committee may require that the student present a statement from a physician or</p>

health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

GUIDELINES ON  
EXTENUATING  
CIRCUMSTANCES

The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:

DAYS OF  
ATTENDANCE

1. ~~All absences shall be considered in determining whether a student has attended the required percentage of days.~~ If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for **award of credit or final grade**. ~~this purpose.~~ [See FEA(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS.]]

TRANSFERS /  
MIGRANT  
STUDENTS

2. A transfer or migrant student incurs absences only after his or her enrollment in the District.

~~BEST INTEREST  
STANDARD~~

- ~~1. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.~~

DOCUMENTATION

- ~~4.3.~~ The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.

CONSIDERATION OF  
CONTROL

- ~~5.4.~~ The committee shall consider whether the absences were for reasons out of the student's or parent's control.

STUDENT'S  
ACADEMIC RECORD

- ~~6.5.~~ The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

INFORMATION  
FROM STUDENT OR  
PARENT

- ~~7.6.~~ The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

BEST INTEREST  
STANDARD

7. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the

best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.

IMPOSING  
CONDITIONS FOR  
AWARDING CREDIT  
OR A FINAL GRADE

The committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

1. Completing additional assignments, as specified by the committee or teacher.
2. Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.
3. Maintaining the attendance standards for the rest of the semester.
4. Taking an examination to earn credit. [See EHDB]
5. Attending a flexible school day program.
6. Attending summer school.

In all cases, the student must also earn a passing grade in order to receive credit.

APPEAL PROCESS

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL). ~~beginning at Level Three.~~

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LOCAL)

Principals and other designated employees are authorized to:

1. Refuse entry onto school grounds to persons who do not have legitimate business at the school;
2. Request any unauthorized person or any person engaging in unacceptable conduct to leave the school grounds;
3. Request assistance of law enforcement officers in cases of emergency; and
4. Seek prosecution for violations of law as permitted by statute.

OFF-CAMPUS  
ACTIVITIES

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

PROHIBITIONS  
TOBACCO AND  
E-CIGARETTES

The District prohibits **smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.**

~~WEAPONS  
PROHIBITED~~

**The District prohibits the unlawful** use, possession, or display of any firearm, illegal knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

EXCEPTION

No violation of this policy occurs when the use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. **[See FOD]**

CHILD ABUSE  
INVESTIGATION

When a representative of the Department of Family and Protective Services or another lawful authority ~~requests~~~~desires~~ to question or interview a student at school as part of a child abuse investigation, the principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning.

~~OTHER~~  
QUESTIONING OF  
STUDENTS

When law enforcement officers or other lawful authorities ~~re-~~~~quest~~~~desire~~ to question or interview a student at school for any purpose other than a child abuse investigation, the following guidelines shall apply:

1. The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
2. The principal ordinarily shall make reasonable efforts to notify the student's ~~parent~~~~parents~~ or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, ~~the~~ ~~parent~~~~parents~~ shall not be notified.
3. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence.

STUDENTS TAKEN  
INTO CUSTODY

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official's identity. To the best of his or her ability, the principal shall verify the official's authority to take custody of the student ~~[see GRA]~~ and then shall deliver over the student.

The principal shall immediately notify the Superintendent and ordinarily shall notify the ~~parent~~~~parents~~ or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the ~~parent~~~~parents~~ at that time, the principal shall not notify the ~~parent~~.

~~[See FO for notification requirements by the campus behavior coordinator under Education Code Chapter 37.]~~~~parents.~~

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Approval**  
**Department: Human Resources**



**Agenda Item #8C (Business Items)**

**Discussion and Possible Action revisions to 2015-2016 Athletic Stipend Schedule**

**Recommendation**

**The Administration recommends the approval of the revisions to the 2015-2016 Athletic Stipend Schedule to separate the Head Tennis Stipend for High School and for Middle School.**

**Summary**

**The Board approved a comprehensive Athletic Stipend Schedule in June of 2015 for the 2015/2016 school year. At that time, BCISD contracted with TASB to undergo a comprehensive salary study and recommendations were made based on data collected across the state of Texas.**

**Since that time, Administration was asked to review the stipend pay practice for Head Tennis. Tennis has a unique season as there is now a Fall and a Spring component to this sport that was not in place when the stipends were originally set in 2013/2014. Upon review, it has come to our attention Districts are not reporting stipend salary consistently to TASB (primarily because of the Fall and Spring seasons and the tendency to combine HS & MS); as such, BCISD's Human Resources contacted our peer Districts to determine their pay practices for Head Tennis.**

**Because this is a unique situation and sport, Administration is recommending a change to the Head Tennis stipend based on the data collected.**

- The current Head Tennis stipend is \$6000 for High School and Middle School combined for both fall and spring**
- We are recommending the Head Tennis stipend be separated for the two schools.**
  - High School Head Tennis Stipend = \$5,000**
  - Middle School Head Tennis Stipend = \$2000**

