



***DRIPPING SPRINGS INDEPENDENT  
SCHOOL DISTRICT***

***Regular Meeting***

***Monday, May 19, 2014  
6:30 PM***

**The Vision of Dripping Springs I.S.D.**

To inspire and equip students to be  
Life-long learners and positive contributors to the world.

**The Mission of Dripping Springs I.S.D.**

We partner with parents and the community  
to provide a superior education for every student.

# DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT

510 W. Mercer Street  
P.O. Box 479  
Dripping Springs, TX 78620-0479  
(512) 858-3000  
www.dsisd.txed.net



## BOARD OF TRUSTEES Regular Meeting AGENDA

Monday, May 19, 2014  
510 West Mercer Street, Dripping Springs, Board Room  
6:30 PM

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*As authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., the Board during the course of the meeting covered by this notice may enter into closed or executive session to discuss personnel, legal and/or real estate matters.*

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### I. **AGENDA REVIEW MEETING (6:30 pm or immediately following the Special meeting)** - Call to order and Determination of Quorum

(This is an Agenda Review Meeting. The purpose of the meeting is to review all the listed agenda items in preparation for the regular Board meeting on Tuesday, May 27, 2014. No action will be taken at the Agenda Review Meeting.)

#### A. **OPENING CEREMONY**

1. Pledge of Allegiance to the American Flag and the Texas Flag  
***"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."***
2. Moment of Silence

#### B. **AWARDS AND RECOGNITIONS**

1. Dripping Springs Education Foundation Presentation  
Presenter: Jennifer Misko
2. Student Recognitions
  - a. Top 10 Graduates  
Presenter: HS Principal - Joe Burns
  - b. One-Act Play State Qualifiers  
Presenter: Rachael Koske
  - c. Speech/Debate State Qualifiers  
Presenter: Christy Trussell
  - d. Academic UIL State Qualifiers  
Presenter: Jeff Bixby
  - e. State Tennis Qualifiers  
Presenter: Brad Whittlesey
  - f. State Track Qualifiers  
Presenter: Bill Greene
  - g. FFA Land Evaluation Team National Competition  
Presenter: Calen McNett
3. National Nurses Week  
Presenter: Assistant Superintendent for Learning & Innovation - Greg Jung
4. Out-Going Board Member  
Presenter: Superintendent - Dr. Bruce Gearing
5. 2014 Campus Teachers of the Year  
Presenter: Superintendent - Dr. Bruce Gearing

- a. DSES: Lisa Stoll
  - b. WSES: Lindsey Thomas
  - c. RSES: Linda Atkinson
  - d. DSMS: Karol Holden
  - e. DSHS: Rachael Koske
6. District Elementary Teacher of the Year  
Presenter: Superintendent - Dr. Bruce Gearing
  7. District Secondary Teacher of the Year  
Presenter: Superintendent - Dr. Bruce Gearing
  8. Retiring Employees  
Presenter: Superintendent - Dr. Bruce Gearing

**C. PUBLIC FORUM (Sign Up to Speak)**

**Board members will listen to comments but only the Board president, as the designated spokesperson, may respond to the speaker if required. Those responses are limited to: correcting misstatements of fact presented by the speaker; referring the speaker to applicable board policy; or placing the item on a future board agenda for discussion if not listed on the current board agenda.**

**D. CONSENT AGENDA**

1. Consideration / Approval of the Minutes for the Following Board Meetings:
  - a. April 28, 2014 (Regular) 6
2. Consideration / Approval of 2013-2014 Budget Amendments 9

**E. BOARD DISCUSSION / ACTION ITEMS**

1. Consideration / Approval of Policy Update 99 18  
Presenter: Superintendent - Dr. Bruce Gearing
2. Consideration / Approval of Board Operating Procedures 243  
Presenter: Committee Chair - Caroline Pekarek
3. Consideration / Approval of Dripping Springs Vocational Ag Boosters Association Lease 264  
Presenter: Superintendent - Dr. Bruce Gearing
4. Consideration / Approval to Schedule a Public Meeting to Discuss the Budget and Proposed Tax Rate 267  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
5. Consideration / Approval of RFQ #14-003 Annual Financial Audit Services 268  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
6. Consideration / Approval of RFP #14-001 Propane Fuels 270  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
7. Consideration / Approval of Board Policy DEC Local - First Reading 272  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
8. Consideration / Approval of Board Policy DEA Local - First Reading 280  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
9. Consideration / Approval of Policy CDA Local 283  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
10. Consideration / Approval of DSISD Proclamation - 2014 Elementary and Secondary Instructional Materials Adoption Recommendations 293  
Presenter: Assistant Superintendent for Learning & Innovation - Greg Jung
11. Consideration / Approval of DSISD PDAS Calendar 2014-2015 296  
Presenter: Assistant Superintendent for Learning & Innovation - Greg Jung
12. Consideration / Approval of DSISD District Improvement Plan 2014-2015 297  
Presenter: Assistant Superintendent for Learning & Innovation - Greg Jung
13. Consideration / Approval of Engage! for Design Transformation Modeling   
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn

14. Consideration / Approval of Alpha Testing for Geotechnical Engineering Services  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
15. Consideration / Approval of Bowman Engineering for Traffic Impact Analysis  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
16. Consideration / Approval of Cunningham Allen for Survey Services  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn

**F. REPORTS AND DISCUSSION ITEMS**

1. Office of Superintendent  
Presenter: Superintendent - Dr. Bruce Gearing
  - a. Enrollment Report 332
  - b. Hays Central Appraisal District Meeting Notice 333
  - c. Other Items
2. Office of Business Services  
Presenter: Assistant Superintendent for Business Services - Elaine Cogburn
  - a. Update on Employee Benefits Committee
  - b. Budget Work Shop
  - c. Taxable Property Values 335
  - d. 2013-2014 Budget Update 338
  - e. Monthly Financial Reports 340
  - f. Monthly Report of Investments and Cash 347
  - g. Tax Collections Report 350
  - h. Check Register 353
  - i. HR Update
  - j. Legal Fees 369
  - k. Other Items
3. Office of Learning and Innovation  
Presenter: Assistant Superintendent for Learning & Innovation - Greg Jung
  - a. Washington Post High School Challenge 2014 Results 370
  - b. Newsweek America's Best High Schools 2013 Results 376
  - c. DSISD Summer School Programs 2014 378
  - d. Data Validation Monitoring - Stage 3 Intervention Report 381
  - e. Annual Nurses Report 383  
Presenter: Kathy Blakey

**G. ANNOUNCEMENTS**

**H. CLOSED SESSION**

1. DISCUSSION ITEMS
  - a. 551.074 Personnel to include discussion on employee request to rescind resignation. 403
  - b. 551.074 Personnel to include discussion on hiring of new HR Director
  - c. Consideration of Matters Pertaining to Personnel, Legal, Student Discipline and / or Real Estate

**I. OPEN SESSION**

1. POSSIBLE ACTION ITEMS PURSUANT TO DISCUSSION IN CLOSED SESSION
  - a. Consider and take possible action to permit employee to rescind resignation.
  - b. Consideration / Approval of New HR Director  
Presenter: Superintendent - Dr. Bruce Gearing

c. Consideration / Approval of Matters Pertaining to Personnel, Legal, Student Discipline and / or Real Estate

# Minutes of Regular Board of Trustees Meeting

## DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT

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A Regular Board of Trustees of DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT meeting was held Monday, April 28, 2014, beginning at 6:00 pm in the 510 West Mercer Street, Dripping Springs, Board Room.

- I. The **REGULAR MEETING** of the Dripping Springs Independent School District Board of Trustees was called to order at 6:00 pm by Barbara Stroud, Board President, who noted a quorum with members Alan Atwood, Carrie Kroll, Caroline Pekarek, Shelly Reeves and Jon Thompson present. Tim Kurpiewski was absent.
  - A. **OPENING CEREMONY**
    1. Meeting attendees were led in the Pledge of Allegiance to the American Flag and to the Texas Flag.
    2. Barbara Stroud invited the audience to join the Board in a Moment of Silence.
  - B. **AWARDS AND RECOGNITIONS**
    1. Students from the Walnut Springs Elementary Green Team made a presentation on their efforts to conserve energy, increase awareness of good environmental practices, and assist with the WSES garden.
    2. Student Recognitions
      - a. The DSHS Winterguard was recognized for finishing fifth in the state.
      - b. The state champion DSHS drumline was introduced and honored.
      - c. The DSHS Hi-Steppers were recognized for their accomplishments at the ADTS Nationals.
      - d. High School and Middle School students whose projects qualified for the 2014 Exxon Mobil State Science Fair were recognized.
      - e. Middle School students who earned state recognition in the Duke TIP (Talent Identification Program) were honored.
    3. Above and Beyond Awards were presented to: Alicia Cruz (DSES), Ronna Cruz (RSES), Amy Watson (WSES), Kevin McPherson (DSMS), Jason Littleton (DSHS), and John Crowley (Child Nutrition).
  - C. **PUBLIC FORUM** - No one spoke during the Public Forum section of the agenda.
  - D. **CONSENT AGENDA** - Following discussion, Alan Atwood made the motion, seconded by Shelly Reeves to approve the **CONSENT AGENDA** below.

### **MOTION CARRIED UNANIMOUSLY**

1. Consideration / Approval of the Minutes for the Following Board Meeting:
  - a. March 24, 2014 (Regular)
2. Consideration / Approval of 2013-2014 Budget Amendments

**E. REPORTS / DISCUSSION ITEMS**

1. Student Services Coordinator Rhonda Whitman introduced two new recommendations from the School Health Advisory Committee (SHAC). Previous recommendations were reviewed and agreed upon; one was deleted. New recommendations were 1) allotted time for middle school students for physical movement and 2) a program to incorporate “brain energizers” and interactive health lessons into curriculum that was developed and funded by Dell Children’s Hospital.
2. Representatives from Huckabee shared information with Board members about different types of construction delivery methods.

**F. BOARD DISCUSSION / ACTION ITEMS**

1. Following second reading and discussion, Alan Atwood made the motion, seconded by Jon Thompson, to approve revisions to Board Policy EIA (LOCAL) to change the length of grading periods at grades 6-12.

**MOTION CARRIED UNANIMOUSLY**

2. Following second reading and discussion, Caroline Pekarek made the motion, seconded by Carrie Kroll, to approve revisions to Board Policy EIC (LOCAL) to modify the class ranking process.

**MOTION CARRIED UNANIMOUSLY**

3. First reading and discussion were held in regard to Board Policy GKA (LOCAL) revisions to add language on e-cigarettes.
4. First reading and discussion were held for TASB Update 99.
5. Following discussion, Alan Atwood made the motion, seconded by Shelly Reeves, to approve the allocation of the \$392,750 of remaining bond funds from the 2007 program to cover the following projects: HS projection screen in main gym, HS sound panels in the weight room, HS ventilation improvements in the locker rooms, and resealing/repaving of parking lots district-wide.

**MOTION CARRIED UNANIMOUSLY**

6. Following discussion, Caroline Pekarek made the motion, seconded by Jon Thompson to approve revised 2014-2015 budget parameters.

**MOTION CARRIED UNANIMOUSLY**

7. First reading and discussion were held in regard to the Board Operating Procedures Handbook.
8. Following discussion, Caroline Pekarek made the motion, seconded by Alan Atwood, to approve the DSISD Performance in Community and Student Engagement Rating Instrument.

**MOTION CARRIED UNANIMOUSLY**

**G. REPORTS / DISCUSSION ITEMS (continued)**

1. Office of Superintendent - Superintendent Bruce Gearing presented the following reports:
  - a. Bond Election Update
  - b. Enrollment Report
  - c. TASB 2014-2016 Advocacy Agenda
  - d. Dripping Springs Water Supply Notice of Annual Member Meeting
  - e. City of Dripping Springs Notice of Application for Site Development Permit
  - f. Hays County Subdivision Application
  - g. Hays Central Appraisal District Board of Directors - Notice of Meeting

2. Office of Business Services - Assistant Superintendent for Business Services Elaine Cogburn presented the following reports:
  - a. Report of Management Fees for Cooperative Purchasing Contracts
  - b. 2013-2014 Budget Update
  - c. Monthly Financial Reports
  - d. Monthly Report of Investments and Cash
  - e. Quarterly Investment Report
  - f. Tax Collections Report
  - g. Check Register
  - h. HR Update
  - i. Legal Fees

H. **ANNOUNCEMENTS**

1. Early voting runs from April 28-May 6, at the DSISD Administration Building and with at least one evening at each campus. Election Day is May 10, 2014.
  2. Fifth-grade transition activities at the middle school are scheduled this week. There is a Sixth Grade Showcase for parents and students Tuesday evening and student campus visits on Wednesday.
  3. Several district representatives will be attending the H-E-B Excellence in Education Awards Ceremony in Houston next weekend, where the winner of the Large District of the Year will be announced.
- I. Alan Atwood made the motion, seconded by Caroline Pekarek, to **ADJOURN** at 8:34 pm.

May 27, 2014  
*Date*

**Attest:**

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President, DSISD Board of Trustees

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Secretary, DSISD Board of Trustees



Action Item

Tuesday, May 27, 2014

### Budget Amendments: May 2014

**Background:**

The Board of Trustees adopted the 2013-2014 budget May 28, 2013. Budgets for the General Fund, Child Nutrition Fund, and Debt Service Fund were included in the official district budget. Budgets are prepared and approved at fund and function levels to comply with the state’s required level of control.

Budget amendments are necessary throughout the year to realign funds. Realignment of funds will increase and/or decrease various function levels within the budget. All necessary budget amendments that change the function level should be formally approved by the Board of Trustees and recorded in Board minutes. Budget amendments increasing or decreasing revenues and/or expenditures also require formal Board approval.

The attached documents summarize the effect of budget transfers and amendments and the details of the changes being proposed. Submitted for approval are the budget revisions/amendments requested by various campuses and departments through April 18, 2014. The amendments presented at this time are for the following items:

- Several amendments transferring funds among various functions were requested from campuses and departments. These transfers have a neutral effect to fund balance.
- An increase to revenues and expenditures in Fund 198 (Athletics) for donations from Booster Club with a neutral effect on fund balance.
- An increase to revenues and expenditures in Fund 199 (General Fund) for insurance recovery on claims with a neutral effect on fund balance.
- An increase to the overall General Fund budget to cover the cost of one month’s rental on a chiller at DSHS (\$10,800).
- An increase to the overall General Fund budget to cover the cost of the contract for the SRO. This amount was mistakenly removed in a previous budget amendment (\$71,000).

The effect of the amendments presented this month is an increase to the expenditure budget of \$81,800. The overall result is a budgeted deficit of \$939,793 for Funds 198 (Athletics) and 199 (General Operating) as of May 16, 2014. As of April 2014, the actual operating results are projected to produce a surplus of \$57,699 meaning that through budget savings and increased revenues we do not expect a final operating deficit of \$939,793. (See 2013-2014 Budget Update documents.)

**Recommendation:** Approve the amendments to the 2013-2014 budget as presented.

Motion by:	_____
Second by:	_____
Vote: For	_____
Against	_____

**Dripping Springs Independent School District**  
**General Fund - Fund 199**  
**Budget Amendments/Transfers as of May 16, 2014**

	2013-2014 Original Budget	Previously Amended Budget	Proposed Amendments 05/16/14	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 28,619,354	\$ 28,751,640	\$ 21,526	\$ 28,773,166
State Sources	5,758,670	5,762,270	-	5,762,270
Federal Sources	-	8,000	-	8,000
<b>TOTAL REVENUES</b>	<b>\$ 34,378,024</b>	<b>\$ 34,521,910</b>	<b>\$ 21,526</b>	<b>\$ 34,543,436</b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ 18,801,083	\$ 19,521,656	\$ (892)	\$ 19,520,764
Function 12 - Instructional Resources & Media	484,559	402,506	-	402,506
Function 13 - Staff Development	345,049	516,897	(1,749)	515,148
Function 21 - Instructional Administration	363,638	373,072	4,605	377,677
Function 23 - School Administration	1,883,904	1,892,696	(428)	1,892,268
Function 31 - Guidance & Counseling	884,798	736,546	(2,471)	734,075
Function 32 - Social Services	-	-	-	-
Function 33 - Health Services	290,495	298,050	-	298,050
Function 34 - Student Transportation	1,782,885	1,882,313	6,346	1,888,659
Function 36 - Co-Curricular Activities	75,810	248,131	935	249,066
Function 41 - General Administration	1,342,117	1,335,569	-	1,335,569
Function 51 - Plant Maintenance & Operations	5,127,759	5,201,483	25,060	5,226,543
Function 52 - Security	85,960	77,191	71,000	148,191
Function 53 - Data Processing	752,635	854,651	920	855,571
Function 61 - Community Services	-	2,838	-	2,838
Function 81 - Capital Outlay	-	598,502	-	598,502
Function 91 - Contracted Instruction Services	750,000	-	-	-
Function 95 - JJAEP	-	-	-	-
Function 99 - Other Intergovernmental Charges	400,000	400,000	-	400,000
Transfers In/(Out)	60,000	60,000	-	60,000
<b>TOTAL ALL EXPENDITURES</b>	<b>\$ 33,430,692</b>	<b>\$ 34,402,101</b>	<b>\$ 103,326</b>	<b>\$ 34,505,427</b>
<b>Excess/(Deficiency) of Revenues vs. Expenditures</b>	<b>\$ 947,332</b>	<b>\$ 119,809</b>	<b>\$ (81,800)</b>	<b>\$ 38,009</b>
<b>Other Resources - Sale of Property</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Uses - Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Increase/(Decrease) in Fund Balance</b>	<b>\$ 947,332</b>	<b>\$ 119,809</b>	<b>\$ (81,800)</b>	<b>\$ 38,009</b>
<b>Beginning Fund Balance (*As of July 1, 2013)</b>	<b>\$ 18,477,126</b>	<b>\$ 20,664,688</b>		<b>\$ 20,664,688</b>
<b>Net Operating Results - Fund 199</b>	<b>947,332</b>	<b>119,809</b>		<b>38,009</b>
<b>Consolidation of Fund 198</b>	<b>(947,332)</b>	<b>(977,802)</b>		<b>(977,802)</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 18,477,126</b>	<b>\$ 19,806,695</b>		<b>\$ 19,724,895</b>

**Dripping Springs Independent School District**  
**General Fund - Athletics - Fund 198**  
**Budget Amendments/Transfers as of May 16, 2014**

	2013-2014 Original Budget	Previously Amended Budget	Proposed Amendments 05/16/14	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 180,000	\$ 311,874	\$ 9,304	\$ 321,178
State Sources	-	29,000	-	29,000
Federal Sources	-	-	-	-
<b>TOTAL REVENUES</b>	<b><u>\$ 180,000</u></b>	<b><u>\$ 340,874</u></b>	<b><u>\$ 9,304</u></b>	<b><u>\$ 350,178</u></b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ -	\$ -	\$ -	\$ -
Function 12 - Instructional Resources & Media	-	-	-	-
Function 13 - Staff Development	-	-	-	-
Function 21 - Instructional Administration	-	-	-	-
Function 23 - School Administration	-	-	-	-
Function 31 - Guidance & Counseling	-	-	-	-
Function 32 - Social Services	-	-	-	-
Function 33 - Health Services	-	-	-	-
Function 34 - Student Transportation	-	-	-	-
Function 36 - Co-Curricular Activities	996,532	1,182,362	9,304	1,191,666
Function 41 - General Administration	-	-	-	-
Function 51 - Plant Maintenance & Operations	125,300	130,814	-	130,814
Function 52 - Security	5,500	5,500	-	5,500
Function 53 - Data Processing	-	-	-	-
Function 61 - Community Services	-	-	-	-
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	-	-	-	-
Function 99 - Other Intergovernmental Charges	-	-	-	-
Transfers In/(Out)	-	-	-	-
<b>TOTAL ALL EXPENDITURES</b>	<b><u>\$ 1,127,332</u></b>	<b><u>\$ 1,318,676</u></b>	<b><u>\$ 9,304</u></b>	<b><u>\$ 1,327,980</u></b>
<b>Excess/(Deficiency) of</b>				
Revenues vs. Expenditures	<u>\$ (947,332)</u>	<u>\$ (977,802)</u>	<u>\$ -</u>	<u>\$ (977,802)</u>
Other Resources - Sale of Property	\$ -	\$ -	\$ -	\$ -
Other Uses - Capital Outlay	-	-	-	-
<b>Net Increase/(Decrease) in Fund Balance</b>	<b><u>\$ (947,332)</u></b>	<b><u>\$ (977,802)</u></b>	<b><u>\$ -</u></b>	<b><u>\$ (977,802)</u></b>
<b>Beginning Fund Balance (*As of July 1, 2013)</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>
<b>Projected Ending Fund Balance</b>	<b><u>\$ (947,332)</u></b>	<b><u>\$ (977,802)</u></b>		<b><u>\$ (977,802)</u></b>

**Dripping Springs Independent School District**  
**Child Nutrition - Fund 240**  
**Budget Amendments/Transfers as of May 16, 2014**

	2013-2014 Original Budget	Previously Amended Budget	Proposed Amendments 05/16/14	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 1,727,000	\$ 1,727,000	\$ -	\$ 1,727,000
State Sources	-	-	-	-
Federal Sources	389,740	389,740	-	389,740
<b>TOTAL REVENUES</b>	<b><u>\$ 2,116,740</u></b>	<b><u>\$ 2,116,740</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 2,116,740</u></b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ -	\$ -	\$ -	\$ -
Function 12 - Instructional Resources & Media	-	-	-	-
Function 13 - Staff Development	-	-	-	-
Function 21 - Instructional Administration	-	-	-	-
Function 23 - School Administration	-	-	-	-
Function 31 - Guidance & Counseling	-	-	-	-
Function 32 - Social Services	-	-	-	-
Function 33 - Health Services	-	-	-	-
Function 34 - Student Transportation	-	-	-	-
Function 35 - Food Service	2,116,740	2,176,659	-	2,176,659
Function 36 - Co-Curricular Activities	-	-	-	-
Function 41 - General Administration	-	-	-	-
Function 51 - Plant Maintenance & Operations	-	-	-	-
Function 52 - Security	-	-	-	-
Function 53 - Data Processing	-	-	-	-
Function 61 - Community Services	-	-	-	-
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	-	-	-	-
Function 99 - Other Intergovernmental Charges	-	-	-	-
Transfers In/(Out)	-	-	-	-
<b>TOTAL ALL EXPENDITURES</b>	<b><u>\$ 2,116,740</u></b>	<b><u>\$ 2,176,659</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 2,176,659</u></b>
<b>Excess/(Deficiency) of</b>				
Revenues vs. Expenditures	\$ -	\$ (59,919)	\$ -	\$ (59,919)
Other Resources - Sale of Property	\$ -	\$ -	\$ -	\$ -
Other Uses - Capital Outlay	-	-	-	-
<b>Net Increase/(Decrease) in Fund Balance</b>	<b><u>\$ -</u></b>	<b><u>\$ (59,919)</u></b>	<b><u>\$ -</u></b>	<b><u>\$ (59,919)</u></b>
<b>Beginning Fund Balance (*As of July 1, 2013)</b>	<b>\$ 641,780</b>	<b>\$ 994,885</b>		<b>\$ 994,885</b>
<b>Projected Ending Fund Balance</b>	<b><u>\$ 641,780</u></b>	<b><u>\$ 934,966</u></b>		<b><u>\$ 934,966</u></b>

**Dripping Springs Independent School District  
Debt Service - Fund 599  
Budget Amendments/Transfers as of May 16, 2014**

	2013-2014 Original Budget	Previously Amended Budget	Proposed Amendments 05/16/14	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 12,230,201	\$ 12,230,201	\$ -	\$ 12,230,201
State Sources	-	-	-	-
Federal Sources	-	-	-	-
<b>TOTAL REVENUES</b>	<b><u>\$ 12,230,201</u></b>	<b><u>\$ 12,230,201</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 12,230,201</u></b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ -	\$ -	\$ -	\$ -
Function 12 - Instructional Resources & Media	-	-	-	-
Function 13 - Staff Development	-	-	-	-
Function 21 - Instructional Administration	-	-	-	-
Function 23 - School Administration	-	-	-	-
Function 31 - Guidance & Counseling	-	-	-	-
Function 32 - Social Services	-	-	-	-
Function 33 - Health Services	-	-	-	-
Function 34 - Student Transportation	-	-	-	-
Function 35 - Food Service	-	-	-	-
Function 36 - Co-Curricular Activities	-	-	-	-
Function 41 - General Administration	-	-	-	-
Function 51 - Plant Maintenance & Operations	-	-	-	-
Function 52 - Security	-	-	-	-
Function 53 - Data Processing	-	-	-	-
Function 61 - Community Services	-	-	-	-
Function 71 - Debt Service	9,910,247	9,910,247	-	9,910,247
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	-	-	-	-
Function 99 - Other Intergovernmental Charges	-	-	-	-
Transfers In/(Out)	-	-	-	-
<b>TOTAL ALL EXPENDITURES</b>	<b><u>\$ 9,910,247</u></b>	<b><u>\$ 9,910,247</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 9,910,247</u></b>
<b>Excess/(Deficiency) of</b>				
Revenues vs. Expenditures	<b><u>\$ 2,319,954</u></b>	<b><u>\$ 2,319,954</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 2,319,954</u></b>
Other Resources - Sale of Property	\$ -	\$ -	\$ -	\$ -
Other Uses - Capital Outlay	-	-	-	-
<b>Net Increase/(Decrease) in Fund Balance</b>	<b><u>\$ 2,319,954</u></b>	<b><u>\$ 2,319,954</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 2,319,954</u></b>
<b>Beginning Fund Balance (*As of July 1, 2013)</b>	<b>\$ 9,284,027</b>	<b>\$ 8,402,295</b>		<b>\$ 8,402,295</b>
<b>Projected Ending Fund Balance</b>	<b><u>\$ 11,603,981</u></b>	<b><u>\$ 10,722,249</u></b>		<b><u>\$ 10,722,249</u></b>

**Dripping Springs Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of May 16, 2014**

**REVENUES:**

Ref #	Offset Function	Organization	Amount	#	Description
1405-B05		999	21,526		Budget for Insurance recovery

<b>TOTAL REVENUES</b>	<b>\$ 21,526</b>
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**EXPENDITURES:**

**Function 11 - Instruction**

Ref #	Offset Function	Organization	Amount	Description
1405-B04	23	102	(572)	Transfer funds to cover shortage
1405-B11	23	103	1,000	Transfer funds to cover shortage
1405-B11	31	103	(710)	Transfer funds to cover shortage
1405-B04	36	001	(60)	Transfer funds to cover shortage
1405-B07	13	001	(40)	Transfer funds to cover shortage
1405-B12	31	870	(510)	Transfer funds to cover shortage

<b>TOTAL FUNCTION 11</b>	<b>\$ (892)</b>
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**Function 12 - Instructional Resources & Media**

Ref #	Offset Function	Organization	Amount	Description
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<b>TOTAL FUNCTION 12</b>	<b>\$ -</b>
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**Function 13 - Staff Development**

Ref #	Offset Function	Organization	Amount	Description
1405-B04	36	001	(875)	Transfer funds to cover shortage
1405-B07	11	001	40	Transfer funds to cover shortage
1405-B12	21	870	(914)	Transfer funds to cover shortage

<b>TOTAL FUNCTION 13</b>	<b>\$ (1,749)</b>
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**Function 21 - Instructional Administration**

Ref #	Offset Function	Organization	Amount	Description
1405-B12	13	870	4,605	Transfer funds to cover shortage

<b>TOTAL FUNCTION 21</b>	<b>\$ 4,605</b>
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**Function 23 - School Administration**

Ref #	Offset Function	Organization	Amount	Description
1405-B04	11	102	572	Transfer funds to cover shortage
1405-B11	11	103	(1,000)	Transfer funds to cover shortage

<b>TOTAL FUNCTION 23</b>	<b>(428)</b>
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**Dripping Springs Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of May 16, 2014**

**Function 31 - Guidance & Counseling**

Offset				
Ref #	Function	Organization	Amount	Description
1405-B11	11	103	710	Transfer funds to cover shortage
1405-B12	13	870	(3,181)	Transfer funds to cover shortage
<b>TOTAL FUNCTION 31</b>			<b>\$ (2,471)</b>	

**Function 33 - Health Services**

Offset				
Ref #	Function	Organization	Amount	Description
<b>TOTAL FUNCTION 33</b>			<b>\$ -</b>	

**Function 34 - Student Transportation**

Offset				
Ref #	Function	Organization	Amount	Description
1405-B05	0	0	6,346	Budget for Insurance Recovery
<b>TOTAL FUNCTION 34</b>			<b>\$ 6,346</b>	

**Function 36 - Co-Curricular Activities**

Offset				
Ref #	Function	Organization	Amount	Description
1405-B04	11,13	001	935	Transfer funds to cover shortage
<b>TOTAL FUNCTION 36</b>			<b>\$ 935</b>	

**Function 41 - General Administration**

Offset				
Ref #	Function	Organization	Amount	Description
<b>TOTAL FUNCTION 41</b>			<b>\$ -</b>	

**Function 51 - Plant Maintenance & Operations**

Offset				
Ref #	Function	Organization	Amount	Description
1405-B05	0	0	14,260	Budget for Insurance Recovery
1405-B13		001	10,800	Add budget to cover rental costs for chiller at DSHS
<b>TOTAL FUNCTION 51</b>			<b>\$ 25,060</b>	

**Function 52 - Security**

Offset				
Ref #	Function	Organization	Amount	Description
1405-B13	0	001,041	71,000	Add back budget for contract SRO (eliminated in previous months)
<b>TOTAL FUNCTION 52</b>			<b>\$ 71,000</b>	

**Dripping Springs Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of May 16, 2014**

**Function 53 - Data Processing**

Ref #	Offset		Amount	Description
	Function	Organization		
1405-B05	0	0	920	Budget for Insurance Recovery
<b>TOTAL FUNCTION 53</b>			<b>920</b>	

**Function 61 - Community Services**

Ref #	Offset		Amount	Description
	Function	Organization		
<b>TOTAL FUNCTION 61</b>			<b>\$ -</b>	

**Function 81 - Capital Outlay**

Ref #	Offset		Amount	Description
	Function	Organization		
<b>TOTAL FUNCTION 81</b>			<b>\$ -</b>	

**Function 91 - Contracted Instruction Services**

Ref #	Offset		Amount	Description
	Function	Organization		
<b>TOTAL FUNCTION 91</b>			<b>-</b>	

**Function 99 - Other Intergovernmental Charges**

Ref #	Offset		Amount	Description
	Function	Organization		
<b>TOTAL FUNCTION 99</b>			<b>\$ -</b>	

<b>TOTAL EXPENDITURES</b>	<b>\$ 103,326</b>
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<b>INCREASE/(DECREASE) TO FUND BALANCE</b>	<b>\$ (81,800)</b>
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**Dripping Springs Independent School District**  
**General Fund - Athletics - Fund 198**  
**Summary of Budget Transfers/Amendments**  
**As of May 16, 2014**

**REVENUES:**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>#</u>	<u>Description</u>
1405-B06	36	1	\$ 3,799		Booster Club Donation
1405-B06	36	41	5,505		Booster Club Donation

<b>TOTAL REVENUES</b>			<b>\$ 9,304</b>		
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**EXPENDITURES:**

**Function 34 - Student Transportation**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
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<b>TOTAL FUNCTION 34</b>			<b>\$ -</b>	
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**Function 36 - Co-Curricular Activities**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
1405-B06	0	0	3,799	Booster Club Donation
1405-B06	0	0	5,505	Booster Club Donation

<b>TOTAL FUNCTION 36</b>			<b>\$ 9,304</b>	
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**Function 51 - Plant Maintenance & Operations**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
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<b>TOTAL FUNCTION 51</b>			<b>\$ -</b>	
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**Function 52 - Security**

<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
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<b>TOTAL FUNCTION 52</b>			<b>\$ -</b>	
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<b>TOTAL EXPENDITURES</b>			<b>\$ 9,304</b>	
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<b>INCREASE/(DECREASE) TO FUND BALANCE</b>			<b>\$ -</b>	
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Update 99 contains (LOCAL) policies that require board action before we can incorporate Update 99 into your district's Policy On Line manual.