**This represents a total increase to the stipend schedule of \$1,000.**

**Respectfully Submitted by:**

**Contessa Huffman**  
**Director of Human Resources and Administrative Services**



**Athletic Extra Duty Stipends**  
2015/2016 Compensation Plan

<i>High School</i>	15/16 Stipend Amount	15/16 # Allotted	15/16 Total Budget
Athletic Coordinator - HS Girls	\$ 4,000	1	\$ 4,000
Athletic Trainer	\$ 12,000	1	\$ 12,000
Baseball - Head	\$ 5,500	1	\$ 5,500
Baseball - Asst	\$ 3,000	2	\$ 6,000
Basketball - Head Boys	\$ 6,500	1	\$ 6,500
Basketball - Head Girls	\$ 6,500	1	\$ 6,500
Basketball - JV Asst Boys	\$ 4,000	1	\$ 4,000
Basketball - JV Asst Girls	\$ 4,000	1	\$ 4,000
Basketball - 9th Boys	\$ 3,500	1	\$ 3,500
Basketball - 9th Girls	\$ 3,500	1	\$ 3,500
Football - Asst Head	\$ 7,000	1	\$ 7,000
Football - Def Coordinator	\$ 7,000	1	\$ 7,000
Football - Off Coordinator	\$ 7,000	1	\$ 7,000
Football - Asst	\$ 6,000	6	\$ 36,000
Football - Film	\$ 1,200	1	\$ 1,200
Golf - Head	\$ 4,500	1	\$ 4,500
Powerlifting - Head	\$ 4,500	1	\$ 4,500
Powerlifting - Asst	\$ 2,000	1	\$ 2,000
Soccer Head - Boys	\$ 4,000	1	\$ 4,000
Soccer Head - Girls	\$ 4,000	1	\$ 4,000
Softball - Head	\$ 5,500	1	\$ 5,500
Softball - Asst	\$ 3,000	2	\$ 6,000
Strength & Conditioning	\$ 1,000	6	\$ 6,000
Tennis - Head (Fall & Spring)	\$ 5,000	1	\$ 5,000
Track - Head Boys	\$ 4,700	1	\$ 4,700
Track - Head Girls	\$ 4,700	1	\$ 4,700
Track - Asst Boys	\$ 3,000	3	\$ 9,000
Track - Asst Girls	\$ 3,000	3	\$ 9,000
Volleyball - Head	\$ 6,500	1	\$ 6,500
Volleyball - JV	\$ 3,500	2	\$ 7,000

<i>High &amp; Middle School</i>	15/16 Stipend Amount	15/16 # Allotted	15/16 Total Budget
Cross Country - Head	\$ 4,500	1	\$ 4,500
Cross Country - Asst	\$ 2,000	1	\$ 2,000
Swimming - Head	\$ 6,000	1	\$ 6,000
Tennis - Asst (Fall & Spring)	\$ 2,500	1	\$ 2,500

<i>Middle School</i>	15/16 Stipend Amount	15/16 # Allotted	15/16 Total Budget
Athletic Coordinator - Boys & Girls	\$ 5,000	1	\$ 5,000
Basketball - Boys	\$ 2,000	4	\$ 8,000
Basketball - Girls	\$ 2,000	4	\$ 8,000
Football - Head	\$ 3,000	1	\$ 3,000
Football - Asst	\$ 2,500	3	\$ 7,500
Golf	\$ 2,000	1	\$ 2,000
Tennis - Head	\$ 2,000	1	\$ 2,000
Track - Boys	\$ 2,000	4	\$ 8,000
Track - Girls	\$ 2,000	4	\$ 8,000
Volleyball	\$ 2,500	3	\$ 7,500

**For: Burnet Consolidated ISD Board of Trustees**  
**Date: October 19, 2015**  
**Action: Approval**  
**Department: Human Resources**



**Agenda Item #8D (Business Items)**  
**Discussion and Possible Action regarding Approval of Personnel**

**Recommendation**

The Administration recommends the approval of contract professional personnel as listed.

**Summary**

The following list of professional personnel is being presented for your approval.

**Hires - 2**

<b>Name</b>	<b>Assignment</b>	<b>Location</b>
Pritchett, Larry	Special Education Teacher	Bertram Elementary
<p>Mr. Pritchett was interviewed by Jennifer Simpson, Principal, Erika O'Connor, Asst. Principal, Jessica Morris, Diagnostician, and Teresa Smith, Director of Special Programs. Mr. Pritchett has a Bachelor of Science from Hardin-Simmons University and then went on to obtain a Master's of Art in Religious Education. Mr. Pritchett has worked for Burnet CISD as a Life Skills Instructional Partner since 2008 and has firsthand knowledge of what it takes to be a successful Special Education Teacher in the Life Skills classroom. Mr. Pritchett is seeking his teaching certification through alternative certification and is eligible pending an offer of employment. During his tenure at Bertram Elementary, Mr. Pritchett has more than shown his strong work ethic, dependability, and his natural ability to place students at the forefront when making decisions regarding student learning, safety and well-being. Mr. Pritchett is able to diffuse situations and to calm students quickly while developing a safe learning environment and building a strong rapport with all of his students. Mr. Pritchett is excited to officially begin his teaching career with the students he has supported during his employment with Burnet CISD.</p>		
Qualls Runge, Kayla	2 <sup>nd</sup> Grade Teacher	Burnet Elementary
<p>Ms. Qualls Runge was interviewed by Cindy Walker, BES Principal, Bonnie Sullivan, BES Asst. Principal, and the 2nd grade team of teachers, Kim Stubblefield, Terri Herrin, Shannon Wendt, Cassie Courtney, Jessica Kelly, Tammy Marvin, Keilah Hernandez, and Tiffany Clark. Ms. Qualls Runge is a Burnet High School Alumni who then went on to graduate from Texas State University with a BBA in Management. Ms. Qualls Runge then decided her love for students could not be ignored and she is currently pursuing her alternative teaching certification. She has passed all required coursework and testing and only awaits the offer of a position in order to be granted a provisional teaching certification in EC-6. Ms. Qualls Runge is familiar with teaching practices used at Burnet Elementary like Daily 5 and is currently on the Burnet CISD substitute teacher list. Ms. Qualls Runge is very excited to begin her teaching career at her alma matter.</p>		

**Resignations - 1**

<b>Name</b>	<b>Assignment</b>	<b>Location</b>
Johnston, Gregory	Special Education Teacher	Bertram

The following list of at-will employees is being presented for your knowledge.

**Hires - 7**

<b>Name</b>	<b>Assignment</b>	<b>Location</b>
Ayala, Cristina	Custodian	Maintenance
Chachere, Joshua	HVAC Technician	Maintenance
Chambliss, Thomas	Bus Driver Trainee	Transportation
Chapa, Valentin	Bus Driver Trainee	Transportation
Heine, Matthew Kyle	General Maintenance	Maintenance
Tarver, Jacob	Bus Driver Trainee	Transportation
Warden, Jennie	Custodian	Maintenance

**Resignations - 4**

<b>Name</b>	<b>Assignment</b>	<b>Location</b>
Alexander, Pete	Bus Driver	Transportation
Baladez, Radena	Purchasing Coordinator	Food Service
Freeman, Stephanie	Custodian	Maintenance
Klaproth, Kenley	Grounds Worker	Maintenance

**Respectfully Submitted by:**

**Contessa Huffman**  
**Director of Human Resources and Administrative Services**

## Summary

Since 1980 I have been involved in both Christian and secular education. After receiving my Master of Religious Education in 1980, I worked as a youth pastor responsible their Christian education. I also worked as a minister of Family Life and Recreation. Planning and implementing programs and activities for all ages. In 1987, I moved to Togo, West Africa where I directed the West Africa Conference Center in Lome, Togo . There we trained pastors throughout Africa. In 1993 we transferred to the former Soviet Union, Minsk, Belarus. I worked as a Sunday school developer, helping churches re-establish children Sunday schools, after 70 years of Christian education being banned due to communism. In 2000 I worked with Buckner Children Home as their activities director and Chaplin. While serving at the home, I co-directed a youth program called "GATEWAY" which stands for; "Gaining Achievement Through Emotional Wellness for At Risk Youth. We worked with at-risk students from area school districts implementing programs to develop social skills as well as basic life skills. In 2001 I taught the Behavior Intervention Class at Lampasas High School. From there I went to worked for Alcohol, Drug Abuse Council of Texas. There, I taught basic life skills to high schools and middle schools throughout a seven county area. Presently I'm a paraprofessional with the Life Skill class at Bertram Elementary School.

## Highlights

Working as a Paraprofessional with Burnet CISD from 2008 until present.

## Accomplishments

Awarded Bertram ES Paraprofessional of the year 2014-2015.