Please notify Loretta Jeschke of your policy adoption by **faxing this form to 512-467-3618**, or by **e-mailing your notification to [pol-support@tasb.org](mailto:pol-support@tasb.org)**, or by **completing the form electronically through Policy On Line Administrator Tools (<https://www.tasb.org/apps/PolicyAdmin>)** using your myTASB login and clicking the "Notify TASB of Policy Adoption" link.

**105904 Dripping Springs ISD**

Your Name: \_\_\_\_\_

Your E-mail: \_\_\_\_\_

We will send a confirmation e-mail when your update is placed online.

**Previous Updates**

- I confirm that all updates prior to Update 99 have been adopted. (Visit <http://www.tasb.org/apps/policyUpdates/index.aspx> to see updates pending adoption. Your Local Manual Updates will remain available through myTASB until your district notifies us of adoption.)

**Update 99** Adoption Date: \_\_\_\_\_

Status (please check one):

- Adopted as presented by TASB—place online immediately
- Adopted with further changes, described below\*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\* If you have changes to the listed policies that you have not already sent to your policy consultant, please attach the policies to this form or e-mail them to your consultant to ensure they are processed as a Local District Update. Your policy consultant, Eric Narcisse, may contact you about these policies, if necessary.

If you have any questions, please contact Loretta Jeschke by phone at 800-580-7529.

**Update  
99**

**Policy On Line®  
Adoption Notification Form**

**TASB Policy Service**

**Fax: 512-467-3618**



Localized Policy Manual

# Update 99

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

## Dripping Springs ISD

Update 99 represents the second of two post-legislative updates, focusing primarily on incorporating changes in law from the 83rd Legislative Session that were not included in Update 98 and recent amendments to the Administrative Code as a result of the recent legislation. Major topics include district legal counsel, safety programs, graduation, credit by examination, and student discrimination and harassment.

Please note that local policy recommendations to EIF(LOCAL) addressing graduation will be sent outside of this Update and will be based on your district's responses to the House Bill 5 EIF(LOCAL) survey recently sent to your district. If you have not completed the survey, it may be accessed at <https://www.tasb.org/services/policy/mytasb/index.aspx>.

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

In addition to the updated policies, your Localized Update 99 packet contains:

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

*Vantage Points—A Board Member's Guide to Update 99* may be found in the separately wrapped package accompanying this packet. *Vantage Points* offers a highly summarized overview of the update and is intended to provide local officials a first glance at the scope of the update—as a prelude to studying the detailed Explanatory Notes and policy text within the packet. **Please distribute the enclosed copies of *Vantage Points* to your board members** at the earliest possible opportunity, preferably with their review copies of this update.

Update 99 policies are so identified in the lower left-hand corner of each policy page. If you have any questions concerning this update, please call your policy consultant, Eric Narcisse, at 800-580-7529 or 512-467-0222.

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## Regarding board action on Update 99 . . .

- Board action on Localized Update 99 must occur within a properly posted, open meeting of the board and may be addressed on the agenda posting as “Policy Update 99, affecting (LOCAL) policies (see attached list of codes).” Policy On Line districts have access to a list of the (LOCAL) policies included in the update through the Local Manual Updates application in myTASB. Other districts may generate a list of the (LOCAL) policy codes added, revised, or deleted (and the titles/subtitles of those policies) using the Instruction Sheet as a guide and attach that list to the posting. BoardBook compilers should use “Policy Update 99, affecting (LOCAL) policies” as the agenda item and, as agenda sub-items, the code and name of each of the (LOCAL) policies affected by the update.
- A suggested motion for board action on Localized Update 99 is as follows:  
*“I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 99 [with the following changes:]”*
- The board’s action on Localized Update 99 must be reflected in board minutes. The Instruction Sheet—annotated to reflect any changes made by the board—and the Explanatory Notes for the update should be filed with the minutes where they make up the authoritative record of your board’s actions. Include a copy of new, replaced, or rescinded **(LOCAL)** policies.
- In constructing the separate historical record of the manual, the emphasis is on tracking the history of individual policies. For guidance on maintaining this record, please refer to the *Administrator’s Guide to Policy Management* available in the myTASB Policy Service Resource Library at [http://www.tasb.org/services/policy/mytasb/admin\\_guide/index.aspx](http://www.tasb.org/services/policy/mytasb/admin_guide/index.aspx).

## Regarding manual maintenance and administrative regulations . . .

- **Notify your policy consultant of any changes made by the board so that Policy Service records—forming the basis for subsequent updating recommendations—exactly mirror your manual.**
- The update should be incorporated into each of the district’s Localized Policy Manuals as soon as practicable. If the district uses Policy On Line, you will need to notify us of the board’s action on Update 99 so that your district’s Localized Policy Manual as it appears on TASB’s Web server can be updated. Policy On Line staff may be reached by phone (800-580-7529 or 512-467-0222), by fax (512-467-3618, using the Update 99 Adoption Notification Form enclosed), by e-mail ([pol-support@tasb.org](mailto:pol-support@tasb.org)), or through the Policy On Line Administrator Tools (<https://www.tasb.org/apps/PolicyAdmin>).
- Administrative procedures and documents—including formal (REGULATIONS), handbooks, and guides—that may be affected by Update 99 policy changes should be inspected and revised by the district as needed.

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

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# Instruction Sheet

## TASB Localized Policy Manual Update 99

District      Dripping Springs ISD

<b>Code</b>	<b>Action To Be Taken</b>	<b>Note</b>
ATTN (NOTE)	No policy enclosed	See explanatory note
A18 (INTRO)	Replace introduction	Revised introduction
AG (LEGAL)	ADD policy	See explanatory note
AIA (LEGAL)	Replace policy	Revised policy
AIC (LEGAL)	Replace policy	Revised policy
BBFB (LEGAL)	Replace policy	Revised policy
BDD (LOCAL)	Replace policy	Revised policy
BP (LOCAL)	Replace policy	Revised policy
CCE (LEGAL)	ADD policy	See explanatory note
CCG (LEGAL)	Replace policy	Revised policy
CFB (LEGAL)	ADD policy	See explanatory note
CFEA (LOCAL)	DELETE policy	See explanatory note
CG (LEGAL)	ADD policy	See explanatory note
CK (LOCAL)	Replace policy	Revised policy
COB (LEGAL)	Replace policy	Revised policy
CRF (LEGAL)	Replace policy	Revised policy
CRG (LEGAL)	Replace policy	Revised policy
DAC (LOCAL)	DELETE policy	See explanatory note
DBD (LEGAL)	Replace policy	Revised policy
DEAA (LEGAL)	Replace policy	Revised policy
DK (LEGAL)	Replace policy	Revised policy
DPB (LEGAL)	Replace policy	Revised policy
EHAC (LEGAL)	Replace policy	Revised policy
EHBK (LEGAL)	Replace policy	Revised policy
EHDC (LEGAL)	Replace policy	Revised policy
EHDC (LOCAL)	Replace policy	Revised policy
EIF (LEGAL)	Replace policy	Revised policy
EKB (LEGAL)	Replace policy	Revised policy
FBA (LEGAL)	Replace policy	Revised policy
FFF (LOCAL)	DELETE policy	See explanatory note
FFH (LOCAL)	Replace policy	Revised policy
GB (LEGAL)	DELETE policy	See explanatory note

Instruction Sheet  
TASB Localized Policy Manual Update 99

GBA (LEGAL)	Replace policy	Revised policy
GKA (LEGAL)	Replace policy	Revised policy
GNC (LEGAL)	Replace policy	Revised policy

# Explanatory Notes

## TASB Localized Policy Manual Update 99

District: Dripping Springs ISD

ATTN (NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

**Please note:** Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to bills from the 83rd Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted. Throughout the explanatory notes, House Bill is abbreviated as HB and Senate Bill is abbreviated as SB.

A18 (INTRO) INTRODUCTION

We have revised the Introduction to the manual for clarification and to update the list of terms and abbreviations.

AG (LEGAL) HOME-RULE DISTRICTS

This legally referenced policy addressing the option to operate the district under a home-rule charter is recommended for inclusion in the district's policy manual. These existing statutory provisions explain the legal requirements to become a home-rule charter and applicable law once a home-rule charter is established.

AIA (LEGAL) ACCOUNTABILITY  
ACCREDITATION AND PERFORMANCE INDICATORS

Revisions to this legally referenced material addressing accreditation are from HB 5:

- As a condition of ACCREDITATION, districts must now make Algebra II available to each high school student.
- At STUDENT ACHIEVEMENT INDICATORS, the definition of "required improvement" has been amended to refer to college readiness.
- QUALITY OF LEARNING INDICATORS must include the percentage of students who meet the requirements for the foundation high school program, the distinguished level of achievement under the foundation program, and each endorsement. For each campus, the indicators must also include the number of students, disaggregated by student populations, who take courses under the foundation program and take additional courses to earn an endorsement, disaggregated by type of endorsement.

AIC (LEGAL) ACCOUNTABILITY  
INVESTIGATIONS AND SANCTIONS

HB 5 requires a district that follows the recommendations from an ON-SITE INVESTIGATION to make reasonable efforts to seek assistance from a third party in developing an action plan for improving district performance.

The criteria for the Commissioner to authorize a SPECIAL ACCREDITATION INVESTIGATION were also revised as a result of the legislative session.

# Explanatory Notes

## TASB Localized Policy Manual Update 99

- In accordance with SB 123, the list of criteria no longer imposes a mandatory obligation on the Commissioner to conduct an investigation. The Commissioner *may* (rather than *must*) do special accreditation investigations if a criterion is met.
- HB 5 deleted references to the Recommended High School Program and investigations based on excessive numbers of students graduating under the Minimum High School Program.
- HB 5 added new criteria regarding a disproportionate number of students in a demographic group or an excessive number of students graduating with a particular endorsement.
- The Commissioner may authorize an investigation if a complaint alleges inaccurate PEIMS or other data on which TEA bases accountability determinations, per SB 123.

BBFB (LEGAL) ETHICS  
PROHIBITED PRACTICES

Beginning on page 6 at RESTRICTIONS ON PUBLIC SERVANTS – FEDERAL LAW, existing provisions have been added to this legally referenced material addressing prohibited practices. The first provision, at BRIBERY – GENERAL, prohibits a public official from accepting anything of value in return for being influenced in the performance of an official act, defrauding the U.S. government, or violating the person's official duties. The U.S. Supreme Court has held that this law applies to individuals who administer programs funded with federal money. The second provision, at BRIBERY – FEDERAL PROGRAMS, addresses recipients of funds under federal programs and prohibits district employees and officials from engaging in fraudulent activities or accepting bribes.

BDD (LOCAL) BOARD INTERNAL ORGANIZATION  
ATTORNEY

This local policy identifies who is authorized to submit inquiries to the district's legal counsel. To ensure the board has a point of contact with legal counsel even when the board has not named a specific board designee, we recommend adding the board president to the list of individuals who may seek advice or information from the district's legal counsel.

Other recommended changes are to conform to policy style.

BP (LOCAL) ADMINISTRATIVE REGULATIONS

Recommended revisions to this local policy regarding administrative regulations are to reflect common district practices. At DEVELOPMENT, the changes clarify that the superintendent or designee, who is responsible for developing and enforcing procedures, will also resolve any discrepancies among conflicting regulations. These provisions include the superintendent's authority to revise regulations when needed, making the existing text addressing revision unnecessary.

The provision requiring an official copy of the administrative regulations to be kept in the superintendent's office is recommended for deletion. Districts commonly keep official copies electronically and/or at individual campuses, so this statement no longer matches common practice.

Other recommended changes are to conform to policy style.



# Explanatory Notes

## TASB Localized Policy Manual Update 99

CFEA (LOCAL) PAYROLL PROCEDURES  
SALARY DEDUCTIONS AND REDUCTIONS

This local policy addressing salary deductions and reductions is recommended for deletion. Several of the items listed as optional deductions are now included as mandatory deductions in the legally referenced policy at this code and therefore are unnecessary to list in local policy. Other employee requests for deductions can be addressed in administrative regulations.

The provisions addressing deductions for unauthorized leave are included in DEC(LOCAL), the policy on leaves and absences.

CG (LEGAL) BONDED EMPLOYEES AND OFFICERS

This legally referenced policy addressing bonding of employees and officers is recommended for inclusion in the district's policy manual. These existing statutory provisions explain the circumstances when district employees and officers are required to post bond.

CK (LOCAL) SAFETY PROGRAM/RISK MANAGEMENT

The recommended revisions to this local policy addressing safety are to reflect common district practice and to streamline the policy. Recognizing that it is impractical to include the details of the district's safety and risk management programs in board policy, the recommended policy text gives broad authority to the superintendent to develop, implement, and promote comprehensive safety programs to address the safety of all who interact with the district.

In line with the broad scope of CK(LOCAL), specific provisions addressing student safety at FFF(LOCAL) are recommended for deletion. See FFF(LOCAL), below.

COB (LEGAL) FOOD SERVICES MANAGEMENT  
FREE AND REDUCED-PRICE FOOD PROGRAM

Effective with the 2014–15 school year, SB 376 requires that, if 80 percent or more of the students on a campus that participates in the national school BREAKFAST PROGRAM qualify for a free or reduced-priced breakfast, the campus must offer a free breakfast to every student.

The district may obtain for a campus a waiver from this requirement, not to exceed one year, if the board lists the issue separately on the agenda, receives public comment, and votes to request the waiver at the annual meeting to adopt the budget and tax rate.

CRF (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT  
UNEMPLOYMENT INSURANCE

We have added existing statutory provisions that address how a district should handle the INITIAL CLAIM AND RESPONSE to a claim for unemployment benefits.

# Explanatory Notes

## TASB Localized Policy Manual Update 99

CRG (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT  
DEFERRED COMPENSATION AND ANNUITIES

A new provision from SB 366 permitting a district to establish ROTH CONTRIBUTION PROGRAMS, if authorized by federal law, has been added on page 1.

DAC (LOCAL) EMPLOYMENT OBJECTIVES  
OBJECTIVE CRITERIA FOR PERSONNEL DECISIONS

This local policy addressing objective criteria for personnel decisions is recommended for deletion. The policy was originally required by Civil Order 5281, which is no longer applicable to your district.

DBD (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

The Texas Constitution prohibits individuals from holding at the same time more than one civil office of emolument, with certain exceptions. An existing statutory provision, added at HOLDING CIVIL OFFICE on page 4, clarifies that state military service is not considered to be a civil office of emolument. Therefore, state military service would not disqualify an individual from employment at a school district during the period of military service.

DEAA (LEGAL) COMPENSATION AND BENEFITS  
INCENTIVES AND STIPENDS

HB 1751 repealed the District Awards for Teacher Excellence (DATE) program and created the Educator Excellence Innovation Program (EEIP), which is a competitive grant program for the purpose of systematically transforming educator quality and effectiveness. New Commissioner rules on the EEIP, effective November 18, 2013, address:

- District eligibility;
- The requirement to develop a local educator excellence innovation plan;
- Use of grant funds, which can include mentoring, evaluation systems, restructuring of the school day or year, alternative teacher compensation or retention systems, and incentives to reduce turnover; and
- Waiver requests for certain statutory requirements, which require approval by a majority of the educators employed at each campus for which the waiver is sought, along with other conditions listed in the policy.

DK (LEGAL) ASSIGNMENT AND SCHEDULES

Changes to this policy are a result of amendments to State Board for Educator Certification rules:

# Explanatory Notes

## TASB Localized Policy Manual Update 99

- Chapter 231 of the Texas Administrative Code includes the credentials appropriate for each ASSIGNMENT. As a result, we have deleted the note that referenced the previous Administrative Code chart.
- Significant detail has been added regarding EMERGENCY PERMITS, including the steps the superintendent must take to activate a permit, obtaining educator consent, the eligibility requirements for individuals, and the validity and renewal of permits.

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

Amendments to State Board for Educator Certification (SBEC) rules effective August 15, 2013, clarify that SBEC requirements regarding assignment of certified employees apply to substitute teachers and require the district to keep a list of any uncertified substitute teachers.

We have added a Note to explain that state law notification requirements regarding inappropriate or uncertified teachers are met if the district also must give notice that a teacher is not highly qualified under the No Child Left Behind Act.

### EHAC (LEGAL) BASIC INSTRUCTIONAL PROGRAM REQUIRED INSTRUCTION (SECONDARY)

Beginning on page 7, a new provision from HB 897 requires each district to provide CPR INSTRUCTION to students in grades 7–12. The training can be attached to any course, but students must have the training at least once before graduation. The requirement may be waived for a student with a disability.

Provisions addressing donations for CPR instruction have been moved to this code from EHBK.

### EHBK (LEGAL) SPECIAL PROGRAMS OTHER INSTRUCTIONAL INITIATIVES

Provisions in this legally referenced policy have been grouped into mandatory and optional events. Existing statutory detail regarding public school observations has been added at several of the recognition events.

Provisions addressing donations for CPR instruction have been moved to EHAC.

### EHDC (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

Amended State Board rules on credit by examination without prior instruction align the rules with changes from HB 2694 and SB 1365. The rules specify that if a student earns a score of 80 percent or higher on an examination, the student is not required to take an end-of-course (EOC) assessment for the course.

At BOARD-APPROVED EXAMINATIONS, the rules require district-developed examinations for a course without an EOC assessment to meet the test validation requirements listed in the policy by the 2018–19 school year.

A district must provide one window for testing during each of the four calendar quarters. See ANNUAL ADMINISTRATION on page 2.

# Explanatory Notes

## TASB Localized Policy Manual Update 99

At LIMITATIONS ON TAKING EXAMINATIONS, the rules repeat statutory provisions prohibiting a student from attempting to earn credit by examination for a specific high school course more than two times and requiring enrollment in the course if a student fails to earn credit by examination for a specific high school course before the school year in which the student would ordinarily enroll in the course.

### EHDC (LOCAL) ALTERNATIVE METHODS FOR EARNING CREDIT CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

HB 2694, SB 1365, and recent State Board rules prompted recommended changes to this policy regarding credit by examination without prior instruction. Because many of the issues previously recommended for inclusion in local policy are now addressed in the rules, we recommend deleting from this local policy provisions addressing selection of test dates, requests for alternate examinations or test dates, fees, and award of credit. The broad language in the first paragraph of the policy requires the district to provide opportunities for credit by examination in accordance with law and State Board rule using examinations that, as required by law, are approved by the school board.

**Please note:** We have retained your locally developed provisions, specifically, the requirements that a student must meet for KINDERGARTEN ACCELERATION.

### EIF (LEGAL) ACADEMIC ACHIEVEMENT GRADUATION

This legally referenced policy addressing graduation has been extensively revised as a result of legislation and new State Board of Education rules.

As a result of HB 5, at the high school level, a staff member must review PERSONAL GRADUATION PLAN (PGP) options with all entering ninth graders and their parents. By the end of the school year, the student and parent must sign a PGP that identifies a course of study. A student may change his or her PGP; if so, the district must notify the student's parent.

Beginning on page 5 are new State Board rules addressing graduation requirements for STUDENTS ENTERING GRADE 9 IN THE 2014–15 SCHOOL YEAR and specific requirements for the FOUNDATION HIGH SCHOOL PROGRAM, including information on endorsements, permissible substitutions for physical education and fine arts, and performance acknowledgements.

Other changes, beginning on page 10, address the TRANSITION TO THE FOUNDATION HIGH SCHOOL PROGRAM and are a result of new Commissioner's rules, effective December 16, 2013. Students who entered grade 9 before the 2014–15 school year may graduate under one of the three previous graduation plans if they were participating in that program before the 2014–15 school year, or these students can graduate under the foundation program if they take courses under it during the 2014–15 school year. At any time prior to graduation, these students may choose to complete a different high school program than that selected by the student in the 2014–15 school year.

We have deleted obsolete provisions regarding graduation requirements for students who entered grade 9 before the 2007–08 school year.

**Please note:** In early March, Policy Service sent the district a brief electronic survey to gather information about the district's decisions regarding the foundation graduation program that must be included in board-adopted policy, such as whether the district will require additional credits for graduation and whether students may substitute certain courses and activities for physical education and fine arts credits. From the survey responses, the district's policy consultant will develop and send a draft of EIF(LOCAL) for board adoption, separate from Update 99.

# Explanatory Notes

## TASB Localized Policy Manual Update 99

### EKB (LEGAL) TESTING PROGRAMS STATE ASSESSMENT

Revised Commissioner's rules, effective February 13, 2014, resulted in changes to this legally referenced policy.

- For STUDENTS ENROLLED BELOW HIGH SCHOOL LEVEL who take a high school course with an applicable end-of-course (EOC) assessment, the assessment result shall be applied toward the student's high school assessment graduation requirements. See page 5.
- At ASSESSMENT REQUIREMENTS FOR GRADUATION, the rules clarify that a student must meet satisfactory performance on each required EOC assessment to receive a Texas diploma. However, the rules provide EXCEPTIONS for a student who was administered separate reading and writing EOC assessments under certain circumstances.
- The rules deleted a provision addressing students receiving SPECIAL EDUCATION services who are enrolled in a course for which there is no alternative version of the EOC assessment and a provision allowing a student to request to take an EOC when the student is not required to take an EOC assessment.
- On page 7, the rules prohibit an EOC assessment from being used for the purposes of CREDIT BY EXAMINATION.
- At RETAKES, the rules clarify that if a student must retake a course that he or she failed but for which the student achieved satisfactory performance on the EOC assessment, the student is not required to retake the assessment.

At SUBSTITUTE ASSESSMENTS, on page 6, we have added new Commissioner's rules, effective December 16, 2013. These rules explain when a student is eligible to use a substitute assessment in place of an EOC assessment required for graduation. A substitute assessment may be used in place of only one EOC assessment. After the student provides his or her score on a substitute assessment, the district must verify the results.

Text on exit-level assessments has been deleted, as students subject to these graduation testing requirements will graduate in 2014.

Revised Commissioner's rules, effective March 2, 2014, clarify that a district must notify each student's teacher in the tested subject of the student's test results. See TO PARENTS, STUDENTS, AND TEACHERS on page 8.

### FBA (LEGAL) EQUAL EDUCATIONAL OPPORTUNITY SERVICE ANIMALS

Changes to this policy are from HB 489, which updated state law provisions regarding assistance animal access to public facilities to better correspond with the federal Americans with Disabilities Act rules regarding service animals.

As reflected on page 3, an ASSISTANCE ANIMAL may also be referred to as a service animal and is now limited to dogs. Specific statutory requirements regarding the trainer of an assistance animal in training have been deleted.

# Explanatory Notes

## TASB Localized Policy Manual Update 99

At HARASSMENT AND HARM PROHIBITED, an existing statutory definition of *harass* has been added to support existing provisions prohibiting harassment and other such activities against an assistance animal. Another new provision provides that a person is not entitled to ask about a service animal's qualifications or certifications for purposes of granting access to a public facility except as needed to determine the type of assistance provided by the animal.

The bill also amended the PENALTIES that may be assessed against a person who violates state law regarding assistance animal access.

FFF (LOCAL) STUDENT WELFARE  
STUDENT SAFETY

As mentioned above, the content of this local policy addressing student safety is covered under the broad provisions of CK(LOCAL). Therefore, this local policy is recommended for deletion.

FFH (LOCAL) STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND  
RETALIATION

Based on recommendations by the U.S. Department of Education, Office for Civil Rights (OCR), we have amended the text of this policy to clarify that the TITLE IX COORDINATOR also handles reports of gender-based harassment and to require that the district give NOTIFICATION OF THE OUTCOME of an investigation to the relevant parties.

Recommended changes at INVESTIGATION OF THE REPORT explain how the district should proceed with its investigation when a criminal or regulatory investigation is occurring at the same time. The revisions provide that if a law enforcement or regulatory agency notifies the district of an investigation, the district will confer with the criminal or regulatory agency to determine if the district's investigation would impede the agency's investigation. During the agency investigation, the district will continue with its investigation only to the extent that it does not impede the agency investigation. Once the agency has finished gathering its evidence, however, the district is obligated to resume its investigation. Prior to completion of the district's investigation, and regardless of whether a criminal or regulatory investigation is pending, the district must take INTERIM ACTION if appropriate to address prohibited conduct or bullying.

At CONCLUDING THE INVESTIGATION, we have clarified that a pending agency investigation could constitute an extenuating circumstance that would prevent the district from completing its investigation within 10 business days.

A recommended change at CORRECTIVE ACTION replaces a reference to *harassment* with *prohibited conduct* for consistency with the terminology throughout the policy.

Language at APPEAL has been amended to clarify that either a student or *parent* may appeal the outcome of an investigation.

**Please note: Board action may also be required for FB(LOCAL) and DIA(LOCAL).** Carefully review the contact information for the district's TITLE IX COORDINATOR and ADA/SECTION 504 COORDINATOR in FFH(LOCAL). If the contact information has changed, you will need to update the information in this policy and in FB(LOCAL). If the same individuals serve as the coordinators for students and employees, you will also need to update DIA(LOCAL). Contact your policy consultant for drafts, since any policy revisions will need board action.

# Explanatory Notes

## TASB Localized Policy Manual Update 99

### GB (LEGAL) PUBLIC INFORMATION PROGRAM

This legally referenced policy addressing notification to students and parents about indoor pest control application is recommended for deletion. This provision is already included in FD(LEGAL), addressing student admissions.

### GBA (LEGAL) PUBLIC INFORMATION PROGRAM ACCESS TO PUBLIC INFORMATION

Changes to the definition of “public information” on page 1 are from SB 1368. Public information now includes information that is *written* or *produced* (in addition to collected, assembled, or maintained) under a law or ordinance or in connection with the transaction of official business:

- For a board that spends public money to write, produce, collect, assemble, or maintain the information; or
- By an individual officer or employee of a district in his or her official capacity if the information pertains to official business of the district.

The definition of public information also includes any electronic communication on any device if the communication is in connection with the transaction of official business. New definitions of “official business” and “in connection with the transaction of official business” and a list of the FORMS OF PUBLIC INFORMATION have been added.

A new provision from HB 2414 and SB 1297 on page 3 provides that if a board maintains an ONLINE MESSAGE BOARD, communications removed from the board must be maintained for six years and are public information.

Regarding public access to PERSONAL INFORMATION, HB 2961 prohibits a district from requiring an employee or former employee to choose whether to allow access to the employee’s or former employee’s social security number.

The date of birth of PEACE OFFICERS/SECURITY OFFICERS and certain other individuals is confidential in accordance with HB 1632. See page 4.

There are several changes to the list of INFORMATION EXCEPTED FROM PUBLIC DISCLOSURE beginning on page 7:

- At item 2, a Texas Supreme Court case from 2010 explains the balancing test that will be applied to the disclosure of an employee’s birth date;
- At item 12, a new provision from SB 1512 prohibits a district from releasing a sensitive crime scene image that is in the district’s possession;
- At item 21, HB 1009 protects from disclosure the identity of a school marshal; and
- At item 34, HB 3357 expands the protections for records related to participants in the TRS retirement program.

# Explanatory Notes

## TASB Localized Policy Manual Update 99

GKA (LEGAL) COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

A revision at TRESPASS on page 1 is to better track the statutory language, which provides that an *unauthorized* person who trespasses on school district grounds commits a misdemeanor.

GNC (LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES  
COLLEGES AND UNIVERSITIES

At DROPOUT RECOVERY PROGRAM beginning on page 2, we have deleted obsolete text, including an effective date and provisions limiting district eligibility.



# INTRODUCTION

This manual contains policies governing the operation of this District.

The policies are included because they are required by law or by the Texas Education Agency; because they are recommended by the Texas Association of School Boards as essential to effective District governance and management; or because the Board wishes to make a statement in a particular policy area.

This Localized Policy Manual was created with the assistance of TASB Policy Service and adheres to certain structural conventions. The most visible of these conventions is the presence of separate (LEGAL) and (LOCAL) policies at many policy codes. This separation, described in greater detail below, serves to help all users—whether members of the public or members of the Board—distinguish between the requirements of an extensive body of school law and the policy determinations of the local Board. Policy BE(LEGAL), for instance, recites statutes and case law governing meetings of the Board, while policy BE(LOCAL) adds a local dimension (agenda preparation, meeting time/place, and the like). To fully understand policy regarding Board meetings, therefore, the manual user should consider both the (LEGAL) and the (LOCAL) policies together.

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

## BASIC ORGANIZATION

The District's manual is organized on the same basis as the *TASB Policy Reference Manual*. There are seven sections, each devoted to a separate area of District governance:

- A — Basic District Foundations
- B — Local Governance
- C — Business and Support Services
- D — Personnel
- E — Instruction
- F — Students
- G — Community and Governmental Relations

## TABLES OF CONTENTS

Each section of the manual has a table of contents that lists the policy topics in that section with their respective codes. The tables of contents are designed for expansion and may contain topics that do not have a corresponding policy in the manual.

In Policy On Line®, the table of contents for a particular section contains a list of documents—each an active link—that appear in that section.

## CROSS-INDEX

A comprehensive cross-index lists topics and provides the policy codes under which information is found. Entries in the cross-index reflect statutory terminology, common usage, and significant margin notes. Because the cross-index is used also for the *TASB Policy Reference Manual* and the *TASB Regulations Resource Manual*, it contains some references to codes and topics more appropriate for a local administrative procedures manual than a board policy manual.

In Policy On Line, the cross-index contains active links to the identified policy codes where materials on a given topic may be found.

## LEGALLY REFERENCED POLICIES

The legally referenced “(LEGAL)” policies track the language of the U.S. and Texas Constitutions; federal and state statutes, including the Texas Education Code; attorney general opinions; the Texas Administrative Code, including Commissioner’s and State Board of Education rules; and other sources of authority defining the legal context for local school district governance and management.

Policy statements that cite court cases or attorney general opinions stand only for the specific statements in the policy and do not otherwise implicate the elements, contents, or conclusions of the cited authority. Such citations are provided only for reference; no other meaning is implied or intended.

The (LEGAL) policies within this manual represent the working core of legal provisions, critical to day-to-day, month-to-month decision making, regarding District governance and management. The absence of a (LEGAL) policy at a given policy code in this manual may mean that the law is silent regarding this topic.

All legally referenced policies have the designation “(LEGAL)” in the upper right corner of each page directly below the alphabetical code. This code is repeated in the lower left corner where it is followed by the (LEGAL) designation and a “version” identifier as described below.

## VERSIONS

The (LEGAL) policies found in this manual derive from (LEGAL) policies found in corresponding codes in the *TASB Policy Reference Manual*. While the *TASB Policy Reference Manual* contains provisions applicable to all districts as well as mutually exclusive provisions designed for districts of different types, sizes, and geographical locations, this Localized Policy Manual contains legal provisions specific to the District and included to inform local action.

The (LEGAL) “versions” developed by TASB Policy Service include only the legal provisions relevant to a particular district and are identified by a letter (or letter/number combination) other than “-P”

in the lower left corner of the page. To review the full range of options within a (LEGAL) policy, refer to the same code in the *TASB Policy Reference Manual*.

#### CITATIONS

In (LEGAL) policies, citations that are attached to a provision or paragraph apply only to that text. Citations that are separated from the policy text by a double line space govern all material above the citation or up to the previous citation.

#### ABBREVIATIONS

The following abbreviations are used in the italicized legal citations in the manual:

Art.	Article
Atty. Gen. L.A.	Attorney General Letter Advisory
Atty. Gen. L.O.	Attorney General Letter Opinion
Atty. Gen. Op.	Attorney General Opinion
Atty. Gen. ORD	Attorney General Open Records Decision
Business and Commerce Code	Texas Business and Commerce Code
C.F.R.	Code of Federal Regulations
Civ. Prac. & Rem. Code	Texas Civil Practices and Remedies Code
Code of Criminal Procedure	Texas Code of Criminal Procedure
Education Code	Texas Education Code
Election Code	Texas Election Code
F.Supp.	Federal Supplement
F.2d	Federal Reporter, Second Series
F.3d	Federal Reporter, Third Series
Family Code	Texas Family Code
Gov't Code	Texas Government Code
Health and Safety Code	Texas Health and Safety Code
Human Resources Code	Texas Human Resources Code
Insurance Code	Texas Insurance Code
Labor Code	Texas Labor Code
Local Gov't Code	Texas Local Government Code
Occupations Code	Texas Occupations Code
Penal Code	Texas Penal Code
S.Ct.	Supreme Court Reporter
S.W.	Southwestern Reporter
S.W.2d	Southwestern Reporter, Second Series
S.W.3d	Southwestern Reporter, Third Series
TAC	Texas Administrative Code
Tax Code	Texas Tax Code

Tex. Const.	Texas Constitution
Trans. Code	Texas Transportation Code
U.S.	United States Reporter
U.S.C.	United States Code
U.S. Const.	United States Constitution
V.A.T.S.	Vernon's Annotated Texas Statutes

**NO ADOPTION** Please note that (LEGAL) policies are NOT adopted by the Board. These documents are snapshots of often rapidly evolving law and are intended to inform decision makers and others of the legal context. Some lag will occur between the enactment of new law and its reflection in the manual. Current law will supersede any out-of-date (LEGAL) policy, in accordance with BF(LOCAL) in this manual.

**LOCAL POLICIES** Local policies are identified by the designation (LOCAL) directly below the alphabetical code, in the upper right corner of each page and again in the lower left corner.

Local policies that are preceded by a (LEGAL) policy in the same code generally expand on, or qualify, the legally referenced provisions. Other (LOCAL) policies stand alone, reflecting the Board's intentions in areas not otherwise addressed by law.

**VERSIONS** Local policy versions have been created to reflect language common to many districts and determined by the Board to be appropriate for the District. Local versions have the code in the lower left corner with the designation (LOCAL) followed by a letter (or letter/number combination) that identifies the version.

**UNIQUE LOCAL POLICIES** A unique local policy developed by the District can be distinguished from the standard local versions by the designation (LOCAL)-X in the lower left corner of the page.

**REGULATIONS** Some districts have chosen to supplement their manuals with administrative procedures to assist in implementation of policy. These will be identified by the designation (REGULATION) directly below the code in the upper right corner. Regulations are not adopted by the Board.

**EXHIBITS** Exhibits are documents containing forms, notices, and the like, that are used by the District; some exhibits are promulgated by legal authority. While not adopted by the Board, they are included in the District's manual to assist in the implementation of policy. Exhibits have the designation (EXHIBIT) directly below the code, in the upper right corner. Multiple exhibits under the same code are usually preceded by a cover page listing the various exhibits.

The usual sequence of materials, should all four documents be found at a given code, is (LEGAL), followed by (LOCAL), followed by (REGULATION), and then by (EXHIBIT).

MARGIN NOTES

Margin notes within an individual policy provide a key to the content of the paragraph or group of paragraphs they introduce, and significant margin notes are usually listed in the cross-index. Margin notes also provide a useful way to organize or map the information: Margin notes aligning on the left margin reflect generally independent topics. Indented margin notes are used to outline subtopics introduced by the major, nonindented margin note.

BOTTOM NOTES

In addition to the document code, type, and version, the following bottom notes appear on policies, regulations, and exhibits in the manual:

**DATE ISSUED:** Found in the lower left corner of each page, this indicates the date on which the document was last issued by TASB.

**UPDATE:** Shows the numbered TASB update or the Local District Update in which that document was most recently revised.

**ADOPTED:** At the center, bottom of a one-page policy or on the last page of a multi-page policy is the word "ADOPTED" followed by the date on which the Board last acted upon the policy. This notation appears only on (LOCAL) policies.

OFFICIAL MANUAL

The official manual of the District has been designated in accordance with BF(LOCAL). No other manuals shall be considered authoritative or binding.

Revisions and amendments to the policy manual occur in two basic ways:

1. TASB periodically issues *TASB Policy Reference Manual* and *Localized Policy Manual* updates in response to changes effected by legal authority governing school districts. TASB updates, which are numbered sequentially, present to the local Board (LEGAL) policies for its review and (LOCAL) policies for its consideration and adoption. Through these updates, the manual remains consistent with evolving statutory and regulatory requirements.
2. Policy revisions may be initiated by the District at any time. The Board may revise policy in response to a TASB-initiated update by adjusting local text presented for its consideration;

or the Board may adopt or revise policy on its own initiative in response to changing local circumstances.

In every case, local policy revisions initiated by the District must be submitted to TASB as a Local District Update for review by Policy Service consultants and TASB attorneys, who will alert the District if the changes are potentially troublesome or increase the legal exposure of the District. The revisions are processed into the electronic file maintained for each district. After the District notifies Policy Service that the Board has adopted the revisions, copies are sent to the District for incorporation into its Localized Policy Manual, and Policy On Line is updated with the revised text. The effectiveness of the updating system depends on the accuracy of TASB records; for this reason it is critical that revisions be promptly submitted to TASB Policy Service.

TASB USE OF  
DISTRICT RECORDS

Participating districts agree to allow TASB Policy Service to use District policy records maintained by Policy Service in statistical studies or projects aimed at achieving TASB's goal of supporting public education in the state of Texas. In no event shall TASB, Inc. act as custodian of District records within the meaning of that term in the public information law.

HOME-RULE DISTRICTS

AG  
(LEGAL)

The District may choose to operate under a home-rule charter.  
Adoption of a home-rule charter does not affect:

1. The District's boundaries.
2. Taxes or bonds of the District authorized before the effective date of the charter.

*Education Code 12.0011, .011*

POWERS OF HOME-  
RULE DISTRICT

The home-rule District has the powers and entitlements granted to school districts and school district boards, including taxing authority. The home-rule District is subject to federal and state laws and rules governing school districts except:

1. The home-rule District is subject to the Education Code only to the extent a provision of the Education Code specifically provides for the applicability to a home-rule district;
2. The home-rule District is subject to a rule adopted by the State Board of Education (SBOE) or the Commissioner only if the code provision authorizing the rule specifically applies to a home-rule district; and
3. The home-rule District is subject to all requirements of federal law and applicable court orders relating to eligibility for and the provision of special education and bilingual programs.

NONDISCRIMINATION

The above statements do not permit the home-rule District to discriminate against a student who has been diagnosed as having a learning disability, including dyslexia or attention deficit/hyperactivity disorder. Prohibited discrimination includes denial of placement in a gifted and talented program if the student would otherwise be qualified for the program but for the student's learning disability.

The above statements do not permit the home-rule District to, on the basis of race, socioeconomic status, learning disability, or family support status, place a student in a program other than the highest level program necessary to ensure the student's success.

*Education Code 12.012(a), (c)*

CHARTER  
COMMISSION

The Board shall appoint a charter commission to frame a home-rule school district charter if:

1. The Board receives a petition requesting the appointment of a charter commission signed by at least five percent of the District's registered voters; or

2. At least two-thirds of the total membership of the Board adopts a resolution ordering the appointment of a charter commission.

The Board must appoint the commission by the 30th day after receipt of the petition or adoption of the resolution.

The commission must complete the proposed charter not later than the first anniversary of the date of the commission's appointment. After that date, the commission expires and the appointment of the commission is void.

*Education Code 12.014, .015(a), (c)*

MEMBERSHIP

The charter commission shall consist of 15 District residents. The membership must reflect the racial, ethnic, socioeconomic, and geographic diversity of the District. A majority of the commission members must be parents of school-age children attending public school. At least 25 percent of the commission must be classroom teachers selected by representatives of the professional staff as provided by the planning process under Education Code 11.251(e). [See BQ series] *Education Code 12.015(a)–(b)*

GOVERNMENTAL  
BODY

The charter commission is considered a governmental body for purposes of Government Code Chapters 551 (Open Meetings Act) and 552 (Public Information Act). *Education Code 12.015(d)*

CONTENT OF HOME-  
RULE CHARTER

The home-rule charter must:

1. Describe the educational program to be offered.
2. Provide that continuation of the charter is contingent on:
  - a. Acceptable student performance on assessment instruments.
  - b. Compliance with other applicable accountability provisions.
3. Specify any basis, in addition to a basis specified at Education Code Chapter 11, Subchapter B, on which the charter may be placed on probation or revoked.
4. Describe the governing structure of the District and campuses.
5. Specify any procedure or requirement, in addition to those at Education Code Chapter 38 [see FF series], the District will follow to ensure the health and safety of students and employees.

HOME-RULE DISTRICTS

AG  
(LEGAL)

6. Describe the process by which the District will adopt an annual budget, including the use of program-weight funds.
7. Describe how the annual audit of the District's financial and programmatic operations will be conducted, including how the District will provide the necessary information to participate in the Public Education Information Management System (PEIMS).
8. Include any other provision the charter commission considers necessary.

*Education Code 12.016*

REVIEW BY  
COMMISSIONER OF  
EDUCATION

The charter commission shall submit the proposed charter to the Commissioner of Education. The Commissioner shall review the charter for compliance with applicable laws and recommend any necessary modifications. If the Commissioner does not act within 30 days after the date the Commissioner receives the proposed charter, the charter is approved. *Education Code 12.018*

CHARTER ELECTIONS

As soon as practicable after the Commissioner approves the charter, the Board shall order an election on the proposed charter. The election shall be held on the first uniform election date that occurs at least 45 days after the date the Board orders the election.

At least three copies of the proposed charter must be available in the office at each school campus and at the District's central administrative office between the date of the election order and election day. Notice of the election must include a statement of where and how copies may be obtained or viewed. A summary of the proposed charter shall be attached to each copy. The summary shall also be made available to District employees, parents, community members, and the media.

The ballot shall be written to permit voting for or against the proposition: "Whether the (name of District) shall be governed under the home-rule district charter, which is proposed by a charter commission appointed by the Board and under which only certain laws and rules apply to the District."

*Education Code 12.019*

MINIMUM VOTER  
TURNOUT

An election on the adoption of a proposed home-rule charter has no effect unless at least 25 percent of the registered voters of the District vote in the election.

If the required number of voters does not vote in the election, the Board shall order another election to be held on the first uniform election date:

HOME-RULE DISTRICTS

AG  
(LEGAL)

1. That occurs at least 45 days after the election is ordered, and
2. On which one or more elections are to be held, the combination of which covers all the territory of the District.

If the required number of voters does not vote in the election, the Board may continue to order elections until the required minimum is achieved.

*Education Code 12.022*

CHARTER  
AMENDMENTS

A home-rule charter may be amended pursuant to Education Code 12.020 and .022(b).

ADOPTION OF  
CHARTER OR  
AMENDMENT

Subject to Education Code 12.022 (minimum voter turnout), the proposed charter or amendment is adopted if approved by a majority of the qualified voters of the District voting in the election. The charter or amendment shall specify an effective date and takes effect according to its terms when the Board enters an order declaring the charter or amendment adopted. The Board shall enter the order not later than the tenth day after the date the canvass of the election returns is completed.

As soon as practicable after the District adopts the charter or amendment, the Board shall notify the Commissioner of the outcome of the election.

*Education Code 12.021*

CERTIFICATION OF  
CHARTER

As soon as practicable after the charter or amendment is adopted, the Board President shall certify to the secretary of state a copy of the charter or amendment showing voter approval. The secretary of state shall file and record the certification. A recorded charter or amendment is a public act. A court shall take judicial notice of a recorded charter or amendment and proof is not required of its provisions. *Education Code 12.023, .024*

GOVERNANCE OF  
HOME-RULE DISTRICT

The home-rule District may adopt and operate under any governing structure. The home-rule District may create offices, determine the time and method for selecting officers, and prescribe the qualifications and duties of officers. The term of any officer shall be three or four years, as determined under Education Code 11.059. *Education Code 12.025*

CHANGE IN  
GOVERNING BODY

If the adoption, amendment, or revocation of a home-rule school district charter changes the structure of the Board, the members serving on the date the adoption, amendment, or revocation takes effect shall continue in office until their successors have been chosen and have qualified for office. *Education Code 12.026*

HOME-RULE DISTRICTS

AG  
(LEGAL)

REQUIREMENTS  
UNDER EDUCATION  
CODE

The home-rule District is subject to:

1. Provisions of the Education Code establishing a criminal offense.
2. Provisions of the Education Code relating to limitations on liability.
3. Prohibitions, restrictions, or requirements relating to:
  - a. PEIMS, as determined by the Commissioner.
  - b. Educator certification under Education Code Chapter 21 and educator rights under Education Code 21.407, .408, and 22.001. [See CFEA, DGA]
  - c. Criminal history records under Education Code Chapter 22, Subchapter C. [See DBAA]
  - d. Student admissions under Education Code 25.001. [See FD]
  - e. School attendance under Education Code 25.085–28.087. [See FEA]
  - f. Interdistrict transfers under Education Code Chapter 25, Subchapter B. [See FDA]
  - g. Elementary class-size limits, in the case of any campus that fails to satisfy any standard under Education Code 39.054(e).
  - h. High school graduation under Education Code 28.025. [See EIF]
  - i. Special education programs under Education Code Chapter 29, Subchapter A. [See EHBA series]
  - j. Bilingual education under Education Code Chapter 29, Subchapter B. [See EHBE]
  - k. Prekindergarten programs under Education Code Chapter 29, Subchapter E. [See EEL, EHBG]
  - l. Safety provisions relating to the transportation of students under Education Code 34.002–.004 and .008. [See CNA, CNB, CNC]
  - m. Computation and distribution of state aid under Education Code Chapters 31, 42, and 43.
  - n. Extracurricular activities under Education Code 33.081. [See FM]

HOME-RULE DISTRICTS

AG  
(LEGAL)

- o. Health and safety under Education Code Chapter 38. [See FF series]
- p. Public school accountability under Education Code Chapter 39, Subchapters B, C, D, E and J.
- q. Equalized wealth level under Education Code Chapter 41.
- r. Bonds or other obligations or tax rates under Education Code Chapters 42, 43, and 45.
- s. Purchasing under Education Code Chapter 44. [See CH]

*Education Code 12.013(b)*

EMPLOYEES OF  
HOME-RULE  
DISTRICTS

An employee who qualifies for membership in the Teacher Retirement System shall be covered in the same manner and to the same extent as a qualified employee employed by an independent school district. *Education Code 12.012(b)*

RESCISSION OF  
CHARTER

The Board shall order an election on the question of rescinding the home-rule school district charter if:

- 1. The Board receives a petition requesting a rescission election signed by at least five percent of the registered voters of the District; or
- 2. At least two-thirds of the Board adopts a resolution ordering the election.

Rescission of a home-rule charter does not affect:

- 1. District boundaries.
- 2. Taxes or bonds of the District authorized before the effective date of the rescission.

*Education Code 12.030(b), (h)*

PROBATION OR  
REVOCAION OF  
CHARTER

The SBOE may place a home-rule charter on probation or revoke the charter. *Education Code 12.027, .028; 19 TAC 100.201*

STATUS OF DISTRICT  
IN CASE OF  
ANNEXATION OR  
CONSOLIDATION

If the District is annexed to another district under Education Code Chapter 13, and only one of the districts is a home-rule district, the status of the receiving district shall be the status of both districts following annexation. The petition under Education Code 13.003 must state the status for the consolidated district. *Education Code 12.029*

ACCOUNTABILITY  
ACCREDITATION AND PERFORMANCE INDICATORS

AIA  
(LEGAL)

ACCREDITATION

Each district must be accredited by TEA. A district that is not accredited may not receive funds from TEA or hold itself out as operating a public school of this state. *Education Code 11.001, 39.052(f)*

As a condition of accreditation, the State Board of Education (SBOE) shall require the District to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the District an Algebra II course. *Education Code 28.002(c)*

STATUSES

The Commissioner shall determine criteria for the following accreditation statuses:

1. Accredited
2. Accredited-warned
3. Accredited-probation

*Education Code 39.051*

CRITERIA

In determining the accreditation status of the District, the Commissioner shall consider performance on student achievement indicators [see STUDENT ACHIEVEMENT INDICATORS, below] and financial accountability [see CFA].

The Commissioner may also consider:

1. The District's compliance with statutory requirements and requirements imposed by rule of the Commissioner or SBOE that relate to:
  - a. Reports required by state or federal law or court order;
  - b. High school graduation requirements; or
  - c. Extracurricular activities, student health and safety, purchasing, elementary class size limits, removal of a disruptive student from the classroom, at-risk programs, and prekindergarten programs.
2. The effectiveness of the District's programs for special populations; and
3. The effectiveness of the District's career and technology program.

The District's accreditation status may be raised or lowered based on the District's performance. The District's accreditation status may be lowered based on the performance of one or more cam-

uses in the District that is below a standard required by Education Code Chapter 39, Subchapter F.

*Education Code 39.052(b)*

STUDENT  
ACHIEVEMENT  
INDICATORS

The Commissioner shall adopt a set of indicators of student achievement. The student achievement indicators shall include:

1. The results of state assessments, including the results of assessments required for graduation and retaken by students;
2. Dropout rates;
3. High school graduation rates;
4. The percentage of students who successfully completed the requirements for the distinguished level of achievement under the foundation high school program;
5. The percentage of students who successfully completed the requirements for an endorsement; and
6. At least three additional indicators of student achievement, which must include either:
  - a. The percentage of students who satisfy the college readiness benchmarks on an assessment instrument in reading, writing, or mathematics; or
  - b. The number of students who earn:
    - (1) At least 12 hours of postsecondary credit required for the foundation high school program or to earn an endorsement;
    - (2) At least 30 hours of postsecondary credit required for the foundation high school program or to earn an endorsement;
    - (3) An associate's degree; or
    - (4) An industry certification.

An indicator adopted that would measure improvements in student achievement cannot negatively affect the Commissioner's review of a district or campus if that district or campus is already achieving at the highest level for that indicator.

Performance on the state assessment and dropout rate indicators shall be compared to state standards and required improvement. State standards shall be adopted by the Commissioner.

“Required improvement” is the progress necessary for the campus or District to meet state standards and, for the state assessment indicator, the progress necessary for the students to meet the performance standards under Education Code 39.0241 (college readiness).

*Education Code 39.053*

NOTICE OF STATUS

The Commissioner shall notify the District if the District has received an accreditation status of accredited-warned or accredited-probation, or a campus’s performance is below standard. The District must notify the parents of students enrolled in the District and property owners in the District of the accreditation status and its implications. *Education Code 39.052(e)*

DROPOUT RECOVERY  
SCHOOLS

The Commissioner shall designate as a dropout recovery school a district or a campus that:

1. Serves students in grades 9 through 12;
2. Has an enrollment of which at least 50 percent of the students are 17 years of age or older as of September 1 of the school year; and
3. Meets the eligibility requirements for and is registered under alternative education accountability procedures adopted by the Commissioner.

The Commissioner shall use the alternative completion rate at Education Code 39.0545 to determine the student achievement indicator for a dropout recovery school.

*Education Code 39.0545*

QUALITY OF  
LEARNING  
INDICATORS

In addition to the student achievement indicators, the Commissioner shall adopt indicators of the quality of learning for the purpose of preparing performance reports [see AIB]. The quality of learning indicators must include:

1. The percentage of graduating students who meet the course requirements for the foundation high school program, the distinguished level of achievement under the foundation high school program, and each endorsement described by Education Code 28.025(c-1) [see EIF];
2. The results of the SAT, ACT, articulated postsecondary degree programs, and certified workforce training programs;
3. For students who have failed to satisfy the state standard on an assessment, the performance of those students on subse-

quent assessments, aggregated by grade level and subject area;

4. For each campus, the number of students, disaggregated by major student subpopulations, who take courses under the foundation high school program and take additional courses to earn an endorsement, disaggregated by type of endorsement;
5. The percentage of students provided accelerated instruction after unsatisfactory performance on a state assessment, the subject of the assessment on which each student failed to perform satisfactorily, the results of second and third administrations of the assessment, the percentage of such students promoted through the grade placement committee process, and the performance of those students in the following school year on the state assessments;
6. The percentage of students of limited English proficiency exempted from the administration of an assessment;
7. The percentage of students in a special education program assessed through alternative assessment instruments;
8. The percentage of students who satisfy the college readiness measure;
9. The measure of progress toward dual language proficiency for students of limited English proficiency;
10. The percentage of students who are not educationally disadvantaged;
11. The percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation; and
12. The percentage of students who successfully complete the first year of instruction at an institution of higher education without needing a developmental education course.

*Education Code 39.301*

PERFORMANCE  
RATINGS

Each year, the Commissioner shall assign each district and campus a performance rating of either acceptable or unacceptable performance. The Commissioner shall evaluate against state standards and consider the performance of each campus in the District on the basis of the campus performance on the student achievement indicators other than, to the greatest extent possible, the student achievement indicator related to results of state assessments.

Acceptable performance shall be defined as meeting the state standard established by the Commissioner, based on:

1. Student performance in the current school year; or
2. Student performance as averaged over the current school year and the preceding two school years.

The Commissioner may assign an acceptable performance rating if the campus or District:

1. Performs satisfactorily on 85 percent of the measures the Commissioner determines appropriate with respect to the student achievement indicators. The Commissioner may grant an exception from this criterion only in special circumstances; and
2. Does not fail to perform satisfactorily on the same measure for two consecutive school years.

The Commissioner may grant an exception to the District or a campus if the performance is within a certain percentage, determined by the Commissioner, of the minimum performance standard for the measure of evaluation, or if the District or campus satisfies alternative performance criteria established by the Commissioner.

*Education Code 39.053(c)(1), .054*

In determining the performance rating of a dropout recovery school [see DROPOUT RECOVERY SCHOOLS, above]:

1. Any student described by Education Code 39.053(g-1) who graduates or receives a high school equivalency certificate shall be included; and
2. Only the best result from the primary administration and any retake of an assessment instrument administered to a student in the school year evaluated under the accountability procedures adopted by the Commissioner may be considered.

*Education Code 39.0545*

A student ordered by a juvenile court into a residential program or facility operated by or under contract with the Texas Juvenile Justice Department or another governmental entity or any student who is receiving treatment in a residential facility is not considered to be a student of the District in which the program or facility is physically located. *Education Code 39.055*

ACCOUNTABILITY  
ACCREDITATION AND PERFORMANCE INDICATORS

AIA  
(LEGAL)

DISTRICT AND  
CAMPUS DISTINCTION  
DESIGNATIONS

The Commissioner shall award distinction designations to districts and campuses. A distinction designation shall be referenced directly in connection with the performance rating assigned to the District or campus and made publicly available together with the District or campus performance ratings.

The District or campus may not be awarded a distinction designation unless the District or campus has acceptable performance on the student achievement indicators.

*Education Code 39.201*

The Commissioner shall establish an academic distinction designation for districts and campuses for outstanding performance in attainment of postsecondary readiness. *Education Code 39.202*

CAMPUS  
DESIGNATIONS

The Commissioner shall award campus distinction designations for outstanding performance in improvement in student achievement, closing student achievement differentials, academic achievement in English language arts, mathematics, science, or social studies, and may award a campus distinction designation for outstanding performance in advanced middle or junior high school student achievement. *Education Code 39.203*

EXCELLENCE  
EXEMPTIONS

Except as listed below, a school or district that is rated exemplary is exempt from requirements and prohibitions imposed under the Education Code, including regulations adopted under the Education Code.

An exemplary campus or district is not exempt from:

1. A prohibition on conduct that constitutes a criminal offense;
2. Requirements imposed by federal law or rule, including requirements for special education or bilingual education programs;
3. A requirement, restriction, or prohibition relating to:
  - a. Curriculum essential knowledge and skills or high school graduation requirements;
  - b. Public school accountability;
  - c. Extracurricular activities;
  - d. Health and safety;
  - e. Purchasing;
  - f. Elementary class size limits;
  - g. Removal of a disruptive student from the classroom;

- h. At-risk programs;
- i. Prekindergarten programs;
- j. Rights and benefits of school employees;
- k. Special education programs; or
- l. Bilingual education programs.

The Commissioner may exempt an exemplary campus from class size limits if the campus submits a written plan showing steps that will be taken to ensure that the exemption will not be harmful to the academic achievement of the students on the school campus. If granted, the exemption remains in effect until the Commissioner determines that achievement levels of the campus have declined.

*Education Code 39.232*



ACCOUNTABILITY  
INVESTIGATIONS AND SANCTIONS

AIC  
(LEGAL)

ON-SITE  
INVESTIGATIONS

The Commissioner may direct TEA to conduct an on-site investigation of the District at any time to answer questions concerning a program, including special education, required by federal law or for which the District receives federal funds.

The agency shall give written notice to the Superintendent and the Board of any impending investigation of the District's accreditation. In conducting the investigation, the investigators shall obtain information from administrators, teachers, and parents of students enrolled in the District.

The investigators shall report orally and in writing to the Board and, as appropriate, to campus administrators and shall make recommendations concerning any necessary improvements or sources of aid such as regional education service centers. A district that takes action with regard to the recommendations provided by the investigators shall make a reasonable effort to seek assistance from a third party in developing an action plan to improve District performance using improvement techniques that are goal-oriented and research-based.

As a result of the investigation, the Commissioner may change the accreditation status of the District, change the accountability rating of the District or a campus, or withdraw a distinction designation.