## Education

<b>Hardin Simmons University</b> <b>Bachelor of Science: Health and Physical Education</b> Abilene, TX	1978
<b>Southwestern Baptist Theological Seminary</b> <b>Master of Arts: Religious Education</b> Fort Worth, TX, USA	1980

## Experience

Burnet CISD <b>Paraprofessional for Life Skills</b> Burnet, TX	August 2008 to Current
Bealls <b>Store Manager</b> Houston, TX Managed the store's day to day operation including a staff of 15 associates and responsible for the store's performance.	July 2005 to July 2008
Buckner Children Ranch <b>Activity Director and Chaplin</b> Richmond, VA Developed activities for physical, emotional and spiritual well being	April 2000 to August 2001
Coggin Ave Baptist Church <b>Minister of Missions and Senior Adults</b> Brownwood, TX Led church in mission opportunities and responsible for spiritual and social needs of senior adults.	March 1996 to March 2000
International Mission Board <b>Missionary</b>	June 1987 to April 1997

# Kayla Qualls Runge

## Objective:

I am currently seeking a position as an elementary School Teacher with Burnet CISD that will utilize my strong dedication to children's development and to their educational needs. I am hoping this career opportunity will allow me to utilize and exercise my teaching skills, as well as to succeed in an environment that assists me in obtaining personal, as well as organizational goals.

## Education:

- Burnet High School 2005 - 2009
- Texas State University San Marcos 2009 – August 2013
  - Major in Management with emphases in Human Resources
    - Specialized Coursework
      - Production and Operation Management
      - Human Resource Management
      - Organizational Behavior and Human Relations
      - Management Internship
      - Employment Law
      - Entrepreneur Studies
      - Consumer Behavior
      - Management of Organizations
- iTeach Texas 2014-2015
  - Receiving certification to teach early childhood through sixth grade in the state of Texas.

## Work Experience:

- **CTDS of Texas** December 2009 – 2011
  - On-the-job responsibilities:
    - I act as a primary care giver to disabled children
    - Clean the area in which they live in
    - Give them medicines'
    - Keep up with daily maintenance
  - Supervisor-
    - Tammy White
    - 135 Shady Grove Rd. Burnet, Texas 78611
    - (830) 220-2989
- **River City Grille** May 2010 – May 2013
  - On-the-job responsibilities:
    - Serving food and beverages
    - Cleaning responsibilities upon closing
    - Customer service
    - Teamwork with fellow co-workers
  - Supervisor
    - Joe Fregel or Paul Brady
    - 700 1<sup>st</sup> street Marble Falls, Texas 78654

- (830) 798-9909
- Count and regulate cash drawers for the day
      - Mimic the on duty manager
      - Customer service at a more professional level
      - Run product mix of daily sales
      - Settle credit transactions
      - Secure daily deposit
      - Run daily labor report
      - Write employee schedules for weeks to come
      - Update weekly/monthly/yearly sales
    - Joe Frengel or Paul Brady
      - 700 1<sup>st</sup> street Marble Falls, Texas 78654
      - (830) 798-9909
- Responsible for coordinating all task that relate to a specific project
      - Completely organized and maintained every job site to keep them running smoothly
      - Kept in contact with all workers to keep organization, and jobs on scheduled time.
      - Managed all scheduling
      - Coordinated all meetings for every aspect of the job
    - Bill Bohn
      - New Braunfels, Texas 78130
      - (830) 832-5677
- To create a safe environment for the children
      - Supervised the children's activities at all times
      - Maintained house hold chores that were in relation to the children
      - Plan and instructed educational activities in and out doors
      - Prepared meals, bottles, and snacks for the children
      - Took the children out for various activities such as swimming, playing in the park, and eating out
      - Took the children to various appointments and school when needed.
      - Provided over night care, & was along side the family for vacations.
    - Tasha & Stuart Blythin
      - New Braunfels, Texas 78130
      - (830) 743-1575
- Maintain, update and create a business website
      - Maintain all forms of social media
      - Act as a third party to answer and send out all emails

- Maintain goodwill between Tottie's and the public
- Set-up and organize fundraisers, venue rental parties, and corporate events
- Produce brochures, posters, and articles for advertisement of Tottie's.

Supervisor

- Mary Watson
- Marble Falls, Texas 78654
- (512) 755-7641

- **Substitute for Burnet CISD**

August 2015 – Currently

- On-the-job responsibilities:

- Reports to school office at beginning of school day to pick up required materials/schedule of classes and at the end of the school day to return materials.
- Carries out a program of study prescribed in the lesson plans left by the classroom teacher.
- Maintains a neat and orderly classroom. Straightens chairs, tables, clears chalkboard, etc.
- Takes attendance in accordance with school procedures.
- Knows emergency evacuation routes for the classrooms assigned.
- Knows school procedures and regulations.

Supervisor

- Contessa Hoffman
- Burnet, Texas 78611
- (512) 756-2124

## Accomplishments:

- **High School**

- Nominated by peers to be a cheerleader for the schools football team.
- Placed on the Student Council board to make executive decisions for my fellow peers.
- Played multiple sports at the varsity level.
- Obtained a-b honor roll.

Was a member in the schools FCCLA (family career community leaders of American) organization, and held many leadership programs.

- **College**

- Held a job at River City Grille as a server for three years.
- Promoted to Bartending in April of 2012 at River City Grille.
- Received an internship through River City Grille as a manager.
- Passed Core EC-6 TeXes testing.