*Education Code 39.056*

SPECIAL  
ACCREDITATION  
INVESTIGATIONS

The Commissioner may authorize a special accreditation investigation:

1. When excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;
2. When excessive numbers of allowable exemptions from the required state assessment are determined;
3. In response to complaints to the agency of alleged violations of civil rights or other requirements imposed on the state by federal law or court order;
4. In response to established compliance reviews of the District's financial accounting practices and state and federal reporting requirements;
5. When extraordinary numbers of student placements in disciplinary alternative education programs, other than placements under Education Code 37.006 and 37.007, are determined;
6. In response to an allegation involving a conflict between members of the Board or between the Board and the District administration if it appears that the conflict involves a violation

of a role or duty of the Board members or the administration clearly defined by the Education Code. If the agency's findings indicate the Board has observed a lawfully adopted policy, the agency may not substitute its judgment for that of the Board;

7. When excessive numbers of students in special education programs are assessed through modified assessment instruments;
8. In response to an allegation regarding, or an analysis using a statistical method result indicating, a possible violation of an assessment instrument security procedure;
9. When a significant pattern of decreased academic performance has developed as a result of the promotion in the preceding two school years of students who did not perform satisfactorily on the state assessments;
10. When excessive numbers of students eligible to enroll fail to complete an Algebra II course or any other advanced course as determined by the Commissioner;
11. When resource allocation practices indicate a potential for significant improvement in resource allocation;
12. When a disproportionate number of students of a particular demographic group is graduating with a particular endorsement;
13. When an excessive number of students is graduating with a particular endorsement;
14. In response to repeated complaints concerning imposition of excessive paperwork requirements on classroom teachers;
15. In response to a complaint with respect to alleged inaccurate data that is reported through the Public Education Information Management System (PEIMS) or through other reports required by state or federal law or rule or court order and that is used by the agency to make a determination relating to public school accountability, including accreditation, under Education Code Chapter 39; or
16. As the Commissioner otherwise determines necessary.

*Education Code 39.057(a)–(c)*

Based on the results of a special accreditation investigation, the Commissioner may take one of the actions listed below, lower the District's accreditation status or the District's or campus's perfor-

ACCOUNTABILITY  
INVESTIGATIONS AND SANCTIONS

AIC  
(LEGAL)

mance rating, or both. Regardless of whether the Commissioner takes such actions, the Commissioner may impose one of the district- or campus-level interventions or sanctions listed at INTERVENTIONS AND SANCTIONS. *Education Code 39.057(d), (e)*

INTERVENTIONS AND  
SANCTIONS

DISTRICT-LEVEL

If the District does not satisfy the accreditation criteria, the academic performance standards, or any financial accountability standard, the Commissioner shall take any of the following actions to the extent the Commissioner determines necessary:

1. Issue public notice of the deficiency to the Board;
2. Order the Board to conduct a hearing to notify the public of insufficient performance, expected improvements, and potential interventions and sanctions;
3. Order the preparation of a student achievement improvement plan;
4. Order the President of the Board and Superintendent to appear at a hearing before the Commissioner or designee to explain the District's low performance, lack of improvement, and plans for improvement;
5. Arrange an on-site investigation;
6. Appoint a TEA monitor to participate in and report to TEA on the activities of the Board and Superintendent;
7. Appoint a conservator to oversee District operations. The duties and powers of a conservator are set forth at Education Code 39.111;
8. Appoint a management team to direct the operations of the District in areas of insufficient performance, or require the District to obtain certain services under contract with another person. The duties and powers of a management team are set forth at Education Code 39.111;
9. If the District's status is accredited-warned or accredited-probation, or if the District fails to satisfy any standard under Education Code 39.054(e) (student achievement indicators in relation to state standards and required improvement), appoint a board of managers to exercise the powers and duties of the Board. The duties and powers of a board of managers are set forth at Education Code 39.112;
10. If the District has received a status of accredited-warned or accredited-probation for two consecutive school years, including the current school year, has failed to satisfy any standards under Section 39.054(e) (student achievement indicators in

relation to state standards and required improvement), or has failed to satisfy financial accountability standards, revoke the District's accreditation and:

- a. Order closure of the District and annex it to one or more adjoining districts; or
  - b. In the case of a home-rule school district charter, order closure of all programs operated under the District's charter; or
11. If the District has failed to satisfy any student achievement indicator standard, impose sanctions designed to improve high school completion rates.

*Education Code 39.102(a)*

If the District has had a conservator or management team assigned for two consecutive school years, the Commissioner may appoint a board of managers to exercise the powers and duties of the District's Board. The majority of the board of managers must be residents of the District. *Education Code 39.102(b)*

CAMPUS-LEVEL

If a campus's performance satisfies the standards under Education Code 39.054(e) (student achievement indicators in relation to state standards and required improvement) for the current school year, but would not satisfy the standards for the following school year, the Commissioner may request that the campus-level committee revise and submit the portions of the campus improvement plan that are relevant to those areas for which the campus would not satisfy performance standards. *Education Code 39.105*

If a campus's performance is below any standard under Education Code 39.054(e) (student achievement indicators in relation to state standards and required improvement), the Commissioner shall take actions, to the extent the Commissioner determines necessary, under Education Code Chapter 39, Subchapter F. If the Commissioner determines that a campus subject to interventions or sanctions has implemented substantially similar interventions under federal accountability requirements, the Commissioner may accept those measures. *Education Code 39.103(a), (c)*

In addition, the Commissioner may:

1. Order the President of the Board, Superintendent, and the campus principal to appear at a hearing before the Commissioner or designee to explain the campus's low performance, lack of improvement, and plans for improvement; or

ACCOUNTABILITY  
INVESTIGATIONS AND SANCTIONS

AIC  
(LEGAL)

2. Establish a school community partnership team composed of members of the campus-level planning and decision-making committee and additional community representatives as determined appropriate by the Commissioner.

*Education Code 39.103(b)*

CAMPUS  
INTERVENTION  
TEAM

The Commissioner shall assign a campus intervention team to a campus whose performance is below any standard. [See Education Code 39.113 for composition of campus intervention team.]

The campus intervention team shall:

1. Conduct an on-site needs assessment, as set forth at Education Code 39.106(a)(1) and (b);
2. Recommend appropriate actions relating to any area of insufficient performance, as set forth at Education Code 39.106(c);
3. Assist in the development of a targeted improvement plan, and in the execution of the plan as set forth at Education Code 39.106(d-3);
4. Assist the campus in submitting the targeted improvement plan to the Board and the Commissioner for approval, and presenting the plan in a public hearing; and
5. Assist the Commissioner in monitoring the campus's progress in implementing the targeted improvement plan.

*Education Code 39.106*

After a targeted improvement plan or updated plan is submitted to the Board, the Board shall:

1. Conduct a hearing for the purpose of notifying the public of insufficient performance, expected improvements, and possible intervention measures and sanctions, and soliciting public comment on the plan. The Board may conduct one hearing for one or more campuses.
2. Post the plan on the District's Internet website before the hearing; and
3. Submit the plan to the Commissioner for approval.

*Education Code 39.106(d), (e-1)*

RECONSTITUTION  
AND OTHER  
MEASURES

The Commissioner shall order the reconstitution of a campus that has been identified as unacceptable for two consecutive school years.

A campus intervention team shall assist the campus in:

1. Developing an updated targeted improvement plan;
2. Submitting the plan to the Board for approval and presenting the plan in a public hearing;
3. Obtaining approval of the plan from the Commissioner; and
4. Executing the plan.

*Education Code 39.107(a)*

The campus shall implement the updated targeted improvement plan. The Commissioner may appoint a monitor, conservator, management team, or board of managers to ensure and oversee District-level support to low-performing campuses and the implementation of the updated targeted plan. *Education Code 39.107(c)*

RETENTION OF  
STAFF

The campus intervention team shall decide which educators may be retained on the campus. A principal who has been employed by the campus in that capacity during the full period may not be retained at that campus unless the campus intervention team determines that retention of the principal would be more beneficial to student achievement and campus stability than removal.

A teacher of a subject assessed by a state assessment may be retained only if the campus intervention team determines that a pattern exists of significant academic improvement by students taught by the teacher. If an educator is not retained, the educator may be assigned to another position in the District.

*Education Code 39.107(b), (b-1)*

RECONSTITUTION  
UNSUCCESSFUL

If the Commissioner determines that the campus is not fully implementing the updated targeted improvement plan or if the students enrolled at the campus fail to demonstrate substantial improvement in the areas targeted by the plan, the Commissioner may order repurposing, alternative management, or closure of the campus.

*Education Code 39.107(d)*

UNACCEPTABLE  
AFTER THREE  
YEARS

If the campus is considered to have an unacceptable performance rating for three consecutive school years after the campus is reconstituted, the Commissioner shall order repurposing, alternative management, or closure. *Education Code 39.107(e)*

The Commissioner may waive this requirement for not more than one school year if the Commissioner determines, on the basis of significant improvement in student performance over the preceding two school years, the campus is likely to be assigned an acceptable performance rating for the following school year. *Education Code 39.107(e)-(e-1)*

ACCOUNTABILITY  
INVESTIGATIONS AND SANCTIONS

AIC  
(LEGAL)

PARENT  
REQUEST

The Commissioner shall order the specific action (repurposing, alternative management, or closure) requested by the parents of a majority of students enrolled at the campus, if the Commissioner is presented, in the time and manner specified by Commissioner rule, a written petition signed by the parents. The signature of only one parent per student is required.

If the Board of the District in which the campus is located presents a written request that the Commissioner order a specific action (repurposing, alternative management, or closure) other than the action requested in the parents' petition and a written explanation of the basis for the Board's request, the Commissioner may order the action requested by the Board. The Board's request must be presented to the Commissioner in the time and manner specified by Commissioner rule.

*Education Code 39.107(e-2)–(e-3)*

REPURPOSING

If the Commissioner orders repurposing, the District shall develop a comprehensive plan for repurposing the campus and submit the plan to the Board and the Commissioner for approval.

The Commissioner may not approve the repurposing of the campus unless:

1. All students in the assigned attendance zone are provided with the opportunity to enroll in and are provided transportation on request to another campus, unless the Commissioner grants an exception because there is no other campus in the District in which the students may enroll;
2. The principal is not retained at the campus, unless the Commissioner determines that students enrolled at the campus have demonstrated significant academic improvement; and
3. Teachers employed at the campus are not retained at the campus, unless the Commissioner or designee grants an exception, at the request of the District, for:
  - a. A teacher who provides instruction in a subject other than one for which an assessment instrument is administered who demonstrates satisfactory performance; or
  - b. A teacher who provides instruction in a subject for which an assessment is administered if the District demonstrates that the teacher's students demonstrated satisfactory performance or improved academic growth on that assessment instrument.

ACCOUNTABILITY  
INVESTIGATIONS AND SANCTIONS

AIC  
(LEGAL)

If an educator is not retained, the educator may be assigned to another position in the District.

*Education Code 39.107(f)*

ALTERNATIVE  
MANAGEMENT

If the Commissioner orders alternative management, the Commissioner shall solicit proposals from qualified nonprofit entities to assume management of the campus, or may appoint another district in the boundaries of the same regional education service center to assume management. If a non-profit entity has not responded to the Commissioner's request for proposal, the Commissioner may solicit proposals from qualified for-profit entities. *Education Code 39.107(h)*

If the Commissioner determines that the basis for the unsatisfactory performance of a campus for more than two consecutive school years is limited to a specific condition that may be remedied with targeted technical assistance, the Commissioner may require the District to contract for the appropriate technical assistance. *Education Code 39.107(i)*

The funding for a campus operated by a managing entity must be not less than the funding of the other campuses in the District on a per student basis so that the managing entity receives at least the same funding the campus would otherwise have received. *Education Code 39.107(o)*

NO NAME CHANGE

In reconstituting, repurposing, or imposing any other intervention or sanction on a campus, the Commissioner may not require that the name of a campus be changed. *Education Code 39.115*

PROFESSIONAL  
SERVICES

In addition to the other authorized interventions and sanctions, the Commissioner may order the District or a campus to acquire professional services at the expense of the District or campus to address the applicable financial, assessment, data quality, program, performance, or governance deficiency. The Commissioner's order may require the District or campus to:

1. Select or be assigned an external auditor, data quality expert, professional authorized to monitor District assessment instrument administration, or curriculum or program expert; or
2. Provide for or participate in the appropriate training of District staff or Board members, in the case of the District, or campus staff in the case of a campus.

*Education Code 39.109*

ACCOUNTABILITY  
INVESTIGATIONS AND SANCTIONS

AIC  
(LEGAL)

COSTS OF  
INTERVENTIONS AND  
SANCTIONS

The costs of providing a monitor, conservator, management team, campus intervention team, technical assistance team, managing entity, or service provider shall be paid by the District.

If the District fails or refuses to pay the costs in a timely manner, the Commissioner may pay the costs using amounts withheld from any funds to which the District is otherwise entitled, or recover the costs in the manner provided for recovery of an overallocation of state funds under Education Code 42.258. *Education Code 39.110*

APPEALS

The Commissioner shall provide a process for the District to challenge an academic or financial accountability rating. The District may not challenge an academic or financial accountability rating in another proceeding if the District had an opportunity to challenge the decision under the process provided by the Commissioner. *Education Code 39.151*



RESTRICTIONS ON  
PUBLIC SERVANTS —  
PENAL CODE

“Public servant” shall mean a person elected, selected, appointed, employed, or otherwise designated as one of the following, even if the person has not yet qualified for office or assumed his or her duties:

1. An officer, employee, or agent of government; or
2. A candidate for nomination or election to public office.

*Penal Code 1.07(a)(41)(A), (E)*

Prohibited activities include, but are not limited to, the following:

BRIBERY

1. A public servant shall not intentionally or knowingly offer, confer, agree to confer on another, solicit, accept, or agree to accept a benefit:
  - a. As consideration for the public servant’s decision, opinion, recommendation, vote, or other exercise of discretion as a public servant.
  - b. As consideration for a violation of a duty imposed on the public servant by law.
  - c. That is a political contribution as defined by Title 15 of the Election Code or an expenditure made and reported as a lobbying expense in accordance with Government Code, Chapter 305, if the benefit was offered, conferred, solicited, accepted, or agreed to pursuant to an express agreement to take or withhold a specific exercise of official discretion, if such exercise of official discretion would not have been taken or withheld but for the benefit.

“Benefit” means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.

*Penal Code 36.01(3), .02*

ILLEGAL GIFTS

2. A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions shall not solicit, accept, or agree to accept any benefit from a person the public servant knows is interested in or likely to become interested in any such transactions of the District. *Penal Code 1.07(41)(A), (E), 36.08(d)*

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under this section may donate the benefit to a governmental entity that has the

authority to accept the gift or may donate the benefit to a recognized tax exempt charitable organization formed for educational, religious, or scientific purposes. *Penal Code 36.08(i)*

EXCEPTIONS

“Illegal gifts to public servants” does not apply to:

- a. A fee prescribed by law to be received by a public servant or any other benefit to which the public servant is lawfully entitled or for which he or she gives legitimate consideration in a capacity other than as a public servant;
- b. A gift or other benefit conferred on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient;
- c. A benefit to a public servant required to file a statement under Chapter 572, Government Code, or a report under Title 15, Election Code, that is derived from a function in honor or appreciation of the recipient if:
  - (1) The benefit and the source of any benefit in excess of \$50 is reported in the statement; and
  - (2) The benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are nonreimbursable by the state or political subdivision;
- d. A political contribution as defined by Title 15, Election Code;
- e. An item with a value of less than \$50, excluding cash or a negotiable instrument as described by Business and Commerce Code 3.104;
- f. An item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the governmental entity; or
- g. Food, lodging, transportation, or entertainment accepted as a guest and, if the donee is required by law to report those items, reported by the donee in accordance with that law.

*Penal Code 36.10*

HONORARIA AND  
EXPENSES

3. A public servant commits a class A misdemeanor offense if he or she solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not

have been requested to provide but for his or her official position or duties. However, a public servant is not prohibited from accepting transportation and lodging expenses or meals in connection with a conference or similar event in which he or she renders services, such as addressing an audience or engaging in a seminar, to the extent those services are more than merely perfunctory. *Penal Code 36.07*

ABUSE OF OFFICE

4. A public servant shall not, with intent to obtain a benefit or with intent to harm or defraud another, intentionally or knowingly violate a law relating to the office or misuse District property, services, personnel, or any other thing of value, belonging to the District, that has come into his or her custody by virtue of his or her office or employment. *Penal Code 39.02(a)*

“Law relating to the office” means a law that specifically applies to a person acting in the capacity of a public servant and that directly or indirectly imposes a duty on the public servant or governs the conduct of the public servant. *Penal Code 39.01(1)*

“Misuse” means to deal with property contrary to:

- a. An agreement under which the public servant holds the property;
- b. A contract of employment or oath of office of a public servant;
- c. A law, including provisions of the General Appropriations Act specifically relating to government property, that prescribes the manner of custody or disposition of the property; or
- d. A limited purpose for which the property is delivered or received.

*Penal Code 39.01(2)*

NEPOTISM

5. Except as provided by law, a public official may not appoint a person to a position that is to be directly or indirectly compensated from public funds or fees of office if:
- a. The person is related to the public official by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree; or
  - b. The public official holds the appointment or confirmation authority as a member of a local board and the person is

related to another member of the board by blood or marriage within a prohibited degree.

*Gov't Code 573.002, .041; Atty. Gen. Op. JC-184 (2000) [See DBE]*

DEFINITION OF  
PUBLIC OFFICIAL

"Public official" shall mean:

- a. An officer of this state or of a district, county, municipality, precinct, school district, or other political subdivision of this state; or
- b. An officer or member of a board of this state or of a district, county, municipality, school district, or other political subdivision of this state.

*Gov't Code 573.001(3)*

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or an independent contractor. *Atty. Gen. Op. DM-76 (1992)*

A public official may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible individual if the official knows the individual is ineligible. *Gov't Code 573.083*

COUNTIES WITH  
POPULATION  
35,000 OR MORE

In a district located wholly in, or whose largest part is located in, a county with a population of 35,000 or more, if, under the District's employment policy [see DC], the Board delegates to the Superintendent the final authority to select District personnel:

- a. The Superintendent is a public official for the purposes of the nepotism prohibitions only with respect to a decision made under that delegation of authority; and
- b. Each member of the Board remains subject to the nepotism prohibitions with respect to all District employees.

For purposes of this provision, a person hired by the District before September 1, 2007, is considered to have been in continuous employment [see DBE] and is not prohibited from continuing employment with the District subject to the abstention requirements.

*Education Code 11.1513(f)-(h)*

ETHICS  
PROHIBITED PRACTICES

BBFB  
(LEGAL)

COUNTIES WITH POPULATION LESS THAN 35,000	In a district located wholly in, or whose largest part is located in, a county with a population of less than 35,000:
	<ul style="list-style-type: none"><li>a. A member of a board that has delegated to the Superintendent final authority for personnel selection is not subject to the nepotism provisions to the extent of such delegation. <i>Atty. Gen. Op. GA-123 (2003)</i></li><li>b. Nevertheless, a Board member may remain the relevant public official for nepotism purposes concerning some employment decisions, such as renewal. <i>Atty. Gen. Op. GA-177 (2004)</i></li></ul>
FORMER BOARD MEMBER EMPLOYMENT	6. A Board member of the District may not accept employment with the District until the first anniversary of the date the Board member's membership on the Board ends. <i>Education Code 11.063</i>
INCOMPATIBILITY OF OFFICE	7. One person may not occupy two legally incompatible offices. Offices are legally incompatible when the faithful and independent exercise of one would necessarily interfere with the faithful and independent exercise of the other. A person may not serve in one branch of government while exercising any powers properly attached to either of the other branches of government. <i>Texas Constitution, Art. II, Sec. 1; State v. Martin, 51 S.W.2d 815 (Tex. Civ. App. 1932); Thomas v. Abernathy County Line Indep. Sch. Dist., 290 S.W. 152 (Tex. Comm. App. 1927); Turner v. Trinity Indep. Sch. Dist., 700 S.W.2d 1 (Tex. Ct. App. 1983); Atty. Gen. Op. JM-634 (1987)</i>
DEPOSITORY CONFLICT	8. A Board member who is a stockholder, officer, director, or employee of a bank that has bid or submitted a proposal to become a depository for the District shall not vote on the awarding of a depository contract to said bank. <i>Education Code 45.204(b)</i>
INSTRUCTIONAL MATERIALS VIOLATIONS— COMMISSIONS	9. A Board member commits a class B misdemeanor offense if the Board member receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the Board member is associated. <i>Education Code 31.152(a)</i>
INSTRUCTIONAL MATERIALS VIOLATIONS— CONFLICT	10. A Board member commits a class B misdemeanor offense if the Board member accepts a gift, favor, or service that: <ul style="list-style-type: none"><li>a. Is given to the Board member or the Board member's school;</li></ul>

- b. Might reasonably tend to influence the Board member in the selection of instructional materials or technological equipment; and
- c. Could not be lawfully purchased with state instructional materials funds.

“Gift, favor, or service” does not include staff development, in-service, or teacher training; or ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

*Education Code 31.152(b)–(d)*

INSTRUCTIONAL  
MATERIALS  
VIOLATIONS—  
PURCHASE AND  
DISTRIBUTION

- 11. A Board member commits a class C misdemeanor offense if the Board member knowingly violates any law providing for the purchase or distribution of free instructional materials for the public schools. *Education Code 31.153*

RESTRICTIONS ON  
PUBLIC SERVANTS—  
FEDERAL LAW

BRIBERY—  
GENERAL

The term “public official” means a person acting for or on behalf of the United States, or any department, agency, or branch thereof, in any official function, under or by authority of any such department, agency, or branch of government. The term includes any person who has been nominated or appointed to be a public official, or has been officially informed that such person will be so nominated or appointed. *18 U.S.C. 201(a); Dixon v. U.S., 465 U.S. 482, 499 (1984) (holding that employees of a private organization that administered federal housing grants for city were “public officials” because they had some degree of official responsibility for carrying out a federal program or policy); U.S. v. Franco, 632 F.3d 880 (5th Cir. 2011)*

A public official commits an offense if the public official, directly or indirectly, corruptly demands, seeks, receives, accepts, or agrees to receive or accept anything of value personally or for any other person or entity, in return for:

- 1. Being influenced in the performance of any official act;
- 2. Being influenced to commit or aid in committing, or to collude in, or allow, any fraud, or make opportunity for the commission of any fraud, on the United States; or
- 3. Being induced to do or omit to do any act in violation of the official duty of such official or person.

*18 U.S.C. 201(b)(2)*

BRIBERY—  
FEDERAL  
PROGRAMS

The term “agent” means a person authorized to act on behalf of another person or a government. In the case of a government, the term includes a servant or employee, and a partner, director, officer, manager, and representative.

The term “government agency” means a subdivision of the executive, legislative, judicial, or other branch of government, including a department, independent establishment, commission, administration, authority, board, and bureau, and a corporation or other legal entity established, and subject to control, by a government or governments for the execution of a governmental or intergovernmental program.

If the District receives, in any one year period, benefits in excess of \$10,000 under a federal program involving a grant, contract, subsidy, loan, guarantee, insurance, or other form of federal assistance, an agent of the District commits an offense if the agent:

1. Embezzles, steals, obtains by fraud, or otherwise without authority knowingly converts to the use of any person other than the rightful owner or intentionally misapplies, property that:
  - a. Is valued at \$5,000 or more, and
  - b. Is owned by, or is under the care, custody, or control of the District; or
2. Corruptly solicits or demands for the benefit of any person, or accepts or agrees to accept, anything of value from any person, intending to be influenced or rewarded in connection with any business, transaction, or series of transactions of the District involving any thing of value of \$5,000 or more.

This provision does not apply to bona fide salary, wages, fees, or other compensation paid, or expenses paid or reimbursed, in the usual course of business.

*18 U.S.C. 666*



The Board shall retain an attorney or attorneys, as necessary, to serve as the District's legal counsel and representatives in matters requiring legal services. Services to be performed and reasonable compensation to be paid by the Board shall be set forth in a written contract between the Board and the attorney or attorneys.

In accordance with the written contract, individual Board members shall channel legal inquiries through the Superintendent, Board President, or Board's designee, as appropriate, when seeking advice or information from the District's legal counsel.

Staff shall submit requests for legal advice from the District's legal counsel through the Superintendent or designee.

Upon request of the Board or when deemed necessary by the Superintendent, the Superintendent shall report advice from legal counsel.



ADMINISTRATIVE REGULATIONS

BP  
(LOCAL)

DEVELOPMENT

The Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. These procedures shall constitute the administrative regulations of the District and shall consist of guidelines, handbooks, manuals, forms, and any other documents defining standard operating procedures.

The Superintendent or designee shall ensure that administrative regulations are kept up to date and are consistent with Board policy. The Superintendent or designee shall resolve any discrepancies among conflicting administrative regulations. In case of conflict between administrative regulations and policy, policy shall prevail.

NO BOARD ACTION

Administrative regulations are subject to Board review but shall not be adopted by the Board.

AVAILABILITY

All administrative regulations shall be made accessible to staff, students, and the public as required by law or Board policy.



The Board may establish, in cooperation with another district, an athletic stadium authority by resolution of both boards. The authority is a body politic and corporate governed by the requirements of the Education Code and shall be known by a name designated by the districts. *Education Code 45.152*

The authority shall, when deemed necessary, issue revenue bonds to provide funds for any of its purposes. The bonds shall be payable from and secured by a pledge of all or any part of the revenue derived from the operation of the stadium and any other revenues resulting from the ownership of stadium properties. The bonds may be additionally secured by a mortgage or deed of trust on the property of the authority.

Bonds shall be authorized by resolution adopted by a majority vote of a quorum of the board of directors of the authority, shall be signed by the president or vice-president and countersigned by the secretary, and the seal of the authority shall be imprinted. Bonds shall mature serially or otherwise in not more than 40 years.

*Education Code 45.155*

These revenue bonds shall be issued in accordance with the Public Security Procedures Act. *Gov't Code Ch. 1201*



LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

This introductory page outlines the contents of the ad valorem taxes policy. See the following sections for statutory provisions on:

SECTION I	Maintenance Taxes	pages 2–5
	1. Tax Rate Cap	
	2. Appraisal Roll	
	3. Disaster Area	
	4. Meeting on Budget and Proposed Tax Rate	
	5. Tax Rate	
	6. Effective Tax Rate	
	7. Maintenance and Operations Tax Rate	
SECTION II	Election to Ratify Taxes	pages 5–6
	1. Proposition	
	2. Approval of Proposition	
	3. Tax Information to County	
SECTION III	Payment Options	pages 7–9
	1. Discounts	
	2. Split Payments	
	3. Performing Services in Lieu of Paying Taxes	
	4. Installment Payments	
	5. Partial Payments	
SECTION IV	Delinquent Taxes	pages 9–10
	1. Delinquency Date	
	2. Delinquent Tax Collection	
	3. Additional Penalties	
SECTION V	Exemptions	pages 10–14
	1. Homestead Exemptions	
	2. Veteran Exemptions	
	3. Optional Exemptions	
	4. Goods-in-Transit	
SECTION VI	Economic Development	pages 14–17
	1. Tax Increment Financing Act	
	2. Property Redevelopment and Tax Abatement Act	
	3. Texas Economic Development Act	

**SECTION I: MAINTENANCE TAXES**

The Board may levy, assess, and collect annual ad valorem taxes for the maintenance of the District's schools. *Education Code 45.002*

TAX RATE CAP

If authorized by a majority of qualified voters of the District voting at an election held for that purpose, the District may impose a maintenance tax rate at a rate not to exceed the rate stated in the proposition. For any year, the maintenance tax rate per \$100 of taxable value adopted by the District may not exceed the rate equal to the sum of \$0.17 and the product of the state compression percentage, as determined under Education Code 42.2516, multiplied by \$1.50.

A rate that exceeds this maximum rate for the year in which the tax is to be imposed is void. A district with a tax rate that is void under this subsection may, subject to requirements imposed by other law, adopt a rate for that year that does not exceed the specified maximum rate for that year.

Notwithstanding any other law, a district that levied a maintenance tax for the 2005 tax year at a rate greater than \$1.50 per \$100 of taxable value in the District as permitted by special law may not levy a maintenance tax at a rate that exceeds the rate per \$100 of taxable value that is equal to the sum of \$0.17 and the product of the state compression percentage, as determined under Education Code 42.2516, multiplied by the rate of the maintenance tax levied by the District for the 2005 tax year.

*Education Code 45.003(a), (d)–(f)*

APPRAISAL ROLL

By August 1 or as soon thereafter as practicable, the District's tax assessor shall submit to the Board the District's appraisal roll, showing the total appraised, assessed, and taxable values of all property and the total taxable value of new property.

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**Note:** The Texas comptroller of public accounts annually publishes *Truth in Taxation: A Guide for Setting School District Tax Rates*. School districts should consult the *Truth in Taxation* guide, available in print form or through the comptroller's website at <http://www.window.state.tx.us/taxinfo/proptax/tnt/pdf/96-1212.pdf>, for detailed guidance on setting local property tax rates.

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By August 1 or as soon thereafter as practicable, the District's tax collector shall certify to the Board the estimates and amounts required by law.

*Tax Code 26.04(b)*

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

CERTIFIED ESTIMATE	By April 30, the chief appraiser shall prepare and certify an estimate of the taxable value of District property. <i>Tax Code 26.01(e)</i>
DISASTER AREA	If the District is located partly or entirely inside an area declared by the governor to be a disaster area, the Board may authorize the reappraisal of all property damaged in the disaster at its market value immediately after the disaster. <i>Tax Code 23.02(a)</i>
MEETING ON BUDGET AND PROPOSED TAX RATE	The Board shall call a public meeting to discuss and adopt its budget and proposed tax rate. The Board must provide notice of the budget and proposed tax rate meeting, as described below. The budget must be adopted before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins. [See CE]
PUBLISHED NOTICE	The Board President shall provide for publication of notice of the budget and proposed tax rate meeting in a daily, weekly, or biweekly newspaper published in the District. If no daily, weekly, or biweekly newspaper is published in the District, the President shall provide for publication of notice in at least one newspaper of general circulation in the county in which the District's central administrative office is located. The notice shall be published not earlier than the 30th day or later than the tenth day before the date of the hearing.
FORM OF NOTICE	The published notice of the public meeting to discuss and adopt the budget and the proposed tax rate must meet the size, format, and content requirements dictated by law.  The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller.
TAXPAYER INJUNCTION	If the District has not complied with the published notice requirements in the FORM OF NOTICE described above, and the requirements for DISTRICTS WITH JULY 1 FISCAL YEAR below, if applicable, and the failure to comply was not in good faith, a person who owns taxable property in the District is entitled to an injunction restraining the collection of taxes by the District. An action to enjoin the collection of taxes must be filed before the date the District delivers substantially all of its tax bills.
DISTRICTS WITH JULY 1 FISCAL YEAR	A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of District property in preparing the published notice if the District does not receive the certified appraisal roll on or before June 7. A district that uses a certified estimate may adopt a budget at the public meeting designated in the published notice prepared using the estimate, but the District may not adopt a tax rate before the District receives the certified appraisal roll for the District.

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

After receipt of the certified appraisal roll, the District must publish a revised notice and hold another public meeting before the District may adopt a tax rate that exceeds:

1. The rate proposed in the notice prepared using the estimate; or
2. The District's rollback rate determined under Tax Code 26.08 using the certified appraisal roll.

DECREASE IN DEBT  
SERVICE RATE

If the debt service rate calculated under Education Code 44.004(c)(5)(A)(ii)(b) decreases after the publication of the notice required by this section, the Board President is not required to publish another notice or call another meeting to discuss and adopt the budget and the proposed lower tax rate.

*Education Code 44.004*

TAX RATE

Before the later of September 30 or the 60th day after the date the certified appraisal roll is received, the Board shall adopt a tax rate for the current tax year that reflects the two components, maintenance and operations expenditures and the debt service rate calculated under Education Code 44.004(c)(5)(A)(ii)(b), and shall notify the assessor of the tax rate adopted. The two components shall be approved separately. *Tax Code 26.05(a)*

The Board may not impose property taxes in any year until it has adopted a tax rate for that year, and the annual tax rate must be set by ordinance, resolution, or order. The vote on the ordinance, resolution, or order setting the tax rate must be separate from the vote adopting the budget. The budget shall be adopted before the adoption of the tax rate. *Tax Code 26.05(b); Education Code 44.004(g)*

EXCEPTION

The District may adopt a budget after the District adopts a tax rate for the tax year in which the fiscal year covered by the budget begins if the District elects to adopt a tax rate before receiving the certified appraisal roll for the District. The Board may adopt a tax rate for the current tax year before receipt of the certified appraisal roll if the chief appraiser of the appraisal district in which the District participates has, by April 30, certified to the assessor for the District an estimate of the taxable value of property in the District as provided by Education Code 26.01(e). If the District adopts a tax rate before the adoption of the budget, the effective tax rate and the rollback tax rate of the District shall be calculated based on the certified estimate of taxable value. *Education Code 44.004(j); Tax Code 26.01(e), .05(g)*

EFFECTIVE TAX RATE

The vote on the ordinance setting a tax rate that exceeds the effective tax rate must be a record vote. A motion to adopt an ordinance

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

setting a tax rate that exceeds the effective tax rate must be made in the following form: "I move that the property tax rate be increased by the adoption of a tax rate of (specify tax rate), which is effectively a (insert percentage by which the proposed tax rate exceeds the effective tax rate) percent increase in the tax rate."

MAINTENANCE AND  
OPERATIONS TAX  
RATE

If the ordinance sets a tax rate that, if applied to the total taxable value, will impose an amount of taxes to fund maintenance and operation expenditures of the taxing unit that exceeds the amount of taxes imposed for that purpose in the preceding year, the Board must include in the ordinance in type larger than the type used in any other portion of the document the following statement: "THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE"; and if the tax rate exceeds the effective maintenance and operations rate, the following statement: "THE TAX RATE WILL EFFECTIVELY BE RAISED BY (INSERT PERCENTAGE BY WHICH THE TAX RATE EXCEEDS THE EFFECTIVE MAINTENANCE AND OPERATIONS RATE) PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$(Insert amount)."

INTERNET POSTING

The District shall also include on the home page of any Internet website operated by the District the following statement: "(Insert name of unit) ADOPTED A TAX RATE THAT WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE"; and if the tax rate exceeds the effective maintenance and operations rate, the following statement: "THE TAX RATE WILL EFFECTIVELY BE RAISED BY (INSERT PERCENTAGE BY WHICH THE TAX RATE EXCEEDS THE EFFECTIVE MAINTENANCE AND OPERATIONS RATE) PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$(Insert amount)."

*Tax Code 26.05(b)*

**SECTION II: ELECTION TO RATIFY TAXES**

If the Board adopts a tax rate that exceeds the District's rollback tax rate as defined in Tax Code 26.08, the registered voters of the District at an election held for that purpose must determine whether to approve the adopted tax rate. When increased expenditure of money is necessary due to a natural disaster and the governor has requested federal disaster assistance, an election is not required.

*Tax Code 26.08(a)*

The Board shall order that the election be held in the District on a date not less than 30 or more than 90 days after the date on which it adopted the tax rate. The election need not be held on a uniform

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

	<p>election date unless a uniform election date falls within the 30–90 day time period. <i>Tax Code 26.08(b)</i></p>
PROPOSITION	<p>In addition to any other requirement imposed by law for a proposition, including a provision prescribing the proposition language, a proposition submitted to the voters for approval of the imposition or increase of a tax shall specifically state the amount of or maximum tax rate of the tax or tax increase for which approval is sought. <i>Education Code 52.072(e)</i></p>
APPROVAL OF PROPOSITION	<p>If a majority of votes cast in the District favor the proposition, the tax rate for the current year is the rate that was adopted by the Board. If the proposition is not approved, the Board may not adopt a tax rate for the current year that exceeds the District’s rollback tax rate. <i>Tax Code 26.08(c)–(d)</i></p>
CALL FOR ELECTION	<p>A call for an election shall be made not later than the 62nd day before election day.</p>
EXCEPTIONS	<p>For an election to be held on the date of the general election for state and county officers, the November uniform election date of even-numbered years, the election shall be called not later than the 78th day before the election day.</p> <p>For an election to be held on a uniform election date other than the date of the general election for state and county officers, the election shall be called not later than the 71st day before election day.</p> <p>An election under Tax Code 26.08 to ratify a tax rate adopted by the Board under Tax Code 26.05(g) shall be ordered not later than the 30th day before election day.</p> <p><i>Election Code 3.003, .005, 41.002 [See BBB]</i></p>
NOTICE TO COUNTY CLERK	<p>The Board shall deliver notice of the election to the county clerk of each county in which the District is located not later than the 60th day before election day.</p>
EXCEPTION	<p>If the Board orders an election under Tax Code 26.08 to ratify a tax rate adopted by the Board under Tax Code 26.05(g), the Board shall deliver notice of the election to the county clerk of each county in which the District is located not later than the 30th day before election day.</p> <p><i>Election Code 4.008</i></p>
TAX INFORMATION TO COUNTY	<p>The District shall provide to the county assessor-collector for each county in which all or part of District territory is located the District’s adopted tax rate, maintenance and operations rate, debt rate, effective tax rate, effective maintenance and operations rate, and rollback tax rate for posting on the county’s Internet website. The</p>

District shall provide the information annually following the adoption of a tax rate by the District for the current tax year. *Tax Code 26.16(a)-(b)*

**SECTION III: PAYMENT OPTIONS**

DISCOUNTS

The Board may adopt one or both of the following discount options for early payment of District taxes. *Tax Code 31.05(a)*

OPTION 1

If the Board adopts Option 1, the following apply regardless of the date on which the District mails its tax bills.

1. Three percent if the tax is paid in October or earlier.
2. Two percent if the tax is paid in November.
3. One percent if the tax is paid in December.

*Tax Code 31.05(b)*

This discount does not apply to taxes that are calculated too late for it to be available. *Tax Code 31.04(c)*

OPTION 2

If the Board adopts Option 2, the following discounts apply only when the District mails its tax bills after September 30:

1. Three percent if the tax is paid before or during the next full calendar month following the date on which the tax bills were mailed.
2. Two percent if the tax is paid during the second full calendar month following the date on which the tax bills were mailed.
3. One percent if the tax is paid during the third full calendar month following the date on which the tax bills were mailed.

*Tax Code 31.05(c)*

BOTH OPTIONS

If the Board adopts both discount options, the discounts described at Option 1 apply unless the District mails its tax bills after September 30, in which case only the discounts described at Option 2 apply. *Tax Code 31.05(a)*

RESCISSION

The Board may rescind a discount lawfully adopted by the Board. The rescission of a discount takes effect in the tax year following the year in which the discount is rescinded. *Tax Code 31.05(d)*

SPLIT PAYMENTS

The Board may provide for split payment of taxes. If a person pays one-half of the taxes before December 1, he or she may pay the remaining one-half of the taxes without penalty or interest at any time before July 1 of the following year. This payment option does not apply to taxes that are calculated too late for it to be available. *Tax Code 31.03, .04(c)*

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

PERFORMING  
SERVICES IN LIEU OF  
PAYING TAXES

In accordance with the provisions below, the Board may permit certain individuals or business entities to provide certain services to the District in lieu of paying the District property taxes. While performing services for the District, the individual is not an employee of the District and is not entitled to any benefit, including workers' compensation coverage, that the District provides to its employees.

PERSONS 65 AND  
OVER

Subject to the requirements contained in Tax Code 31.035, the Board by order or resolution may permit an individual who is at least 65 years of age to perform services for the taxing unit in lieu of paying taxes imposed by the District on property owned by the individual and occupied as the individual's residence homestead.

*Tax Code 31.035*

TEACHING  
SERVICES BY  
INDIVIDUAL

Subject to the requirements contained in Tax Code 31.036, the Board by resolution may permit qualified individuals, who are not employed by the District, to perform teaching services for the District at a junior high school or high school of the District in lieu of paying taxes imposed by the District on property owned and occupied by the individual as a residence homestead. *Tax Code 31.036*

TEACHING  
SERVICES BY  
EMPLOYEE OF  
BUSINESS ENTITY

Subject to the requirements contained in Tax Code 31.037, the Board by resolution may authorize a corporation or other business entity to permit a qualified individual employed by the business entity to perform teaching services in a high school or a junior high school for the District in lieu of paying taxes imposed by the District on property owned by the business entity. *Tax Code 31.037*

INSTALLMENT  
PAYMENTS  
CERTAIN  
HOMESTEADS

An individual who qualifies for a homestead exemption under Tax Code 11.13(c), .132, or .22 may pay taxes on the residence homestead property in installments without penalty or interest. To do so, the individual must pay in four equal installments, with the first installment paid before the delinquency date. This payment must be accompanied by notice that the individual will pay the remaining taxes in three equal installments. The second installment must be paid before April 1, the third before June 1, and the fourth before August 1. An individual may also pay the taxes in four equal installments if the first installment is paid and the required notice is provided before March 1. If the individual fails to make a payment, including the first payment, before the applicable date, the unpaid amount is delinquent and incurs a penalty and interest as provided by law. *Tax Code 31.031*

DISASTER AREA

Owners of certain property in a disaster area are permitted to pay taxes in installment payments. This option applies to:

1. Real property that:

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

- a. Is the residence homestead of the owner or consists of property that is used for residential purposes and that has fewer than five living units, or is owned or leased by a business entity that had not more than the amount calculated as provided by Tax Code 31.032(h) in gross receipts in the entity's most recent federal tax year or state franchise tax annual period, according to the applicable federal income tax return or state franchise tax report of the entity; and
  - b. Is located in a disaster area and has been damaged as a direct result of the disaster;
2. Tangible personal property that is owned or leased by a business entity described above at number 1(a); and
  3. Taxes that are imposed on the property by a taxing unit before the first anniversary of the disaster.

If the owner of such property pays at least one-fourth of the taxes imposed on the property before the delinquency date, accompanied by notice that the person will pay the remaining taxes in installments, the owner may make the remainder of the payments in three equal installments. Such installment payments shall not incur penalty or interest if paid by the applicable dates provided for in Tax Code 31.032.

*Tax Code 31.032(a)-(b)*

PARTIAL PAYMENTS

The tax collector may decide to accept partial payments of District property taxes. Acceptance of a partial payment does not affect the delinquency date, but penalties and interest are incurred only by the portion of tax that remains unpaid on the date the tax becomes delinquent. The discounts described above do not apply to any portion of a partial payment of District taxes. *Tax Code 31.07(c)*

**SECTION IV: DELINQUENT TAXES**

DELINQUENCY DATE

Taxes are delinquent if not paid before February 1 of the year following the year in which imposed, except as provided below:

1. The District has provided for split payments. *Tax Code 31.03*
2. The District's tax bills are mailed after January 10. *Tax Code 31.04(a)*

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

3. The District's tax bills are mailed after September 30 and the Board has adopted discounts provided by Tax Code 31.05(c).  
*Tax Code 31.04(d)*

*Tax Code 31.02*

DELINQUENT TAX  
COLLECTION

The Board may contract with any competent attorney to represent the District to enforce the collection of delinquent taxes. The attorney's compensation is set in the contract, but the total amount of compensation provided may not exceed 20 percent of the amount of delinquent tax, penalty, and interest collected. *Tax Code 6.30(c)*

ADDITIONAL  
PENALTIES

If the District or the tax collector for the District has contracted with a private attorney for the collection of delinquent taxes, the Board may impose, by official action, an additional penalty on taxes that become delinquent on or after February 1 but not later than May 1 and remain delinquent on July 1 of the year in which they become delinquent. This penalty may not exceed the amount of compensation specified in the contract with the attorney to be paid in connection with the collection of the delinquent taxes and shall be secured by a tax lien. The District's tax collector shall deliver notice to the property owner of the delinquency and the penalty 30 to 60 days before July 1. *Tax Code 33.07*

If the District or the tax collector for the District has imposed the penalty described above and has contracted with a private attorney for collection of delinquent taxes, the Board may impose, by official action, an additional penalty on all taxes that become delinquent on or after June 1 under Tax Code 26.15(e), 31.03, .031, .032, .04, or 42.42. This penalty may not exceed the amount of compensation specified in the contract with the attorney to be paid in connection with the collection of the delinquent taxes and shall be secured by a tax lien. The District's tax collector shall send notice of the delinquency and the penalty to the property owner. The penalty is incurred on the first day of the first month that begins at least 21 days after the date the notice is sent. *Tax Code 33.08*

**SECTION V: EXEMPTIONS**

HOMESTEAD  
EXEMPTIONS

An adult is entitled to exemption from taxation of \$15,000 of the appraised value of his or her residence homestead. To receive the residence homestead exemption, the person claiming the exemption must apply for the exemption. *Tax Code 11.13(b), .43*

PERSONS 65 OR  
OLDER OR  
DISABLED  
PERSONS

An adult who is disabled or 65 or older is entitled to an additional \$10,000 exemption of the appraised value of his or her residence homestead. *Tax Code 11.13(c)*

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

TAX CEILING	The District shall not increase the total annual amount of ad valorem tax it imposes on the residence homestead of an individual 65 years of age or older, or on the residence homestead of an individual who is disabled as defined by Tax Code 11.13, above the amount of the tax it imposed in the first tax year in which the individual qualified that residence homestead for an applicable exemption. <i>Tax Code 11.26(a)</i>
IMPROVEMENTS	The District may increase the taxes if improvements are made to the property, but that tax amount is then frozen. <i>Tax Code 11.26(b)</i>
PORTABILITY OF TAX CEILING	If an individual subject to a limitation on tax increases subsequently qualifies a different residence for the residence homestead exemption, the tax limitation on the new residence is calculated to give the individual the same percentage of tax paid as the limitation on the former home in accordance with Tax Code 11.26(g). <i>Tax Code 11.26(g)</i>
SURVIVING SPOUSE OF PERSONS 65 OR OLDER	If an individual who qualifies for the exemption for an individual 65 years of age or older dies, the surviving spouse of the individual is entitled to the limitation applicable to the residence homestead of the individual if the surviving spouse is 55 years of age or older when the individual dies, and the residence homestead of the individual is the residence homestead of the surviving spouse on the date that the individual dies and remains the residence homestead of the surviving spouse. <i>Tax Code 11.26(i)</i>
HOMESTEADS RENDERED UNINHABITABLE OR UNUSABLE	If a qualified residential structure for which the owner receives a homestead exemption under Tax Code 11.13 is rendered uninhabitable or unusable by a casualty or by wind or water damage, the owner may continue to receive the exemption for the structure and the land and improvements used in the residential occupancy of the structure while the owner constructs a replacement qualified residential structure on the land in accordance with Tax Code 11.135 and 11.26(n)–(o) and 34 Administrative Code 9.416. <i>Tax Code 11.135, .26(n)–(o); 34 TAC 9.416</i>
VETERAN EXEMPTIONS 100 PERCENT DISABLED	A disabled veteran who receives from the U.S. Department of Veterans Affairs or its successor 100 percent disability compensation due to a service-connected disability and a rating of 100 percent disabled or of individual unemployability is entitled to an exemption from taxation of the total appraised value of the veteran's residence homestead. A person who qualifies for an exemption after January 1 of a tax year may receive the exemption for the applicable portion of that tax year immediately on qualification for the exemption. <i>Tax Code 11.131, .42(e)</i>

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

PARTIALLY  
DISABLED WITH  
DONATED  
RESIDENCE

A disabled veteran who has a disability rating of less than 100 percent is entitled to an exemption from taxation of a percentage of the appraised value of the disabled veteran's residence homestead equal to the disabled veteran's disability rating if the residence homestead was donated to the disabled veteran by a charitable organization at no cost to the disabled veteran. An exemption is effective as of January 1 of the tax year in which the person qualifies for the exemption and applies to the entire tax year. *Tax Code 11.132, .42(c)*

EXEMPTION FOR  
SURVIVING SPOUSE

The surviving spouse of a disabled veteran who qualified for an exemption when the veteran died is entitled to the same exemption from taxation of the same property to which the disabled veteran's exemption applied if:

1. The surviving spouse has not remarried since the death of the disabled veteran; and
2. The property:
  - a. Was the residence homestead of the surviving spouse when the disabled veteran died; and
  - b. Remains the residence homestead of the surviving spouse.

If a surviving spouse who qualifies for an exemption subsequently qualifies a different property as the surviving spouse's residence homestead, the surviving spouse is entitled to an exemption from taxation of the subsequently qualified homestead in an amount equal to the dollar amount of the exemption of the former homestead in the last year in which the surviving spouse received an exemption for that homestead if the surviving spouse has not remarried since the death of the disabled veteran.

*Tax Code 11.131(c)-(d), .132(c)-(d)*

SURVIVING SPOUSE  
OF INDIVIDUAL  
KILLED IN ACTION

The surviving spouse of a member of the armed services of the United States who is killed in action is entitled to an exemption from taxation of the total appraised value of the surviving spouse's residence homestead if the surviving spouse has not remarried since the death of the member of the armed services. An exemption is effective as of January 1 of the tax year in which the person qualifies for the exemption and applies to the entire tax year. *Tax Code 11.132, .42(c)*

A surviving spouse who receives an exemption for a residence homestead is entitled to receive an exemption from taxation of a property that the surviving spouse subsequently qualifies as the surviving spouse's residence homestead in an amount equal to the

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

dollar amount of the exemption from taxation of the first property for which the surviving spouse received the exemption in the last year in which the surviving spouse received that exemption if the surviving spouse has not remarried since the death of the member of the armed services. *Tax Code 11.132*

DISABLED  
VETERAN

A disabled veteran is entitled to an exemption from taxation of a portion of the assessed value of a property the veteran owns and designates under Tax Code 11.22. This exemption can be, but is not required to be, applied to a residence homestead. *Tax Code 11.22*

OPTIONAL  
EXEMPTIONS

The Board may grant additional tax exemptions for transitional housing, homesteads, historic sites, community land trusts, certain water conservation initiatives, certain tax-exempt corporations, and charitable organizations, as provided by law. If the District adopts, amends, or repeals an exemption that the District by law has the option to adopt or not, the District shall notify the appraisal office of its action and of the terms of the exemption within 30 days after the date of its action. *Tax Code 6.08, 11.111, .13, .1827, .184, .24, .32; Tex. Const. Art. VIII, Sec. 1-b*

GOODS-IN-TRANSIT

A person is entitled to an exemption from taxation of the appraised value of that portion of the person's property that consists of goods-in-transit.

In accordance with Tax Code 11.253, the Board may provide for the taxation of goods-in-transit that are otherwise exempt from taxation. The official action to tax the goods-in-transit must be taken before January 1 of the first tax year in which the governing body proposes to tax goods-in-transit. Before acting to tax the exempt property, the Board must conduct a public hearing as required by Texas Constitution Article VIII, Section 1-n(d). The goods-in-transit remain subject to taxation by the District until the Board rescinds or repeals its previous action to tax goods-in-transit, or otherwise determines that the exemption will apply to the District.

Notwithstanding official action that was taken before October 1, 2011, to tax goods-in-transit, the District may not tax such goods-in-transit in a tax year that begins on or after January 1, 2012, unless the Board takes official action on or after October 1, 2011, to provide for the taxation of the goods-in-transit.

EXCEPTION

If the Board, before October 1, 2011, took action to provide for the taxation of goods-in-transit and pledged the taxes imposed on the goods-in-transit for the payment of a debt of the District, the District tax officials may continue to impose the taxes against the goods-in-transit until the debt is discharged, if cessation of the imposition

would impair the obligation of the contract by which the debt was created.

*Tax Code 11.253(b), (j)–(j-2)*

**SECTION VI: ECONOMIC DEVELOPMENT**

TAX INCREMENT  
FINANCING ACT

The governing body of a municipality or county may designate a geographic area as a reinvestment zone to promote development or redevelopment of the area if the governing body determines that development or redevelopment would not occur solely through private investment in the reasonably foreseeable future, in accordance with the Tax Increment Financing Act, Tax Code Chapter 311. *Tax Code 311.003(a)*

BOARD OF  
DIRECTORS

The Board may appoint one member of the reinvestment zone's board of directors if the District has approved the payment of all or part of the tax increment produced by the District into the tax increment fund for the zone or may waive that right. *Tax Code 311.009(a)*

In certain reinvestment zones, the Board may be entitled to appoint more than one member of the reinvestment zone's board of directors. *Tax Code 311.0091(a)–(b)*

When the reinvestment zone has been designated upon petition of property owners under Tax Code 311.005(a)(4), the Board may appoint a member or members, as appropriate, of the reinvestment zone's board of directors only if it has approved the payment of all or part of the tax increment produced by the District into the tax increment fund for the zone. *Tax Code 311.009(b), .0091(c)*

COLLECTION AND  
DEPOSIT OF TAX  
INCREMENTS

The District shall provide for the collection of its taxes in the zone as for any other property tax and shall pay into the zone's tax increment fund the amount specified by law. Notwithstanding any termination of the reinvestment zone and unless otherwise specified by an agreement between the District and the municipality or county that created the zone, this payment shall be made no later than 90 days after the later of the delinquency date for District property taxes or the date the municipality or county that created the zone submits to the District an invoice specifying the tax increment produced by the District and the amount the District is required to pay into the tax increment fund for the zone. The District is not required to pay the portion attributable to delinquent taxes until those taxes are collected. The District shall not be required to pay a tax increment into the zone's tax increment fund beyond three years from the date the zone was created, except as provided by law. *Tax Code 311.013*

The District is not required to pay into the tax increment fund any of its tax increment produced from a reinvestment zone created upon petition of property owners under Tax Code 311.005(a) unless it enters into an agreement to do so with the governing body of the municipality or county that designated the zone. *Tax Code 311.013(f)*

The District is not required to pay into the tax increment fund any of its tax increment produced from property located in an area added to a reinvestment zone under Tax Code 311.007 unless the Board enters into an agreement to do so with the governing body of the municipality or county that created the zone. *Tax Code 311.013(k)*

A district that participates in a zone is not required to increase the percentage or amount of the tax increment to be contributed by the District because of an amendment to the project plan or reinvestment zone financing plan for the zone unless the Board by official action approves the amendment. *Tax Code 311.011(g)*

A district whose taxable value is reduced under Government Code 403.302(d)(4) shall pay into the tax increment fund, in addition to the amount otherwise required to be paid, the amount by which the amount of taxes the District would have been required to pay into the fund in the current year if the District levied taxes at the rate the District levied in 2005 exceeds the amount the District is otherwise required to pay into the fund in the year of the reduction. This additional amount may not exceed the amount the District receives in state aid for the current tax year under Education Code 42.2514. The District shall pay the additional amount after the District receives the state aid to which the District is entitled for the current tax year under Education Code 42.2514. *Tax Code 311.013(n)*

Notwithstanding the designation of a later termination date under Tax Code 311.017(a), a district that taxes real property located in the reinvestment zone is not required to pay any of its tax increment into the tax increment fund for the zone after the termination date designated in the ordinance or order creating the zone unless the Board enters into an agreement to do so with the governing body of the municipality or county that created the zone. *Tax Code 311.017(a-1)*

If the governing body of the municipality or county that designated a reinvestment zone extends the term of all or a portion of the zone, the District is not required to participate in the zone or portion of the zone for the extended term unless the District enters into a written agreement to do so. *Tax Code 311.007(c)*

LOCAL REVENUE SOURCES  
AD VALOREM TAXES

CCG  
(LEGAL)

PROPERTY  
REDEVELOPMENT  
AND TAX ABATEMENT  
ACT

On or after September 1, 2001, the District may not enter into a tax abatement agreement under Tax Code Chapter 312. *Tax Code 312.002(f)*

DISTRICT  
DESIGNATED

Notwithstanding any other provision of Tax Code Chapter 312 to the contrary, the Board, in the manner required for official action and for purposes of Tax Code Chapter 313, Subchapter B or C [see TEXAS ECONOMIC DEVELOPMENT ACT, below], may designate an area entirely within the territory of the District as a reinvestment zone if the Board finds that, as a result of the designation and the granting of a limitation on appraised value, for property located in the reinvestment zone, the designation is reasonably likely to:

1. Contribute to the expansion of primary employment in the reinvestment zone; or
2. Attract major investment in the reinvestment zone that would:
  - a. Be a benefit to property in the reinvestment zone and to the District; and
  - b. Contribute to the economic development of the region of this state in which the District is located.

The Board may seek the recommendation of the commissioners court of each county and the governing body of each municipality that has territory in the District before designating an area as a reinvestment zone.

*Tax Code 312.0025*

TEXAS ECONOMIC  
DEVELOPMENT ACT

In order to attract large-scale capital investments, create new jobs, strengthen the economy, and expand the property tax base, districts may offer certain ad valorem tax benefits and financial benefits in accordance with the Texas Economic Development Act. *Tax Code 313*

Districts should strictly interpret the criteria and selection guidelines and approve only those applications for an ad valorem tax benefit that:

1. Enhance the local community;
2. Improve the local public education system;
3. Create high-paying jobs; and
4. Advance the economic development goals of Texas.

*Tax Code 313.004(3)*

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**Note:** For complete information regarding the Texas Economic Development Act, refer to Tax Code Chapter 313 and 34 Administrative Code Chapter 9, Subchapter F.

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In order to provide accurate information for the annual audit of the District's fiscal accounts, the District shall maintain inventories of its assets as recommended and directed by the *TEA Financial Accountability System Resource Guide. 19 TAC 109.1(a), .41*



BONDED EMPLOYEES AND OFFICERS

CG  
(LEGAL)

The District requires its employees and officers to post bond as follows:

SECURITY  
PERSONNEL

1. Campus security personnel authorized by the Board to carry arms must first be commissioned as peace officers, which requires the posting of a \$1,000 bond, payable to the Board, with two or more sufficient sureties, and conditioned by the faithful and impartial discharge of all legal duties. *Education Code 37.081(h)*

TAX COLLECTOR

2. The tax collector for the District shall be bonded in accordance with law. *Tax Code 6.29*

MILITARY  
INSTRUCTION

3. The District shall, when necessary, make contracts with the proper governmental agency to teach courses in military training, execute a bond to secure contracts with governmental agencies to procure arms, supplies, or other needed property when military instruction is offered in the District pursuant to a state or federal law requiring the Board to give bond or otherwise indemnify the state, the United States, or any other governmental agency for the care and return of property furnished. Available school funds shall be used to procure such bonds in the amount and under conditions required by the governmental agency. *Education Code 29.901*



SAFETY PROGRAM/RISK MANAGEMENT

CK  
(LOCAL)

COMPREHENSIVE  
SAFETY PROGRAMS

The Superintendent or designee shall be responsible for developing, implementing, and promoting comprehensive safety programs designed to address the safety of students, employees, visitors, and all others with whom the District conducts its business.



FOOD SERVICES MANAGEMENT  
FREE AND REDUCED-PRICE FOOD PROGRAM

COB  
(LEGAL)

BREAKFAST  
PROGRAM

If at least ten percent of the students enrolled in one or more schools in the District are eligible for free or reduced-price breakfasts under the national school breakfast program provided for by the Child Nutrition Act of 1966 (42 U.S.C. 1773), the Board shall participate in the program and extend its benefits to all eligible students in said school or schools.

A campus participating in the national school breakfast program in which 80 percent or more of the students qualify for a free or reduced-price breakfast shall offer a free breakfast to every student.

WAIVER

The Commissioner shall grant a waiver of this requirement, not to exceed one year, to a campus if the Board votes to request the waiver at the Board's annual meeting to discuss and adopt the budget and the proposed tax rate under Education Code 44.044. Before voting to request a waiver, the Board must list the waiver as a separate item for consideration on the meeting's agenda and provide an opportunity for public comment regarding the waiver at the meeting.

*Education Code 33.901*

SUMMER LUNCH  
PROGRAM

Unless the Texas Department of Agriculture (TDA) grants a district a waiver, a district in which 50 percent or more of the students are eligible to participate in the national free or reduced-price lunch program under 42 U.S.C. Chapter 13 shall provide or arrange for the provision of a summer nutrition program for at least 30 days during the period in which district schools are recessed for the summer. *Agriculture Code 12.0029(b)*

"Summer nutrition program" means the Summer Food Service Program under 42 U.S.C. 1761. The term includes the seamless summer option under 42 U.S.C. 1761(a)(8). *Agriculture Code 12.0029(a)(2)*

NOTICE FROM TDA

Not later than October 31 of each year, TDA shall notify each qualifying district of the district's responsibility concerning provision of a summer nutrition program during the next period in which school is recessed for the summer. *Agriculture Code 12.0029(c)*

NOTICE OF  
PROVISION OF  
PROGRAM

Unless a district decides to pursue a waiver, each district that receives a notice from TDA shall, not later than January 31 of the year following the year in which the notice was received, inform TDA in writing that the district intends to provide or arrange for the provision of a summer nutrition program during the next period in which district schools are recessed for the summer. *Agriculture Code 12.0029(e)*

WAIVER

If the District intends to request a waiver, the Board must, not later than November 30 of each year, send written notice of the District's

FOOD SERVICES MANAGEMENT  
FREE AND REDUCED-PRICE FOOD PROGRAM

COB  
(LEGAL)

intention to the District's local school health advisory council. The notice must include an explanation of the District's reason for requesting a waiver of the requirement. *Agriculture Code 12.0029(d)*

The District shall, not later than January 31 of the year following the year in which the notice was received, request in writing that TDA grant the District a one-year waiver of the requirement to provide or arrange for the provision of a summer nutrition program. *Agriculture Code 12.0029(e)*

TDA may grant the District a waiver of the requirement to provide or arrange for the provision of a summer nutrition program only if:

1. The District has worked with the TDA field offices to identify another possible provider for the program in the District and the District provides documentation, verified by TDA, showing that:
  - a. There are fewer than 100 children in the District currently eligible for the national free or reduced-price lunch program;
  - b. Transportation to enable District students to participate in the program is an insurmountable obstacle to the District's ability to provide or arrange for the provision of the program despite consultation by the District with public transit providers;
  - c. The District is unable to provide or arrange for the provision of a program due to renovation or construction of District facilities and the unavailability of an appropriate alternate provider or site; or
  - d. The District is unable to provide or arrange for the provision of a program due to another specified extenuating circumstance and the unavailability of an appropriate alternate provider or site; or
2. The cost to the District to provide or arrange for provision of a program would be cost-prohibitive, as determined by the department using the criteria and methodology established by TDA.

*Agriculture Code 12.0029(f)*

ALTERNATE  
PROVIDER

If the District has requested a waiver and has been unable to provide to TDA a list of possible providers for the summer nutrition program, the TDA field offices shall continue to attempt to identify an alternate provider for the District's summer nutrition program. *Agriculture Code 12.0029(i)*

INSURANCE AND ANNUITIES MANAGEMENT  
UNEMPLOYMENT INSURANCE

CRF  
(LEGAL)

The District shall comply with the provisions of the Texas Unemployment Compensation Act. *Labor Code 201.026*

REASONABLE  
ASSURANCE

Employees shall be ineligible to receive benefits if:

1. They perform instructional, research, or principal administrative services and have a contract or reasonable assurance of performing such services for any educational institution during the next academic year or term.
2. They perform other services for the District and have reasonable assurance of performing such services during the next academic year or term.
3. They perform services described above immediately before a vacation period or holiday recess and have reasonable assurance of performing such services during the period following such vacation or holiday recess.

*Labor Code 207.041*

OPTIONS

The District shall contribute to the Unemployment Compensation Fund by choosing one of the following options:

1. Paying a state unemployment compensation tax administered by the Texas Workforce Commission (TWC). *Labor Code 204.101*
2. Reimbursing the state fund for the amount of any benefits paid to ex-employees of the District. *Labor Code 205.001*
3. Entering a joint group account with other reimbursing political subdivisions to share the cost of benefits that are attributable to service in the employ of the group account members. *Labor Code 205.021*

INITIAL CLAIM AND  
RESPONSE

After receiving a notice of the filing of an initial claim for unemployment benefits, the District shall notify the TWC promptly of any facts known to the District that may adversely affect the claimant's right to benefits or affect a charge to the District's account.

The District's notification must include sufficient factual information to allow the TWC to make a determination regarding the claimant's entitlement to benefits.

If the District does not mail or otherwise deliver the notification within 14 days after the date notice of the claim was mailed, the District waives all rights in connection with the claim, including rights the District may have under Government Code Chapter 204, Subchapter B, other than rights relating to a clerical or machine

error as to the amount of the person's chargeback or maximum potential chargeback in connection with the claim for benefits.

*Gov't Code 208.004(a)-(b)*

INSURANCE AND ANNUITIES MANAGEMENT  
DEFERRED COMPENSATION AND ANNUITIES

CRG  
(LEGAL)

DEFERRED  
COMPENSATION –  
SECTION 457

The District, either alone or by contract with other political subdivisions, may create and administer a deferred compensation plan, the federal income tax treatment of which is governed by Section 457 of the Internal Revenue Code of 1986, and its subsequent amendments, for its employees and may assess a fee on each participating employee for administering the plan.

The organization and implementation of such a deferred compensation plan shall be in accordance with Chapter 609, Subchapter B, Government Code.

*Gov't Code Ch. 609*

The District may contract with an employee for the deferment of any part of the employee's compensation.

Except as provided by Government Code 609.5025, to participate in a deferred compensation plan, an employee must consent in the contract to automatic payroll deductions in an amount equal to the deferred amount.

*Gov't Code 609.007(a), (c)*

ROTH  
CONTRIBUTION  
PROGRAMS

The District may, if authorized by federal law, establish a program in accordance with the applicable federal law under which an employee may designate all or a portion of the employee's contribution under a 457 plan as a Roth contribution at the time the contribution is made or convert all or a portion of the employee's previous contribution under the plan to a Roth contribution. *Gov't Code 609.1025*

ANNUITIES – SECTION  
403(b)

The District may enter into an agreement with an employee to reduce the employee's salary for the purposes of making direct contributions to or purchases of an annuity or investment product that meets the requirements of Internal Revenue Code Section 403(b) and otherwise satisfies the definition of "qualified investment product." The District may enter into a salary reduction agreement only if the qualified investment product is an eligible qualified investment and is registered with the Teacher Retirement System (TRS) under V.A.T.S. Article 6228-5, Section 8A. *Art. 6228a-5, Sec. 4(7), 5(a), V.A.T.S.*

DEFINITIONS

"Eligible qualified investment" means a qualified investment product offered by a company that:

1. Is certified to TRS under V.A.T.S. Article 6228-5, Section 5; or
2. Is eligible to certify to TRS under V.A.T.S. Article 6228-5, Section 8.

*34 TAC 53.1(8)*

A “certified company” is a company that meets all TRS certification requirements. Certified companies shall be placed on the TRS list of certified companies as long as the certification has not expired or been rejected or revoked. *34 TAC 53.1(3)*

“Qualified investment product” means an annuity or investment that:

1. Meets the requirements of Section 403(b), Internal Revenue Code of 1986, and its subsequent amendments;
2. Complies with applicable federal insurance and securities laws and regulations; and
3. Complies with applicable state insurance and securities laws and rules.

“Salary reduction agreement” means an agreement between the District and an employee to reduce the employee’s salary for the purpose of making direct contributions to or purchases of a qualified investment product.

*Art. 6228a-5, Sec. 4 (3), (5), (7), V.A.T.S.*

EMPLOYEE  
DESIGNATION

An employee is entitled to designate any agent, broker, or company through which a qualified investment product may be purchased or contributions may be made.

PAYROLL  
DEDUCTION

To the greatest degree possible, the District shall require that contributions to eligible qualified investments be made by automatic payroll deduction and deposited directly in the investment accounts.

*Art. 6228a-5, Sec. 5(e), (f), V.A.T.S.*

PROHIBITIONS ON  
DISTRICT

The District may not:

1. Refuse to enter into a salary reduction agreement with an employee if the qualified investment product that is the subject of the salary reduction is an eligible qualified investment and is registered with TRS under V.A.T.S. Article 6228-5, Section 8A, except as provided by item 8 below and unless:
  - a. The eligible qualified investment product that is the subject of the salary reduction agreement is offered by a company that does not comply with the District’s administrative requirements;
  - b. The District imposes the administrative requirements uniformly on all companies that offer eligible qualified investment products; and

- c. The administrative requirements are necessary to comply with employer responsibilities imposed by:
  - (1) Section 403(b), Internal Revenue Code of 1986, and its subsequent amendments;
  - (2) Any other provision of the Internal Revenue Code of 1986 that applies to Section 403(b);
  - (3) Any regulation adopted in relation to a law described by subsection (1) or (2) that is effective after December 31, 2007; or
  - (4) Any change to V.A.T.S. Article 6228-5 that becomes effective after January 1, 2007;
2. Require or coerce an employee's attendance at any meeting at which qualified investment products are marketed;
3. Limit the ability of an employee to initiate, change, or terminate a qualified investment product at any time the employee chooses;
4. Grant exclusive access to an employee by discriminating against or imposing barriers to any agent, broker, or company that provides qualified investment products;
5. Grant exclusive access to information about an employee's financial information, including information about an employee's qualified investment products, to a company or agent or affiliate of a company offering qualified investment products unless the employee consents in writing to the access;
6. Accept any benefit from a company or from an agent or affiliate of a company that offers qualified investment products;
7. Use public funds to recommend a qualified investment product offered by a company or an agent or affiliate of a company that offers a qualified investment product; or
8. Enter into or continue a salary reduction agreement with an employee if the qualified investment product that is the subject of the salary reduction agreement is not an eligible qualified investment, including the investment product of a company whose certification has been denied, suspended, or revoked without first providing the employee with notice in writing that:
  - a. Indicates the reason the subject of the salary reduction agreement is no longer an eligible qualified investment or why certification has been denied, suspended, or revoked; and

- b. Clearly states that by signing the notice the employee is agreeing to enter into or continue the salary reduction agreement.

*Art. 6228a-5, Sec. 9, V.A.T.S.*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

RESTRICTION ON  
PUBLIC SERVANTS —  
PENAL CODE

“Public servant,” for purposes of the following Penal Code provisions, includes a person elected, selected, appointed, employed, or otherwise designated as an officer, employee, or agent of government, even if the person has not yet qualified for office or assumed his or her duties. *Penal Code 1.07(a)(41)(A), (E)*

BRIBERY

1. A public servant shall not intentionally or knowingly offer, confer, agree to confer on another, solicit, accept, or agree to accept a benefit:
  - a. As consideration for the public servant’s decision, opinion, recommendation, vote, or other exercise of discretion as a public servant.
  - b. As consideration for a violation of a duty imposed on the public servant by law.
  - c. That is a political contribution as defined by Title 15 of the Election Code or an expenditure made and reported as a lobbying expense in accordance with Government Code, Chapter 305, if the benefit was offered, conferred, solicited, accepted, or agreed to pursuant to an express agreement to take or withhold a specific exercise of official discretion, if such exercise of official discretion would not have been taken or withheld but for the benefit.

“Benefit” means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.

*Penal Code 36.01(3), 36.02*

ILLEGAL GIFTS

2. A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions shall not solicit, accept, or agree to accept any benefit from a person the public servant knows is interested in or likely to become interested in any such transactions of the District. *Penal Code 36.08(d)*

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under this section may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax exempt charitable organization formed for educational, religious, or scientific purposes. *Penal Code 36.08(i)*

EXCEPTIONS

“Illegal Gifts to Public Servants” does not apply to:

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

- a. A fee prescribed by law to be received by a public servant or any other benefit to which the public servant is lawfully entitled or for which he or she gives legitimate consideration in a capacity other than as a public servant;
- b. A gift or other benefit conferred on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient;
- c. A benefit to a public servant required to file a statement under Chapter 572, Government Code, or a report under Title 15, Election Code, that is derived from a function in honor or appreciation of the recipient if:
  - (1) The benefit and the source of any benefit in excess of \$50 is reported in the statement; and
  - (2) The benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are nonreimbursable by the state or political subdivision;
- d. A political contribution as defined by Title 15, Election Code;
- e. An item with a value of less than \$50, excluding cash or a negotiable instrument as described by Business and Commerce Code 3.104;
- f. An item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the governmental entity; or
- g. Food, lodging, transportation, or entertainment accepted as a guest and, if the donee is required by law to report those items, reported by the donee in accordance with that law.

*Penal Code 36.10*

HONORARIA AND  
EXPENSES

- 3. A public servant commits a Class A misdemeanor offense if the public servant solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not have been requested to provide but for the public servant's official position or duties. However, a public servant is not prohibited from accepting transportation and lodging expenses or meals in connection with a conference or similar event in which the public servant renders services,

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

such as addressing an audience or engaging in a seminar, to the extent those services are more than merely perfunctory.  
*Penal Code 36.07*

ABUSE OF PUBLIC  
EMPLOYMENT

4. A public servant shall not, with intent to obtain a benefit or with intent to harm or defraud another, intentionally or knowingly violate a law relating to the public servant's office or employment, or misuse District property, services, personnel, or any other thing of value, that has come into his or her custody or possession by virtue of his or her office or employment.  
*Penal Code 39.02(a)*

"Law relating to the public servant's office or employment" means a law that specifically applies to a person acting in the capacity of a public servant and that directly or indirectly imposes a duty on the public servant or governs the conduct of the public servant. *Penal Code 39.01(1)*

"Misuse" means to deal with property contrary to:

- a. An agreement under which the public servant holds the property;
- b. A contract of employment or oath of office of a public servant;
- c. A law, including provisions of the General Appropriations Act specifically relating to government property, that prescribes the manner of custody or disposition of the property; or
- d. A limited purpose for which the property is delivered or received.

*Penal Code 39.01(2)*

INSTRUCTIONAL  
MATERIALS  
VIOLATIONS —  
COMMISSIONS

An administrator or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated. *Education Code 31.152(a)*

INSTRUCTIONAL  
MATERIALS  
VIOLATIONS —  
CONFLICT

An administrator or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of instructional materials or technological equipment; and
3. Could not be lawfully purchased with state instructional material funds.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

“Gift, favor, or service” does not include staff development, in-service, or teacher training; or ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

*Education Code 31.152(b)–(d)*

INSTRUCTIONAL  
MATERIALS  
VIOLATIONS —  
PURCHASE AND  
DISTRIBUTION

A person commits a Class C misdemeanor offense if the person knowingly violates any law providing for the purchase or distribution of free instructional materials for the public schools. *Education Code 31.153*

HOLDING CIVIL  
OFFICE

No person shall hold or exercise at the same time more than one civil office of emolument, except for offices listed in the constitutional provision, unless otherwise specifically provided. *Tex. Const., Art. XVI, Sec. 40(a); State v. Pirtle, 887 S.W.2d 291 (Tex. Ct. Crim. App. 1994); Atty. Gen. Op. DM-212 (1993)*

A position in or membership in the Texas military forces is not considered to be a civil office of emolument. *Gov't Code 437.203*

Individuals who receive all or part of their compensation either directly or indirectly from funds of the state of Texas and who are not state officers shall not be barred from serving as members of the governing bodies of school districts (other than those in which they are employed), cities, towns, or other local governmental districts. Such individuals may not receive a salary for serving as members of such governing bodies. *Tex. Const., Art. XVI, Sec. 40(b); Atty. Gen. Op. DM-55 (1991)*

CONFLICT  
DISCLOSURE  
STATEMENT

The District may extend the requirements of Local Government Code 176.003 and 176.004 [see BBFA] to any employee of the District who has the authority to approve contracts on behalf of the District, including a person designated as the representative of the District for purposes of Local Government Code Chapter 271. The District shall identify each employee made subject to Sections 176.003 and 176.004 and shall provide a list of the identified employees on request to any person. The District may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with such requirements.

An employee commits a Class C misdemeanor if the employee knowingly violates the requirements. It is an exception to the application of the above penalty, however, that the employee filed the disclosure statement not later than the seventh business day after the person received notice from the District of the alleged violation.

*Local Gov't Code 176.005*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

DEFINITION OF  
"CONTRACT"

"Contract" means a written agreement for the sale or purchase of real property, goods, or services. *Local Gov't Code 176.001(1-d)*

PERSONAL SERVICES  
PERFORMED BY  
SUPERINTENDENT

The Superintendent may not receive any financial benefit for personal services performed by the Superintendent for any business entity that conducts or solicits business with the District. Any financial benefit received by the Superintendent for performing personal services for any other entity, including a school district, open-enrollment charter school, regional education service center, or public or private institution of higher education, must be approved by the Board on a case-by-case basis in an open meeting. The receipt of reimbursement for a reasonable expense is not considered a financial benefit. *Education Code 11.201(e)*

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**Note:** See also CBB for requirements when federal funds are involved.

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COMPENSATION AND BENEFITS  
INCENTIVES AND STIPENDS

DEAA  
(LEGAL)

INCENTIVE GRANTS—  
CONTRACT  
PROVISION

The District shall provide in employment contracts that qualifying employees may receive an incentive payment under an awards program established under Education Code Chapter 21, Subchapter O (Educator Excellence Award Program and Educator Excellence Innovation Program) if the District participates in the program. The District shall indicate that any incentive payment distributed is considered a payment for performance and not an entitlement as part of an employee's salary. *Education Code 21.415*

EDUCATOR  
EXCELLENCE  
INNOVATION  
PROGRAM

The Educator Excellence Innovation Program (EEIP) is a grant program under which the District may receive a competitive grant for the purposes of systematically transforming educator quality and effectiveness. TEA will give priority to districts that receive Title I funding and have at a majority of district campuses a student enrollment that is at least 50 percent educationally disadvantaged.

ELIGIBILITY

The District is eligible to apply for EEIP grant funds if the District:

1. Completes and submits a Notice of Intent to Apply to TEA by the date established by the Commissioner;
2. Complies with all assurances in the Notice of Intent to Apply and grant application;
3. Participates in the required technical assistance activities established by the Commissioner, including establishing leadership teams, master teachers, mentor teachers, and instructional coaches and developing career pathways;
4. Agrees to participate for four years; and
5. Complies with any other activities set forth in the program requirements.

An eligible district must submit an application in a form prescribed by the Commissioner. Each eligible applicant must meet all deadlines, requirements, and assurances specified in the application. The Commissioner may waive any eligibility requirements as specified in 19 Administrative Code 102.1073.

LOCAL PLAN

An eligible district that intends to participate in the EEIP shall submit a local educator excellence innovation plan to TEA. A local educator excellence innovation plan must address the elements at 19 Administrative Code 102.1073(e)(2).

The District must act pursuant to its local Board policy [see DEAA(LOCAL)] for submitting a local educator excellence innovation plan and grant application to TEA. A local decision to approve and submit a plan and grant application may not be appealed to the Commissioner.

COMPENSATION AND BENEFITS  
INCENTIVES AND STIPENDS

DEAA  
(LEGAL)

The District may renew its local educator excellence innovation plan for three consecutive school years without resubmitting a full grant application to TEA. With TEA approval, the District may amend its local plan in accordance with 19 Administrative Code 102.1073(c) and (h) for each school year the District receives a program grant.

USE OF GRANT  
FUNDS

The District may use grant funds only to carry out purposes of the program as described at Education Code 21.7011, in accordance with the District's local plan, which may include the following specific methods or procedures:

1. Implementation and administration of a high-quality mentoring program for teachers in the first three years of classroom teaching using mentors who meet the qualifications prescribed by Education Code 21.458 [see MENTOR TEACHERS, below];
2. Implementation of a teacher evaluation system using multiple measures that include:
  - a. The results of classroom observation, which may include student comments;
  - b. The degree of student educational growth and learning; and
  - c. The results of teacher self-evaluation;
3. To the extent permitted under Education Code Chapter 25, Subchapter C, restructuring of the school day or school year to provide for embedded and collaborative learning communities for the purpose of professional development [see EC];
4. Establishment of an alternative teacher compensation or retention system; and
5. Implementation of incentives designed to reduce teacher turnover.

WAIVER REQUEST

The District may apply to the Commissioner in writing for a waiver to exempt the District or one or more District campuses from one or more of the statutory sections listed at Education Code 21.7061(a).

The application for the waiver must demonstrate:

1. Why waiving the identified section of the Education Code is necessary to carry out the purposes of the program;
2. Approval for the waiver by a vote of a majority of the members of the Board;

COMPENSATION AND BENEFITS  
INCENTIVES AND STIPENDS

DEAA  
(LEGAL)

3. Approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought; and
4. Evidence that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting.

Neither the Board nor the Superintendent may compel a waiver of rights under Education Code 21.7061.

Not later than April 1 of the year in which the waiver application is submitted, the Commissioner shall notify the District in writing whether the application has been granted or denied. A waiver expires when the waiver is no longer necessary to carry out the purposes of the program, in accordance with the District's local educator excellence innovation plan.

*Education Code Ch. 21, Subch. O; 19 TAC 102.1073*

MENTOR TEACHERS

The District may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. A teacher assigned as a mentor must:

1. To the extent practicable, teach in the same school;
2. To the extent practicable, teach the same subject or grade level, as applicable; and
3. Meet the qualifications prescribed by Commissioner's rules.

The Commissioner's rules must require that a mentor teacher:

1. Complete a research-based mentor and induction training program approved by the Commissioner;
2. Complete a training program provided by the District; and
3. Have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance.

The District may apply to the Commissioner for funds for a mentor teacher program. The District may use the funds only for providing:

1. Mentor teacher stipends;
2. Scheduled release time for mentor teachers and the classroom teachers to whom they are assigned for meeting and engaging in mentoring activities; and

COMPENSATION AND BENEFITS  
INCENTIVES AND STIPENDS

DEAA  
(LEGAL)

3. Mentoring support through providers of mentor training.

*Education Code 21.458; 19 TAC 153.1011*

MASTER TEACHER  
GRANT PROGRAMS

The Commissioner shall establish master reading, mathematics, technology, and science teacher grant programs to encourage teachers to become certified as master teachers and to work with other teachers and students to improve student performance. *Education Code 21.410–.413*

APPLICATION

The District may apply to the Commissioner for grants for each identified high-need campus to be used to pay year-end stipends to certified master teachers.

USE OF FUNDS

Grant funds may be used only for the purpose of paying a year-end stipend to a master teacher whose primary duties are to teach reading, mathematics, technology, or science and to serve as a reading, mathematics, technology, or science teacher mentor for the amount of time and in the manner established by the District.

PAYMENTS

The Commissioner shall reduce payments to the District proportionately to the extent a teacher does not meet the requirements for a master teacher for the entire school year.

If a teacher qualifies as a master teacher for a partial month, the District's written policy will determine how the District counts the partial month, for example, as no month served or as an entire month served. Only whole months shall be entered on the application by the District on the teacher's behalf.

Education Code sections 21.410–.413 do not create a property right to a grant or stipend. A master teacher stipend is not considered in determining whether the District is paying the teacher the minimum monthly salary under Education Code 21.402.

DESIGNATION OF  
TEACHER

A district that employs more certified master teachers than the number of grants available shall designate which certified master teacher(s) to assign the duties required to receive the state stipends. The designation is based on a written policy adopted by the Board. The District's decision is final and may not be appealed.

The District may not apportion among teachers a stipend paid with a grant the District receives under this program. The District may use local money to pay additional stipends in amounts determined by the District.

*Education Code 21.410–.413; 19 TAC Ch. 102, Subch. BB*

COMPENSATION AND BENEFITS  
INCENTIVES AND STIPENDS

DEAA  
(LEGAL)

RETIREMENT  
INCENTIVES

The District may not offer or provide a financial or other incentive to an employee to encourage the employee to retire from the Teacher Retirement System of Texas. *Education Code 22.007*

ATTENDANCE  
SUPPLEMENT

The District shall not deny an educator a salary bonus or similar compensation given in whole or in part on the basis of educator attendance because of the educator's absence from school for observance of a religious holy day observed by a religion whose places of worship are exempt from property taxation under Tax Code 11.20. *Education Code 21.406*



ASSIGNMENT AND SCHEDULES

DK  
(LEGAL)

**ASSIGNMENT** A public school employee must have the appropriate credentials for his or her current assignment unless the appropriate permit has been issued. The credentials appropriate to each assignment are set forth in rules of the State Board for Educator Certification (SBEC) at 19 Administrative Code Chapter 231. *19 TAC 231.1* [See DBA]

**EMERGENCY PERMITS** A superintendent or designee who cannot secure an appropriately certified and qualified individual to fill a vacant position may activate an emergency permit for an individual who does not have one of the appropriate credentials for the assignment.

The Superintendent or designee must:

1. Document the efforts the District has taken to employ a fully certified individual in the position for which an emergency permit is activated;
2. Apply for an emergency permit when a vacant position is filled with an uncertified or inappropriately certified individual who will serve as the teacher of record or will serve in the assignment for more than 30 consecutive instructional days. The application must be submitted to TEA within 45 instructional days of the date of assignment;
3. Verify that the District maintains a support system, has assigned a trained mentor, and will provide release time as needed to assist the individual serving on an emergency permit. However, the District shall not be required to provide a mentor for a degreed, certified teacher assigned on an emergency permit if the teacher has one or more creditable years' experience within the District, as defined at 19 Administrative Code Chapter 153, Subchapter CC; and
4. Verify that the individual for whom the emergency permit is activated has been advised of the SBEC rules regarding permits and permit renewal requirements in 19 Administrative Code Chapter 230, Subchapter F.

*19 TAC 230.71(b)*

For all assignments except career and technical education assignments based on skill and experience, the Superintendent, designee, or authorized representative must verify the individual's eligibility for the emergency permit and submit online to TEA, within 45 instructional days of assignment, the information listed at 19 Administrative Code 230.79. *19 TAC 230.79*

An emergency permit is authorized for the District for a specific assignment and is not the property of the individual for whom the

ASSIGNMENT AND SCHEDULES

DK  
(LEGAL)

emergency permit was activated. If an emergency permit authorized by SBEC is not used, the District shall notify TEA staff by email. *19 TAC 230.71(d)–(e)*

TEMPORARY  
VACANCIES

The District is not required to activate an emergency permit if an uncertified individual is assigned for a certified teacher who will be absent for more than 30 consecutive instructional days due to documented health-related reasons and has expressed the intention to return to the assignment. The District must, however, comply with the parent notification requirements below. *19 TAC 230.71(g)*

EDUCATOR  
CONSENT

A certified teacher must consent to the activation of an emergency permit and be advised of the conditions of the emergency permit.

A teacher who refuses to consent to activation of an emergency permit may not be terminated or nonrenewed or otherwise retaliated against because of the teacher's refusal to consent to the activation of the emergency permit. However, a teacher's refusal to consent shall not impair the District's right to implement a necessary reduction in force or other personnel actions in accordance with local policy.

*19 TAC 230.71(c)*

ELIGIBILITY  
REQUIREMENTS

An individual for whom an emergency permit is activated must meet the general eligibility criteria listed at 19 Administrative Code 230.75 and the specific eligibility requirements for the assignment listed at 19 Administrative Code 230.77. *19 TAC 230.75, .77*

HARDSHIP  
EXCEPTION

An emergency permit may be authorized on a hardship basis for an individual who does not meet all eligibility requirements only if approval has been granted and e-mail notification received from TEA staff. The District must:

1. Document local conditions requiring the assignment of an individual who does not meet emergency permit requirements;
2. Verify that the deficiencies for the certificate sought do not exceed 36 semester credit hours; and
3. Verify:
  - a. That the individual will be enrolled in the first available course listed on the deficiency plan; or
  - b. Registration for the next available administration of the appropriate content specialization portion of the certification examination for an individual who holds a valid Texas classroom teaching certificate and a bachelor's degree from an accredited institution of higher education

and is placed in an assignment requiring a different classroom teaching certificate.

*19 TAC 230.71(f)*

VALIDITY OF  
EMERGENCY  
PERMIT

An emergency permit is valid for the remainder of the school year for which it is activated. The emergency permit must be submitted to TEA within 45 instructional days from the date of assignment. The permit is valid for service only in the requesting district and only for the assignments indicated on the emergency permit application.

The employment of an individual on an emergency permit may not exceed three school years in the same assignment. The individual may serve in a specific assignment no more than two additional school years beyond the initial emergency permit. To continue beyond the initial emergency permit year, the individual must comply with the renewal provisions specified in 19 Administrative Code 230.81.

To continue employment in the assignment beyond the validity of the emergency permit, the individual must hold the appropriate certificate. An individual may not serve as a classroom teacher of record in the District for more than three school years without obtaining initial, standard certification.

*19 TAC 230.73*

RENEWAL OF  
PERMIT

The Superintendent, designee, or authorized representative may renew an emergency permit for the same assignment in the same district for which the initial emergency permit was activated. Renewal procedures are set forth at 19 Administrative Code 230.81(5).

No individual may continue in the same assignment for more than three school years of service on an emergency permit, except that emergency permits used fewer than 90 calendar days may be renewed for one additional year of service. The total of semester credit hours or the equivalent contact hours required to obtain certification appropriate for the assignment shall determine the number of emergency permit renewals for which the individual may be eligible. The schedule for determining eligibility for emergency permit renewal is set forth at 19 Administrative Code 230.81(3).

*19 TAC 230.81*

NONRENEWABLE  
PERMITS

The Superintendent or designee may activate a nonrenewable permit for an individual who has not completed the appropriate examination requirements specified in 19 Administrative Code 230.21 (Educator Assessment). A nonrenewable permit may not be acti-

ASSIGNMENT AND SCHEDULES

DK  
(LEGAL)

vated for an individual in the same assignment area for which another permit had previously been authorized.

A nonrenewable permit may be activated for an individual in one or more of the categories listed at 19 Administrative Code 230.83(b).

The Superintendent, designee, or authorized representative must verify that an individual is eligible for the permit and submit the following information within 60 calendar days of assignment:

1. An application for a nonrenewable permit completed before the effective date of the assignment; and
2. The appropriate fee (payable by the District).

*19 TAC 230.83*

PRINCIPAL'S  
APPROVAL

The principal of a campus shall approve all teacher and staff appointments for the campus from a pool of applicants selected by the District or of applicants who meet the hiring requirements established by the District, based on criteria developed by the principal after informal consultation with the faculty. The Superintendent or designee has final placement authority for a teacher transferred because of enrollment shifts or program changes. *Education Code 11.202; Atty. Gen. Op. DM-27 (1991)*

TRANSFERS

The District's employment policy may include a provision for providing each current District employee with an opportunity to participate in a process for transferring to another school in or position with the District. *Education Code 11.1513(c)(3)*

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**Note:** In accordance with Education Code 21.057, the following notice requirements do not apply if a school is required by the No Child Left Behind Act of 2001 to provide notice to a parent or guardian regarding a teacher who is not highly qualified, provided the school gives notice as required by that Act. [See DBA]

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PARENT  
NOTIFICATION

If the District assigns an inappropriately certified or uncertified teacher (as defined below) to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of each student in that classroom.

The Superintendent shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The District shall make a good-faith effort to ensure that the notice is provided in a bilingual form to any parent or guardian whose primary language is

ASSIGNMENT AND SCHEDULES

DK  
(LEGAL)

not English. The District shall retain a copy of the notice and make information relating to teacher certification available to the public on request.

INAPPROPRIATELY  
CERTIFIED OR  
UNCERTIFIED  
TEACHER

An “inappropriately certified or uncertified teacher” includes an individual serving on an emergency certificate or an individual who does not hold any certificate or permit. It does not include an individual who is:

1. Certified and assigned to teach a class or classes outside his or her area of certification, as determined by SBEC rules specifying the certificate required for an assignment;
2. Serving on a certificate issued due to a hearing impairment;
3. Serving on a certificate issued pursuant to enrollment in an approved alternative certification program;
4. Certified by another state or country and serving on a certificate issued under Education Code 21.052;
5. Serving on a school district teaching permit; or
6. Employed under a waiver granted by the Commissioner.

*Education Code 21.057; 19 TAC 231.1*



PERSONNEL POSITIONS  
SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

DPB  
(LEGAL)

UNCERTIFIED  
SUBSTITUTES

State Board for Educator Certification requirements regarding assignment of certified employees apply to substitute teachers. If the District must employ a substitute teacher who is not certified, a list of the substitute teachers shall be retained in the District files. 19 TAC 231.1(e)

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**Note:** In accordance with Education Code 21.057, the following notice requirements do not apply if a school is required by the No Child Left Behind Act of 2001 to provide notice to a parent or guardian regarding a teacher who is not highly qualified, provided the school gives notice as required by that Act. [See DBA]

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PARENT  
NOTIFICATION

If the District assigns an inappropriately certified or uncertified teacher [as defined in DBA(LEGAL)] to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of students in that classroom.

The Superintendent shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The District shall make a good-faith effort to ensure that the notice is provided in a bilingual form to any parent or guardian whose primary language is not English. The District shall retain a copy of the notice and make information relating to teacher certification available to the public on request. [See also DBA(LEGAL)]

*Education Code 21.057*

CRIMINAL HISTORY  
REVIEW

The District shall obtain all criminal history record information that relates to a substitute teacher for the District or shared services arrangement through the Department of Public Safety's criminal history clearinghouse. [See DBAA] *Education Code 22.0836*



BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (SECONDARY)

EHAC  
(LEGAL)

Courses in the foundation and enrichment curriculum in grades 6–12 must be provided in a manner that allows all grade promotion and high school graduation requirements to be met in a timely manner. The District is not required to offer a specific course in the foundation and enrichment curriculum except as specified in 19 Administrative Code 74.3. *19 TAC 74.3(c)*

GRADES 6–8

A district that offers grades 6–8 must provide instruction in the required curriculum as specified in 19 Administrative Code 74.1, relating to essential knowledge and skills. The District must ensure that sufficient time is provided for teachers to teach and for students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English. The District may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards. *19 TAC 74.3(a)(1)*

PHYSICAL ACTIVITY  
REQUIREMENTS

The District shall require students in grades 6–8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the District's physical education curriculum.

The District may as an alternative require a student enrolled in a grade level for which the District uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks.

EXEMPTIONS

The District must provide an exemption for:

1. A student who is unable to participate in the required physical activity because of illness or disability; and
2. A student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity and meets the requirements for extracurricular activity as defined at 19 Administrative Code 76.1001.

The District may allow an exemption for a student on a middle or junior high school campus participating in a school-related activity or an activity sponsored by a private league or club only if that activity meets each of the following requirements:

1. The activity must be structured;
2. The Board must certify the activity; and

BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (SECONDARY)

EHAC  
(LEGAL)

3. The student must provide proof of participation in the activity.

A “structured activity” is an activity that meets, at a minimum, each of the following requirements:

1. The activity is based on the grade appropriate movement, physical activity and health, and social development strands of the essential knowledge and skills for physical education specified in 19 Administrative Code Chapter 116; and
2. The activity is organized and monitored by school personnel or by appropriately trained instructors who are part of a program that has been certified by the Board.

*Education Code 28.002(l)–(l-1); 19 TAC 103.1003*

FINE ARTS  
REQUIREMENT

The District must ensure that, beginning with students who enter grade 6 in the 2010–11 school year, each student completes one Texas Essential Knowledge and Skills-based fine arts course in grade 6, grade 7, or grade 8. *Education Code 28.002(c-1); 19 TAC 74.3(a)(2)*

HIGH SCHOOL  
COURSES AT EARLIER  
GRADES

The District may offer courses designated for grades 9–12 in earlier grade levels. *19 TAC 74.26(b)*

GRADES 9–12  
COURSE OFFERINGS

A district that offers grades 9–12 shall provide instruction in the required curriculum as specified in 19 Administrative Code 74.1. The District shall ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. *19 TAC 74.3(b)(1)*

The District shall offer the courses listed below in grades 9–12 and shall maintain evidence that students have the opportunity to take these courses:

1. English language arts — English I, II, III, IV.
2. Mathematics — Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications.
3. Science — Integrated Physics and Chemistry, Biology, Chemistry, Physics, and at least two of the following:
  - a. Aquatic Science;
  - b. Astronomy;
  - c. Earth and Space Science;
  - d. Environmental Systems;
  - e. Advanced Animal Science;

- f. Advanced Biotechnology;
- g. Advanced Plant and Soil Science;
- h. Anatomy and Physiology;
- i. Engineering Design and Problem Solving;
- j. Food Science;
- k. Forensic Science;
- l. Medical Microbiology;
- m. Pathophysiology; and
- n. Scientific Research and Design.

The requirement to offer two additional courses may be reduced to one by the Commissioner upon application of a district with a total high school enrollment of less than 500 students.

Science courses shall include at least 40 percent hands-on laboratory investigations and field work using appropriate scientific inquiry.

- 4. Social studies — United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, and Economics with Emphasis on the Free Enterprise System and Its Benefits.

*Education Code 28.0021*

- 5. Physical education — at least two of the following:
  - a. Foundations of Personal Fitness;
  - b. Adventure/Outdoor Education;
  - c. Aerobic Activities; or
  - d. Team or Individual Sports.
- 6. Fine arts — courses selected from at least two of the four fine arts areas (art, music, theatre, and dance) as follows:
  - a. Art I, II, III, IV;
  - b. Music I, II, III, IV;
  - c. Theatre I, II, III, IV; or
  - d. Dance I, II, III, IV.

7. Career and technical education [see EEL] — coherent sequences of courses selected from at least three of the following 16 career clusters:
  - a. Agriculture, Food, and Natural Resources;
  - b. Architecture and Construction;
  - c. Arts, Audio/Video Technology, and Communications;
  - d. Business Management and Administration;
  - e. Education and Training;
  - f. Finance;
  - g. Government and Public Administration;
  - h. Health Science;
  - i. Hospitality and Tourism;
  - j. Human Services;
  - k. Information Technology;
  - l. Law, Public Safety, Corrections, and Security;
  - m. Manufacturing;
  - n. Marketing;
  - o. Science, Technology, Engineering, and Mathematics;  
and
  - p. Transportation, Distribution, and Logistics.
8. Languages other than English — Levels I, II, and III or higher of the same language.
9. Technology applications — at least four of the following:
  - a. Computer Science I;
  - b. Computer Science II;
  - c. Computer Science III;
  - d. Digital Art and Animation;
  - e. Digital Communications in the 21st Century;
  - f. Digital Design and Media Production;
  - g. Digital Forensics;
  - h. Digital Video and Audio Design;

- i. Discrete Mathematics;
  - j. Fundamentals of Computer Science;
  - k. Game Programming and Design;
  - l. Independent Study in Evolving/Emerging Technologies;
  - m. Independent Study in Technology Applications;
  - n. Mobile Application Development;
  - o. Robotics Programming and Design;
  - p. 3-D Modeling and Animation;
  - q. Web Communications;
  - r. Web Design; and
  - s. Web Game Development.
10. Speech — Communications Applications.
11. Personal financial literacy — The District shall provide an elective course in personal financial literacy that meets the requirements for a one-half elective credit, using materials approved by the State Board of Education (SBOE). The instruction in personal financial literacy must include instruction on completing the application for federal student aid provided by the Department of Education. In fulfilling the requirement to provide financial literacy instruction, the District may use an existing state, federal, private, or nonprofit program that provides students without charge the described instruction.

*19 TAC 74.3(b)(2); Education Code 28.0021(b)*

The District must provide each student the opportunity each year to select courses in which he or she intends to participate from a list that includes all courses listed above. If the District will not offer all required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact.

The District shall teach any course a student is specifically required to take for high school graduation at least once in any two consecutive school years. For a subject that has an end-of-course assessment, the District shall either teach the course every year or use alternate delivery systems, as described in 19 Administrative Code Chapter 74, Subchapter C, to enable students to earn credit for the course and shall maintain evidence thereof.

*19 TAC 74.3(b)(4)*

BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (SECONDARY)

EHAC  
(LEGAL)

	<p>The District may offer additional courses from the complete list of courses approved by the SBOE to satisfy graduation requirements. <i>19 TAC 74.3(b)(3)</i></p>
APPLIED COURSES	<p>The District may offer the foundation curriculum required by the Recommended and Advanced/Distinguished Achievement High School Programs in an applied manner. The courses must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument. <i>Education Code 28.025(b-4)</i></p>
RESEARCH WRITING COMPONENT	<p>For students entering grade 9 beginning with the 2007–08 school year, districts must ensure that one or more courses offered in the required curriculum for the Recommended and Advanced/ Distinguished Achievement High School Programs include a research writing component. <i>19 TAC 74.3(b)(5)</i></p>
PARENTING AWARENESS PROGRAM HIGH SCHOOL	<p>The District shall use the parenting and paternity awareness program developed by the SBOE in its high school health curriculum.</p>
MIDDLE AND JUNIOR HIGH SCHOOL	<p>The District may use the program in the District’s middle or junior high school curriculum.</p>
PROGRAM REQUIREMENTS	<p>Implementation of this requirement shall comply with the requirement that the Board establish a local school health advisory council to assist the District in ensuring that local community values are reflected in the District’s health education instruction.</p> <p>The District may add elements at its discretion but must include the following areas of instruction:</p> <ol style="list-style-type: none"><li>1. Parenting skills and responsibilities, including child support;</li><li>2. Relationship skills, including money management, communication, and marriage preparation; and</li><li>3. Skills relating to the prevention of family violence, only if the District’s middle, junior high, or high schools do not have a family violence program.</li></ol> <p>At the discretion of the District, a teacher may modify the suggested sequence and pace of the program at any grade level.</p>
LOCAL PROGRAMS AND MATERIALS	<p>The District may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed by the SBOE. The programs and curriculum materials may provide instruction in:</p> <ol style="list-style-type: none"><li>1. Child development;</li></ol>

BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (SECONDARY)

EHAC  
(LEGAL)

2. Parenting skills, including child abuse and neglect prevention; and
3. Assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.

PARENT  
PERMISSION

A student under 14 years of age may not participate in the program without the permission of the student's parent or person standing in parental relation to the student.

*Education Code 28.002(p); 19 TAC 74.35(a)*

ALCOHOL  
AWARENESS  
INSTRUCTION

The District shall incorporate instruction in the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning into any course meeting a requirement for a health education credit.

The District shall choose an evidence-based alcohol awareness program to use in the District's middle school, junior high school, and high school health curriculum from a list of programs approved by the Commissioner for this purpose.

"Evidence-based alcohol awareness program" means a program, practice, or strategy that has been proven to effectively prevent or delay alcohol use among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.

*Education Code 28.002(r); 19 TAC 74.35(b)*

CPR INSTRUCTION

The District shall provide instruction to students in grades 7–12 in cardiopulmonary resuscitation (CPR) consistent with SBOE rules. The instruction may be provided as a part of any course. A student shall receive the instruction at least once before graduation. A school administrator may waive this requirement for an eligible student who has a disability.

CPR instruction must include training that has been developed by the American Heart Association or the American Red Cross or using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.

The District may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide instruction and training. Instruction is not required to result in CPR certification. If instruction is intended to result in certification, the course instructor must be authorized to provide the instruction by

BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (SECONDARY)

EHAC  
(LEGAL)

the American Heart Association, the American Red Cross, or a similar nationally recognized association.

*Education Code 28.0023 (c)–(e), (g)*

DONATIONS

The District may accept from TEA donations the agency receives under Education Code 7.026 for use in providing instruction to students in the principles and techniques of CPR. The District may accept other donations, including donations of equipment, for use in providing CPR instruction. *Education Code 29.903*

SPECIAL PROGRAMS  
OTHER INSTRUCTIONAL INITIATIVES

EHBK  
(LEGAL)

MANDATORY RECOGNITION DATES	The District shall regularly observe the following recognition days, weeks, and months by appropriate programs, celebrations, and activities:
WOMEN'S INDEPENDENCE DAY	August 26: Women's Independence Day, to commemorate the ratification in 1920 of the Nineteenth Amendment to the United States Constitution, which guaranteed women the right to vote. Women's Independence Day shall be regularly observed by appropriate programs in the public schools to inspire a greater appreciation of the importance of women's suffrage. <i>Gov't Code 662.051</i>
TEXAS FIRST RESPONDERS DAY	September 11: Texas First Responders Day, in honor of the bravery, courage, and determination of Texas men and women who assist others in emergencies. Texas First Responders Day shall be regularly observed by appropriate ceremonies in the public schools to honor Texas first responders. The District may determine the appropriate ceremonies by which Texas observes Texas First Responders Day. <i>Gov't Code 662.050</i>
SEPTEMBER 11	September 11: To commemorate the events of September 11, 2001, in each year that date falls on a regular school day, each public elementary and secondary school shall provide for the observance of one minute of silence at the beginning of the first class period of that day. Immediately before the required period of observance, the class instructor shall make a statement of reference to the memory of individuals who died on September 11, 2001. The required period of observance may be held in conjunction with the minute of silence required by Education Code 25.082. [See EC] <i>Education Code 25.0821</i>
CONSTITUTION DAY	September 17: A district that receives federal funds for a fiscal year shall hold an educational program on the United States Constitution for the students served by the District. <i>Pub. L. 108-447 (2004)</i>
CELEBRATE FREEDOM WEEK	Week of September 17: Celebrate Freedom Week, to educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded. <i>Education Code 29.907</i>
APPROPRIATE INSTRUCTION	Each social studies class shall include, during Celebrate Freedom Week or during another full school week as determined by the Board, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical context.  The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to

subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

*19 TAC 74.33(a)*

RECITATION

The District shall require that, during Celebrate Freedom Week or other prescribed week of instruction, students in grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness — That to secure these Rights, Governments are instituted among Men, deriving their Just Powers from the Consent of the Governed."

EXCEPTION

The District shall excuse from recitation a student:

1. Whose parent or guardian submits to the District a written request that the student be excused;
2. Who, as determined by the District, has a conscientious objection to the recitation; or
3. Who is the child of a representative of a foreign government to whom the United States government extends diplomatic immunity.

*19 TAC 74.33(b), .36*

AMERICAN INDIAN  
HERITAGE DAY

The last Friday in September is in recognition of the historic, cultural, and social contributions American Indian communities and leaders have made to Texas. American Indian Heritage Day shall be regularly observed by appropriate ceremonies, activities, and programs in public schools to honor American Indians in Texas and to celebrate the rich traditional and contemporary American Indian culture. *Gov't Code 662.056*

HYDROCEPHALUS  
AWARENESS  
MONTH

October: Hydrocephalus Awareness Month, to:

1. Increase public awareness of hydrocephalus, a serious neurological condition characterized by the abnormal buildup of cerebrospinal fluids in the ventricles of the brain; and
2. Encourage the development of partnerships between the federal government, health care professionals, and patient advocacy groups to advance the public's understanding of the condition, improve the diagnosis and treatment of the condition, and support research for a cure.

SPECIAL PROGRAMS  
OTHER INSTRUCTIONAL INITIATIVES

EHBK  
(LEGAL)

Hydrocephalus Awareness Month shall be regularly observed by appropriate activities in public schools to increase awareness of hydrocephalus.

*Gov't Code 662.106*

FATHER OF TEXAS DAY November 3: Father of Texas Day, in memory of Stephen F. Austin, the great pioneer patriot and the real and true Father of Texas. Father of Texas Day shall be regularly observed by appropriate and patriotic programs in the public schools to properly commemorate the birthday of Stephen F. Austin and to inspire a greater love for this beloved state. *Gov't Code 662.045*

SAM RAYBURN DAY January 6: Sam Rayburn Day, in memory of that great Texas and American statesman, Sam Rayburn. Sam Rayburn Day shall be regularly observed by appropriate programs in the public schools to commemorate the birthday of Sam Rayburn. *Gov't Code 662.041*

STATE OF TEXAS ANNIVERSARY REMEMBRANCE DAY February 19: State of Texas Anniversary Remembrance Day (STAR Day), in honor of Texas joining the Union and the day that James Pinckney Henderson became the first governor of the state of Texas in 1846. STAR Day shall be regularly observed by appropriate and patriotic programs in the public schools to properly commemorate the annexation of this state and to inspire a greater appreciation for the history of this state. *Gov't Code 662.047*

TEXAS HISTORY MONTH March: Texas History Month, in honor of those Texans who helped shape the history of the state of Texas and in recognition of events throughout Texas's history. Texas History Month shall be regularly observed by appropriate celebrations and activities in public schools to promote interest in and knowledge of Texas history. *Gov't Code 662.102*

PUBLIC SCHOOL PARAPROFESSIONAL DAY The second Wednesday in May: Public School Paraprofessional Day, in recognition of education paraprofessionals including teacher assistants, instructional aides, educational trainers, library attendants, bilingual assistants, special education associates, mentors, and tutors. Public School Paraprofessional Day shall be regularly observed by appropriate ceremonies and activities in the public schools to properly recognize the paraprofessionals who have made tremendous contributions to the educational process. *Gov't Code 662.049*

GENERATION TEXAS WEEK Each district offering middle school, junior high school, or high school grade levels shall designate one week during the school year as Generation Texas Week. During the designated week, each middle school, junior high school, and high school shall pro-

vide students with comprehensive grade-appropriate information about the pursuit of higher education, including:

1. Higher education options;
2. Standard admission requirements for institutions of higher education, including:
  - a. Overall high school grade point average;
  - b. Required curriculum;
  - c. College readiness standards and expectations as determined under Education Code 28.008; and
  - d. Scores necessary on generally recognized tests or assessment instruments used in admissions determinations, including the Scholastic Assessment Test and the American College Test;
3. Automatic admission of certain students to general academic teaching institutions under Education Code 51.803 [see EIC]; and
4. Financial aid availability and requirements, including the financial aid information provided by counselors under Education Code 33.007(b) [see EJ].

In addition, each middle school, junior high school, and high school shall provide to students at least one public speaker to promote the importance of higher education.

*Education Code 29.911*

OPTIONAL  
RECOGNITION DATES

DR. HECTOR P.  
GARCIA DAY

In addition, the District may observe the following recognition days, weeks, or months, by appropriate celebrations and activities:

Third Wednesday of September: Dr. Hector P. Garcia Day, in memory of the significant contributions to the Mexican American civil rights movement of Dr. Hector P. Garcia, a distinguished physician and a recipient of the Presidential Medal of Freedom and the founder of the American GI Forum, which promotes civil rights protection of Hispanic veterans and all Americans. Dr. Garcia, a World War II hero, was awarded a Bronze Star Medal with six battle stars in recognition of his meritorious service to the United States. Dr. Hector P. Garcia Day may be regularly observed by appropriate ceremonies and activities in the public schools to properly commemorate the importance of the contributions made by Dr. Garcia.  
*Gov't Code 662.055*

SPECIAL PROGRAMS  
OTHER INSTRUCTIONAL INITIATIVES

EHBK  
(LEGAL)

PERSONS WITH DISABILITIES HISTORY AND AWARENESS MONTH	October: Persons with Disabilities History and Awareness Month, to increase public awareness of the many achievements of people with disabilities; encourage public understanding of the disability rights movement; and reaffirm the local, state, and federal commitment to providing equality and inclusion for people with disabilities. The District may elect to observe Persons with Disabilities History and Awareness Month and determine the appropriate activities by which the school observes Persons with Disabilities History and Awareness Month. <i>Gov't Code 662.109</i>
TEXAS NATIVE PLANT WEEK	Third week in October: Texas Native Plant Week, to celebrate the native plants of Texas. Texas Native Plant Week may be regularly observed in public schools with programs to appreciate, explore, and study Texas native plants. <i>Gov't Code 662.154</i>
LUNG CANCER AWARENESS MONTH	November: Lung Cancer Awareness Month, to increase awareness of lung cancer and encourage funding of research and more effective treatments. Lung Cancer Awareness Month may be regularly observed by appropriate activities in public schools to increase the awareness of lung cancer and support for lung cancer research. <i>Gov't Code 662.104</i>
CHILD SAFETY MONTH	April: Child Safety Month, in recognition of the children of this state as this state's most precious resource. Child Safety Month is meant to ensure that the children of this state grow up in a safe and supportive environment by promoting their protection and care through increased public awareness of ways to reduce accidental injury and death through the use of bicycle helmets, seat belts, safety and booster seats, and smoke alarms, and the dangers presented to children by unattended and unlocked vehicles and by being left in closed vehicles during hot or sunny weather. Child Safety Month may be regularly observed by appropriate celebrations and activities in public schools to promote the protection and care of children in this state. <i>Gov't Code 662.105</i>
CHARACTER EDUCATION	<p>The District may provide a character education program, which must:</p> <ol style="list-style-type: none"><li>1. Stress positive character traits, such as:<ol style="list-style-type: none"><li>a. Courage;</li><li>b. Trustworthiness, including honesty, reliability, punctuality, and loyalty;</li><li>c. Integrity;</li><li>d. Respect and courtesy;</li></ol></li></ol>

SPECIAL PROGRAMS  
OTHER INSTRUCTIONAL INITIATIVES

EHBK  
(LEGAL)

- e. Responsibility, including accountability, diligence, perseverance, and self-control;
  - f. Fairness, including justice and freedom from prejudice;
  - g. Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
  - h. Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and
  - i. School pride;
2. Use integrated teaching strategies; and
  3. Be age appropriate.

In developing or selecting a character education program under this section, the District shall consult with a committee selected by the District that consists of parents of District students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

*Education Code 29.906*

STUDENT  
ELECTIONS

An election for the participation of students in kindergarten through grade 12 may be held in conjunction with a general, special, or primary election. The student election may be ordered by:

1. The commissioners court, for a student election held in conjunction with an election ordered by the governor or a county authority;
2. The governing body of a political subdivision, for a student election held in conjunction with an election of the political subdivision; or
3. The county executive committee, for a student election held in conjunction with a primary election.

A student election may be held only on election day or the day before election day.

The authority ordering a student election shall specify in the order each grade that may participate in the election. A student in a specified grade may enter a precinct polling place for the purpose of casting an unofficial ballot in the student election on the same offices and measures that appear on the official ballot.

The election officers serving in the official election may not serve in the student election. The authority ordering a student election shall appoint a separate set of election officers to conduct the student election, supervise the participating students, and tabulate and report the results of that election. The authority ordering a student election shall make the results of that election available to the public but only after the polling places are closed on election day.

Expenses incurred in the conduct of a student election, including any personnel expenses, may be paid only from private grant funds or donations.

*Election Code 276.007*



ALTERNATIVE METHODS FOR EARNING CREDIT  
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC  
(LEGAL)

With Board approval, the District shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects.

KINDERGARTEN–  
GRADE 5

The District shall develop procedures for kindergarten acceleration that are approved by the Board.

The District shall accelerate a student in grades 1–5 one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A District representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

GRADES 6–12

The District shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the Board for the applicable course;
2. A scaled score of 60 or higher on an examination administered through the College-Level Examination Program and approved by the Board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the Board for the applicable course.

If a student is given credit in a subject on the basis of an examination on which the student scored 80 percent or higher, the District shall enter the examination score on the student's transcript and the student is not required to take an end-of-course (EOC) assessment instrument under Education Code 39.023(c) for the course.

BOARD-APPROVED  
EXAMINATIONS

The Board shall approve for each high school course, to the extent available, at least four examinations that shall include College Board advanced placement examinations and examinations administered through the College-Level Examination Program.

The examinations may be developed by Texas Tech University, The University of Texas at Austin, the District, or another entity. If using

ALTERNATIVE METHODS FOR EARNING CREDIT  
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC  
(LEGAL)

a District-developed examination or an examination developed by another entity, prior to the first administration, the District must certify that the examination:

1. Covers all assessable Texas essential knowledge and skills for the course;
2. Has not been published and is not publicly available;
3. Will only be administered in a secure environment under standardized conditions by a school district or institution of higher education;
4. Has been externally validated;
5. Is equivalent to state level EOC assessment instruments in terms of content coverage, item difficulty, and technical quality;
6. Yields comparable results for all subgroups; and
7. If for a course that has a state level EOC assessment instrument, is validated against the applicable EOC assessment. For a course that is validated for this purpose, the District must make public:
  - a. The test development process; and
  - b. The results of the validation efforts.

District-developed examinations for courses that do not have an EOC assessment shall meet all validation requirements at items 1–7 above no later than the 2018–19 school year for each examination offered for credit.

Examinations developed by Texas Tech University and The University of Texas at Austin for courses that do not have a state EOC assessment shall meet all requirements at items 1–7 above not later than the 2018–19 school year for each of its examinations offered for credit.

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination.

ANNUAL  
ADMINISTRATION

The District shall administer each exam approved by the Board not fewer than four times each year. The District must provide windows to test between January 1 and March 31, April 1 and June 30, July 1 and September 30, and October 1 and December 31, unless the exam's administration date is established by an entity other than the District. The days need not be consecutive but shall be designed to meet the needs of all students. The dates must be publicized in the community.

ALTERNATIVE METHODS FOR EARNING CREDIT  
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC  
(LEGAL)

The District may allow a student to accelerate at a time other than those described above by developing a cost-free option approved by the Board that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

LIMITATIONS ON  
TAKING  
EXAMINATIONS

A student may not attempt to earn credit by examination for a specific high school course more than two times.

If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

FEES

The District shall not charge for examinations for acceleration. If a parent requests an alternative examination, the District may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

*Education Code 28.023; 19 TAC 74.24, 101.3021(c)*



ALTERNATIVE METHODS FOR EARNING CREDIT  
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC  
(LOCAL)

EXAMINATIONS FOR  
ACCELERATION OR  
COURSE CREDIT

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.

KINDERGARTEN  
ACCELERATION

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five-years-old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.

A student must, at the time of consideration, be either a resident of the District or an approved transfer student with appropriate documentation filed in the Superintendent's office. The procedures shall include an assessment of a student's academic abilities and social skill development that would predict probable success in first grade.



ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

This introductory page outlines the contents of the graduation policy. See the following sections for statutory provisions on:

SECTION I	High School Diploma	pages 2–3
	1. Special Education	
	2. Posthumous Diploma	
	3. Diplomas for Veterans	
SECTION II	Personal Graduation Plan (PGP)	pages 3–4
	1. Junior High or Middle School PGP	
	2. High School PGP	
	3. Students Receiving Special Education Services	
SECTION III	Early Graduation	page 4
SECTION IV	State Graduation Requirements	pages 5–14
	1. Students Entering Grade 9 in the 2014–15 School Year	
	2. Transition to the Foundation High School Program	
	3. Students Who Entered Grade 9 before the 2014–15 School Year	
SECTION V	Transfers from Out-of-State or Nonpublic Schools	page 15
SECTION VI	Graduation of Students Receiving Special Education Services	pages 15–16
	1. Completion of General Education Requirements	
	2. Completion of IEP	
	3. Aging Out	
	4. Evaluation	
SECTION VII	Graduation of Military Dependents	pages 16–17
	1. Course Waiver	
	2. Transfers During Senior Year	
	3. Substitute Passing Standard	
SECTION VIII	Graduation of Student in Conservatorship of DFPS	page 17

**SECTION I: HIGH SCHOOL DIPLOMA**

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

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

*Education Code 28.025(c)*

SPECIAL EDUCATION

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

POSTHUMOUS  
DIPLOMA

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

EXCEPTION

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

*Education Code 28.0254*

DIPLOMAS FOR  
VETERANS

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

1. World War II, the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War, or the war in Afghanistan; or

2. Any other war formally declared by the United States, military engagement authorized by the United States Congress, military engagement authorized by a United Nations Security Council resolution and funded by the United States Congress, or conflict authorized by the president of the United States under the War Powers Resolution of 1973, 50 U.S.C. 1541, et seq.

*Education Code 28.0251*

**SECTION II: PERSONAL GRADUATION PLAN (PGP)**

JUNIOR HIGH OR  
MIDDLE SCHOOL PGP

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

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

A PGP must:

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

*Education Code 28.0212*

STUDENTS  
RECEIVING  
SPECIAL  
EDUCATION  
SERVICES

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

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

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

HIGH SCHOOL PGP

A principal of a high school shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together with that student's parent or guardian. The PGP options reviewed must include the distinguished level of achievement and endorsements.

Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that:

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

The District may not prevent a student and the student's parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement.

A student may amend the student's PGP after the initial confirmation of the plan. If a student amends the student's PGP, the school must send written notice to the student's parents regarding the change.

*Education Code 28.02121*

**SECTION III: EARLY GRADUATION**

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

#### **SECTION IV: STATE GRADUATION REQUIREMENTS**

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**Note:** For current state graduation requirements, including those for students who entered grade 9 before the 2007–08 school year but that are not otherwise referenced in this policy, see Education Code 28.025 and [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?ac\\_view=4&ti=19&pt=2&ch=74](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?ac_view=4&ti=19&pt=2&ch=74).

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STUDENTS ENTERING  
GRADE 9 IN THE 2014–  
15 SCHOOL YEAR

To receive a high school diploma, a student entering grade 9 in the 2014–15 school year and thereafter must complete:

1. Requirements of the foundation high school program under 19 Administrative Code 74.12 [see FOUNDATION HIGH SCHOOL PROGRAM, below];
2. Testing requirements for graduation under 19 Administrative Code Chapter 101 [see EKB]; and
3. Demonstrated proficiency, as determined by the District, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

A student shall enroll in the courses necessary to complete the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement.

*Education Code 28.025(c); 19 TAC 74.11(a), (c)*

FOUNDATION HIGH  
SCHOOL PROGRAM

A student must earn at least 22 credits to complete the foundation high school program and must demonstrate proficiency in the following core courses:

1. English language arts—4 credits;
2. Mathematics—3 credits;
3. Science—3 credits;
4. Social Studies—3 credits;
5. Languages other than English—2 credits;
6. Physical Education—1 credit;
7. Fine Arts—1 credit; and

8. Elective courses—5 credits.

*19 TAC 74.12*

ENDORSEMENTS

A student shall specify in writing an endorsement the student intends to earn upon entering grade 9. A student may earn any of the following endorsements:

1. Science, technology, engineering, and mathematics (STEM);
2. Business and industry;
3. Public services;
4. Arts and humanities; and
5. Multidisciplinary studies.

The District must make at least one endorsement available to students. A district that offers only one endorsement curriculum must offer multidisciplinary studies.

To earn an endorsement a student must demonstrate proficiency in the curriculum requirements for the foundation high school program and, in accordance with 19 Administrative Code 74.13(e), earn:

1. A fourth credit in mathematics;
2. An additional credit in science; and
3. Two additional elective credits.

A course completed as part of the four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the foundation high school program, including an elective requirement.

The District shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.

A student must earn at least 26 credits to earn an endorsement, but a student is not entitled to remain enrolled to earn more than 26 credits.

The District may define advanced courses and determine a coherent sequence of courses for an endorsement area, provided that prerequisites in 19 Administrative Code Chapters 110–118, 126, 127, and 130 are followed.

*Education Code 28.025; 19 TAC 74.13*

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

- EXCEPTION
- A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:
1. The student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
  2. The student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by TEA, allowing the student to graduate under the foundation high school program without earning an endorsement.

*19 TAC 74.11(d)*

- PREREQUISITES
- A student may not be enrolled in a course that has a required prerequisite unless:
1. The student has completed the prerequisite course(s);
  2. The student has demonstrated equivalent knowledge as determined by the District; or
  3. The student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

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

*19 TAC 74.11(j), (k)*

- PHYSICAL  
EDUCATION  
SUBSTITUTIONS
- OTHER PHYSICAL  
ACTIVITY
- In accordance with local District policy, the required physical education credit may be earned through completion of any TEKS-based course that is not being used to satisfy another specific graduation requirement. [See RESTRICTIONS, below]
- In accordance with local District policy, credit for any physical education course may be earned through participation in the following activities:
1. Athletics;
  2. JROTC; and
  3. Appropriate private or commercially sponsored physical activity programs conducted on or off campus. The District must

apply to the Commissioner for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:

- a. Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the Superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
- b. Private or commercially sponsored physical activities include those certified by the Superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

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

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

RESTRICTIONS

All substitution activities permitted by local District policy must include at least 100 minutes of moderate to vigorous physical activity per five-day school week.

No more than four substitution credits may be earned through any combination of substitutions listed above.

STUDENT WITH  
DISABILITY OR  
ILLNESS

A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, social studies or a course that is offered for credit as provided by Education Code 28.002(g-1) for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

1. The student's ARD committee if the student receives special education services under Education Code Chapter 29, Subchapter A;
2. The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) if the student does not receive special education services under Education Code Chapter 29, Subchapter A but is covered by the Rehabilitation Act of 1973; or
3. A committee, established by the District, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must follow the same procedures required of an ARD or a Section 504 committee.

*Education Code 28.025(b-10)–(b-11); 19 TAC 74.12(b)(6)*

FINE ARTS  
SUBSTITUTIONS

In accordance with local District policy, the required fine arts credit may be earned through participation in a community-based fine arts program not provided by the District in which the student is enrolled. The District must apply to the Commissioner for approval of a program that may be substituted for state graduation credit in fine arts. Approval may be granted if the fine arts program provides instruction in the essential knowledge and skills identified for a fine arts course under 19 Administrative Code Chapter 117, Subchapter C. *19 TAC 74.12(b)(7)(B)*

DISTINGUISHED  
LEVEL OF  
ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics, including Algebra II. *19 TAC 74.11(e)*

PERFORMANCE  
ACKNOWLEDG-  
MENTS

In accordance with the requirements of 19 Administrative Code 74.14, a student may earn performance acknowledgment on the student's diploma and transcript for:

1. Outstanding performance:
  - a. In a dual credit course;
  - b. In bilingualism and biliteracy;
  - c. On a College Board advanced placement test or international baccalaureate examination;
  - d. On the PSAT, the ACT-PLAN, the SAT, or the ACT; or

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

2. Earning a nationally or internationally recognized business or industry certification or license.

*Education Code 28.025(c-5); 19 TAC 74.14*

TRANSITION TO  
FOUNDATION HIGH  
SCHOOL PROGRAM

The District shall allow a student who entered grade 9 prior to the 2014–15 school year to complete the curriculum requirements for high school graduation:

1. By satisfying the requirements in place when the student entered grade 9 for the Minimum, Recommended, or Advanced/Distinguished Achievement High School Program [see 19 Administrative Code Chapter 74] if the student was participating in the program before the 2014–15 school year; or
2. Under the foundation high school program by satisfying the requirements adopted by the SBOE, if the student chooses during the 2014–15 school year to take courses under the program.

A student who entered grade 9 prior to the 2014–15 school year may, at any time prior to graduation and upon request, choose to complete the curriculum requirements required for high school graduation under a different program than that selected by the student during the 2014–15 school year.

*19 TAC 74.1021*

STUDENTS WHO  
ENTERED GRADE 9  
BEFORE THE 2014–15  
SCHOOL YEAR

All credit for graduation must be earned no later than grade 12. *19 TAC 74.61(b), .71(b)*

MINIMUM HIGH  
SCHOOL PROGRAM

A student entering grade 9 prior to the 2014–15 school year who does not choose to complete the curriculum requirements for high school graduation under the foundation high school program must enroll in the courses necessary to complete the curriculum requirements for the Recommended High School Program or the Advanced/Distinguished Achievement High School Program, unless the student, the student's parent or other person standing in parental relation to the student, and a school counselor or school administrator agree in writing signed by each party that the student should be permitted to take courses under the Minimum High School Program, and the student:

1. Is at least 16 years of age;
2. Has completed two credits required for graduation in each subject of the foundation curriculum under Education Code 28.002(a)(1); or
3. Has failed to be promoted to the tenth grade one or more times as determined by the District.

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

A student agreeing to take courses under the Minimum High School Program may, upon request, resume taking courses under the Recommended High School Program. This provision expires on September 1, 2014.

STUDENTS WITH  
DISABILITIES

If an ARD committee makes decisions that place a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum High School Program.

NOTICE

Before a student's parent or other person standing in parental relation to the student may agree that the student be permitted to take courses under the Minimum High School Program, the District must provide the written notice developed by TEA to the parent or person standing in parental relation explaining the benefits of the Recommended High School Program. This provision expires on September 1, 2014.

APPLICABILITY

A student who was permitted to take courses under the Minimum High School Program prior to the 2009–10 school year may remain in the Minimum High School Program.

*Education Code 28.025(b-6), (b-8); 19 TAC 74.61(c), (d), .71(c), (d)*

REQUIREMENTS

A student must earn at least 22 credits to complete the Minimum High School Program. A student who entered grade 9 in the 2007–08, 2008–09, 2009–10, 2010–11, or 2011–12 school year must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.62.

A student who entered grade 9 in the 2012–13 or 2013–14 school year must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.72.

*Education Code 28.025; 19 TAC 74.62, .72*

RECOMMENDED  
HIGH SCHOOL  
PROGRAM

A student who entered grade 9 in the 2007–08, 2008–09, 2009–10, 2010–11, or 2011–12 school year must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.63.

A student who entered grade 9 in the 2012–13 or 2013–14 school year must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.73.

*Education Code 28.025; 19 TAC 74.63, .73*

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

ADVANCED /  
DISTINGUISHED  
ACHIEVEMENT  
HIGH SCHOOL  
PROGRAM

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

A student who entered grade 9 in the 2012–13 or 2013–14 school year must earn at least 26 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.74.

*Education Code 28.025; 19 TAC 74.64, .74*

EXCEPTION

A student participating in the Minimum, Recommended, or Advanced/Distinguished Achievement High School Program who is completing the fourth year of high school during the 2013–14 school year and who does not satisfy the curriculum requirements of the high school program in which the student is participating may graduate if the student satisfies the curriculum requirements established for the foundation high school program under Education Code 28.025 as amended by H.B. No. 5, 83rd Legislature, Regular Session, 2013, and any other requirement required for graduation. This provision expires September 1, 2015. *Education Code 28.025(h-2)*

SUBSTITUTIONS

No substitutions are allowed for high school graduation requirements in the Recommended and Advanced/Distinguished Achievement High School Programs, except as provided by State Board rule. *19 TAC 74.63(d), .64(e), .73(d), .74(e)*

AP OR IB COURSES

College Board advanced placement and international baccalaureate courses may be substituted for required courses in appropriate areas. These courses may be used as electives in all three high school graduation programs. *19 TAC 74.61(k), .71(i)*

READING

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

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

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

*19 TAC 74.61(e), .71(f)*

COLLEGE  
COURSES

A student may comply with the curriculum requirements under the Minimum, Recommended, or Advanced/Distinguished Achievement High School Program for each subject of the foundation curriculum and for languages other than English by successfully completing appropriate courses in the core curriculum of an institution of higher education. *Education Code 28.002(b-7); 19 TAC 74.61(l), .71(j)*

PHYSICAL  
EDUCATION  
SUBSTITUTIONS

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

OTHER PHYSICAL  
ACTIVITY

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

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

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

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

RESTRICTIONS

All substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

No more than four substitution credits may be earned through any combination of substitutions listed above.

STUDENT WITH  
DISABILITY OR  
ILLNESS

A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, or social studies for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:

1. The student's ARD committee if the student receives special education services under Education Code Chapter 29, Subchapter A;
2. The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) if the student does not receive special education services under Education Code Chapter 29, Subchapter A but is covered by the Rehabilitation Act of 1973; or
3. A committee, established by the District, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must follow the same procedures required of an ARD or a Section 504 committee.

STUDENT WITH  
PHYSICAL  
LIMITATIONS

If a student entering grade 9 during the 2007–08 school year or thereafter is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Recommended or Advanced/Distinguished High School Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity.

*Education Code 28.025(b-10)–(b-11); 19 TAC 74.62(b)(7), .63(b)(7), .64(b)(7), .72(b)(6), .73(b)(6), .74(b)(6)*

**SECTION V: TRANSFERS FROM OUT-OF-STATE OR  
NONPUBLIC SCHOOLS**

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive Texas diplomas but shall complete all applicable high school graduation requirements. Any course credits required for graduation that are not completed before enrollment may be satisfied through credit by examination, correspondence courses, distance learning, or completing the course, according to the provisions of 19 Administrative Code 74.26. *19 TAC 74.11(f)* [See EHDB, EHDC, EHDE, and EI]

**SECTION VI: GRADUATION OF STUDENTS RECEIVING  
SPECIAL EDUCATION SERVICES**

COMPLETION OF  
GENERAL EDUCATION  
REQUIREMENTS

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

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

COMPLETION OF IEP

3. The student has satisfactorily completed the state's or District's (whichever is greater) required standards in 19 Administrative Code Chapters 110–128 and Chapter 130 through courses, one or more of which contain modified content that is aligned to the standards required under the Minimum High School Program as well as the credit requirements under the Minimum High School Program, including participation in required state assessments. The student's ARD committee shall determine whether satisfactory performance on the required state assessments is necessary for graduation. The

student must also successfully complete the student's IEP and meet one of the following conditions, consistent with the IEP:

- a. Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the District;
- b. Demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the District; or
- c. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.

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

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

AGING OUT

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

*19 TAC 89.1070(b), (e)–(f)*

EVALUATION

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

#### **SECTION VII: GRADUATION OF MILITARY DEPENDENTS**

COURSE WAIVER

District officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed by a military

student in another district or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the District shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

TRANSFERS DURING  
SENIOR YEAR

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

SUBSTITUTE PASSING  
STANDARD

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

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

**SECTION VIII: GRADUATION OF STUDENT IN CONSERVATORSHIP OF DFPS**

If an 11th or 12th grade student in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred. *Education Code 28.025(i)*



TESTING PROGRAMS  
STATE ASSESSMENT

EKB  
(LEGAL)

STATE ASSESSMENT  
OF ACADEMIC SKILLS

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

A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course (EOC) assessment instruments [see END-OF-COURSE ASSESSMENTS, below]. *Education Code 39.025(a); 19 TAC 101.4001*

LIMITED ENGLISH  
PROFICIENT (LEP)  
STUDENTS

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

SPECIAL  
EDUCATION

TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program for whom a state assessment instrument adopted under Education Code 39.023(a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal (ARD) committee, including assessment instruments approved by the Commissioner that measure growth. The assessment instruments developed or adopted, including the assessment instruments approved by the Commissioner, must, to the extent allowed under federal law, provide the District with options for the assessment of students.

TEA may not adopt a performance standard that indicates that a student's performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's ARD committee.

The student's ARD committee shall determine whether any allowable modification is necessary in administering to the student a required EOC assessment instrument under Education Code 39.023(c), and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma.

*Education Code 39.023(b)–(c), .025(a-4)*

MILITARY  
DEPENDENTS

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

1. Exit or EOC exams required for graduation from the sending state;

2. National norm-referenced achievement tests; or
3. Alternative testing, in lieu of testing requirements for graduation in the receiving state.

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

SUBSTITUTE  
PASSING  
STANDARD

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

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

ADMINISTRATION

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

SCHEDULE

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

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

*19 TAC 101.25*

ALTERNATE  
TEST DATES

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

pus's ability to administer an assessment or the students' performance on the assessment.

"Exceptional circumstances" include:

1. Inclement weather or natural disasters that would cause the District or campus to be closed or that would cause a small percentage of students to be in attendance on the day testing is scheduled;
2. Health epidemics that result in a large number of students being absent on the day of testing;
3. Death of a student or school official that may impact student performance; and
4. Sudden emergencies that occur on the day of testing or shortly before testing that may inhibit students from completing the assessments, such as a fire on campus, a bomb threat, an extended power outage, or a water main break.

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

*19 TAC 101.5003*

NOTICE TO PARENTS  
AND STUDENTS

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

GRADE  
ADVANCEMENT  
TESTING

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

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

GRADUATION  
TESTING

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

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

*19 TAC 101.3012*

TESTING IN  
GRADES 3–8

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

1. Mathematics, annually in grades 3 through 7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes algebra;
2. Reading, annually in grades 3 through 8;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. Social studies in grade 8;
5. Science in grades 5 and 8; and
6. Any other subject and grade required by federal law.

*Education Code 39.023(a)*

EXCEPTION

Except as required for purposes of federal accountability, a student shall not be administered a grade-level assessment if the student:

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

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

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

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

ACCOMMODATIONS

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

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

A student's ARD committee shall determine the allowable accommodations and shall document them in the student's individualized education program (IEP). [See SPECIAL EDUCATION, above]

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

END-OF-COURSE  
ASSESSMENTS

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

STUDENTS  
ENROLLED BELOW  
HIGH SCHOOL  
LEVEL

Beginning in the 2011–12 school year, a student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment. The EOC assessment result shall be applied toward the student's assessment graduation requirements, as specified in 19 Administrative Code 101.3022. *19 TAC 101.3021(d)*

ASSESSMENT  
REQUIREMENTS  
FOR GRADUATION

A student must meet satisfactory performance on each EOC assessment listed in Education Code 39.023(c) in order to be eligible to receive a Texas diploma.

EXCEPTIONS

A student who was administered separate reading and writing EOC assessments under Education Code 39.023(c), for the English I or English II course has met that course's assessment graduation requirement if the student has:

1. Achieved satisfactory performance on either the reading or writing EOC assessment for that course;
2. Met at least the minimum score on the other EOC assessment for that course; and
3. Achieved an overall scale score of 3750 or greater when the scale scores for reading and writing are combined for that course.

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–12 spring administration, the student is not required to take the corresponding EOC assessment.

Exceptions related to English I also apply to English language learners who meet the criteria in 19 Administrative Code 101.1007. [See EKBA]

*19 TAC 101.3021(e), .3022*

SUBSTITUTE  
ASSESSMENTS

A student may use certain assessments as substitute assessments in place of an EOC assessment, to meet the student's assessment graduation requirements in accordance with the Commissioner's chart at 19 Administrative Code 101.4002(b). An approved substitute assessment may be used in place of only one specific EOC assessment.

A student is eligible to use a substitute assessment if the student:

1. Was administered an approved substitute assessment for an equivalent course in which the student was enrolled; and
2. Received a satisfactory score on the substitute assessment as determined by the Commissioner and provided in the chart at 19 Administrative Code 101.4002(b).

A student electing to substitute an assessment for graduation purposes must still take the required EOC assessment if the student does not meet the eligibility requirements above.

A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart at 19 Administrative Code 101.4002(b) must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject.

VERIFICATION  
OF RESULTS

An eligible student is responsible for providing the District an official copy of the student's scores from the substitute assessment.

Upon receipt of official results of an approved substitute assessment, the District must:

1. Verify the student's score on the substitute assessment; and
2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the Commissioner.

*19 TAC 101.4002, .4005*

SATISFACTORY  
PERFORMANCE

A student is required to achieve a scale score that indicates satisfactory performance, as determined by the Commissioner on each EOC assessment instrument listed under Education Code 39.023(c) that is administered to the student. *Education Code 39.025(a)*

TESTING PROGRAMS  
STATE ASSESSMENT

EKB  
(LEGAL)

SPECIAL  
EDUCATION

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

Beginning with the 2011–12 school year, all grades 9–12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student's IEP will be assessed using alternate versions of EOC assessments as listed in 19 Administrative Code 101.3011(b)(2).

A student who is receiving special education services and who is first enrolled in grade 9 or below in the 2011–12 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP.

*19 TAC 101.3023*

CREDIT BY  
EXAMINATION

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination under 19 Administrative Code 74.24. [See EHDB, EHDC] *19 TAC 101.3021(c)*

ADDITIONAL STATE  
ASSESSMENTS

TEA may adopt EOC assessment instruments for courses not listed in statute, as described above. A student's performance on these EOC assessment instruments is not subject to the performance requirements established for the statutory assessments. *Education Code 39.023(c-2)*

RETAKES

Each time an EOC assessment instrument is administered, a student who failed to achieve a score requirement may retake the assessment instrument. [See SATISFACTORY PERFORMANCE, above]

A student is not required to retake a course as a condition of retaking an EOC assessment instrument.

If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course.

*Education Code 39.025(b); 19 TAC 101.3021(f), .3022(d)*

REPORTING RESULTS  
TO THE PUBLIC

Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The in-

formation shall not contain the names of individual students or teachers. *Education Code 39.030(b)*

TO THE BOARD

The Superintendent shall accurately report all test results with appropriate interpretations to the Board according to the schedule in the applicable test administration materials.

TO PARENTS,  
STUDENTS, AND  
TEACHERS

The District shall notify each of its students, his or her parent or guardian, and his or her teacher for that subject of test results, observing confidentiality requirements stated at CONFIDENTIALITY, below. All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another district or school. Upon receipt of the assessment results from the test contractor, the District shall disclose a student's assessment results to a student's teacher in the same subject area as the assessment for that school year. [See BQ series, FD, and FL]

*19 TAC 101.3014; No Child Left Behind Act, 20 U.S.C. 6311(h)(6)*

TEA shall adopt a series of questions to be included in an EOC assessment instrument administered under Education Code 39.023(c) to be used for purposes of identifying students who are likely to succeed in an advanced high school course. The District shall notify a student who performs at a high level on the questions and the student's parent or guardian of the student's performance and potential to succeed in an advanced high school course. The District may not require a student to perform at a particular level on the questions to be eligible to enroll in an advanced high school course. *Education Code 39.0233(b)*

PARENTAL ACCESS

A parent is entitled to access to a copy of each state assessment instrument administered to the parent's child. This right of access does not apply, however, to those instruments or particular questions that are being field-tested by TEA. *Education Code 26.005, .006(a)(2)*

FURTHER  
INSTRUCTION

The District shall provide each student who fails to perform satisfactorily on an EOC assessment instrument with accelerated instruction in the subject assessed by the assessment instrument. [See EHBC]

ACCELERATED  
INSTRUCTION

COLLEGE  
PREPARATORY  
COURSE

EOC PASSING  
SCORES

If the District determines that a student, on completion of grade 11, is unlikely to achieve the score requirement for one or more EOC assessment instruments administered to the student as provided by Education Code 39.025(a) [see SATISFACTORY PERFORMANCE, above] for receiving a high school diploma, the District shall require the student to enroll in a corresponding content-area

college preparatory course for which an EOC assessment instrument has been adopted, if available.

A student who enrolls in a college preparatory course shall be administered an EOC assessment instrument for the course, with the instrument scored on a scale as determined by the Commissioner. A student may use the student's score on the EOC assessment instrument for the college preparatory course towards satisfying the score requirement.

*Education Code 39.025(b-1)–(b-2)* [See EHBC]

COLLEGE  
READINESS

The District shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

1. For students at the twelfth grade level whose performance on:
  - a. An EOC assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or
  - b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.3062(c) indicates that the student is not ready to perform entry-level college coursework; and
2. To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through the institution of higher education with which the District partners.

FACULTY

Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the District partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

NOTICE

The District shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

CREDIT  
EARNED

A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced

mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

DUAL CREDIT A course may be offered for dual credit at the discretion of the institution of higher education with which the District partners.

INSTRUCTIONAL MATERIALS The District, in consultation with the institution of higher education with which the District partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

To the extent applicable, the District shall draw from curricula and instructional materials developed under Education Code 28.008 in developing a course and related instructional materials. A course and the related instructional materials shall be made available to students not later than the 2014–15 school year. This section expires September 1, 2015.

*Education Code 28.014*

SECURITY To ensure that each assessment instrument is reliable and valid and meets applicable federal requirements for measurement of student progress, the District must comply with all of the applicable requirements specified in the test administration materials, which include general testing program information, requirements for ensuring test security and confidentiality described in the annual Test Security Supplement, procedures for test administration, responsibilities of personnel involved in test administration, and procedures for materials control.

Test coordinators and administrators must receive all applicable training as required in the test administration materials and the District must maintain records related to the security of assessment instruments for a minimum of five years.

*19 TAC 101.3031*

CONFIDENTIALITY Individual student performance results are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974. *Education Code 39.030(b)* [See FL and GBA]

PENALTIES Violation of security or confidentiality of any test is prohibited. A person who engages in conduct prohibited by the Test Security Supplement may be subject to sanction of credentials.

Procedures for maintaining the security and confidentiality of state assessments are specified in the Test Security Supplement and in the appropriate test administration materials. Conduct that violates the security and confidentiality of a test is defined as any departure from the test administration procedures established in the Test Security Supplement and other test administration materials. Conduct of this nature may include the following acts and omissions:

1. Viewing a test before, during, or after an assessment unless specifically authorized to do so;
2. Duplicating secure examination materials;
3. Disclosing the contents of any portion of a secure test;
4. Providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;
5. Changing or altering a response or answer of an examinee to a secure test item or prompt;
6. Aiding or assisting an examinee with a response or answer to a secure test item or prompt;
7. Encouraging or assisting an individual to engage in the conduct described in the items listed above; or
8. Failing to report to an appropriate authority that an individual has engaged in conduct outlined in the items listed above.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation is subject to the following penalties:

1. Placement of restrictions on the issuance, renewal, or holding of a Texas teacher certificate, either indefinitely or for a set term;
2. Issuance of an inscribed or non-inscribed reprimand;
3. Suspension of a Texas teacher certificate for a set term; or
4. Revocation or cancellation of a Texas teacher certificate without opportunity for reapplication either for a set term or permanently.

Release or disclosure of confidential test content could result in criminal prosecution under Education Code 39.0303, Government Code 552.352, and Penal Code 37.10. The State Board for Educator Certification may take any of the above actions based on satis-

factory evidence that an educator has failed to cooperate with TEA in an investigation.

Any irregularities in test security or confidentiality may also result in the invalidation of student results.

The Superintendent and campus principal must develop procedures to ensure the security and confidentiality of the tests, and will be responsible for notifying TEA in writing of conduct that violates the security or confidentiality of a test. Failure to report can subject the person responsible to the applicable penalties.

*19 TAC 101.3031(b)(2), 249.15*

MINIMIZE  
DISRUPTIONS

In implementing the Commissioner's procedures for the administration of assessment instruments adopted or developed under Education Code 39.023, including procedures designed to ensure the security of the assessment, the District shall minimize disruptions to school operations and the classroom environment. *Education Code 39.0301(a-1)*

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**Note:** The following provisions are from federal law.

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SERVICE ANIMAL  
SERVICE DOGS

“Service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

*28 C.F.R. 35.104*

POLICIES,  
PRACTICES, OR  
PROCEDURES

The District shall modify its policies, practices, or procedures to permit the use of a service animal by an individual with a disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity. *28 C.F.R. 35.130(b)(7), .136(a)* [See FB(LEGAL)]

ACCESS

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the District’s facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go. *28 C.F.R. 35.136(g)*

EXCEPTIONS

The District may ask an individual with a disability to remove a service animal from the premises if:

1. The animal is out of control and the animal’s handler does not take effective action to control it; or
2. The animal is not housebroken.

*28 C.F.R. 35.136(b)*

EQUAL EDUCATIONAL OPPORTUNITY  
SERVICE ANIMALS

FBA  
(LEGAL)

The ADA does not require the District to permit an individual to participate in or benefit from the services, programs, or activities of the District when that individual poses a direct threat to the health or safety of others. *28 C.F.R. 35.139* [See FB(LEGAL)]

If the District properly excludes a service animal, it shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises. *28 C.F.R. 35.136(c)*

ANIMAL  
UNDER  
HANDLER'S  
CONTROL

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means). *28 C.F.R. 35.136(d)*

INQUIRIES

The District shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The District may ask if the animal is required because of a disability and what work or task the animal has been trained to perform.

The District shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

Generally, the District may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

*28 C.F.R. 35.136(f)*

CARE OR  
SUPERVISION OF  
ANIMAL

The District is not responsible for the care or supervision of a service animal. *28 C.F.R. 35.136(e)*

SURCHARGES

The District shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets.

If the District normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

*28 C.F.R. 35.136(h)*

EQUAL EDUCATIONAL OPPORTUNITY  
SERVICE ANIMALS

FBA  
(LEGAL)

MINIATURE HORSES  
REASONABLE  
MODIFICATIONS

The District shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

ASSESSMENT  
FACTORS

In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, the District shall consider:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
2. Whether the handler has sufficient control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

OTHER  
REQUIREMENTS

Provisions at 28 C.F.R. 35.136(c) through (h) shall also apply to miniature horses.

*28 C.F.R. 35.136(i)*

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**Note:** The following provisions are from state law.

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ASSISTANCE ANIMALS

"Assistance animal" and "service animal" mean a canine that is specially trained or equipped to help a person with a disability and that is used by a person with a disability. *Human Resources Code 121.002(1)*

ASSISTANCE  
ANIMAL ACCESS

No person with a disability may be denied admittance to any public facility in the state because of the person's disability or may be denied the use of an assistance animal.

Regulations relating to the use of public facilities by any designated class of persons from the general public may not prohibit the use of particular public facilities by persons with disabilities who, except for their use of assistance animals, would fall within the designated class.

A service animal in training shall not be denied admittance to any public facility when accompanied by an approved trainer.

*Human Resources Code 121.003(c), (e), (i)*

EQUAL EDUCATIONAL OPPORTUNITY  
SERVICE ANIMALS

FBA  
(LEGAL)

HARASSMENT AND  
HARM PROHIBITED

A person may not assault, harass, interfere with, kill, or injure in any way, or attempt to assault, harass, interfere with, kill, or injure in any way, an assistance animal.

“Harass” means any conduct that is directed at an assistance animal that impedes or interferes with, or is intended to impede or interfere with, the animal’s performance of its duties or places a person with a disability who is using an assistance animal, or a trainer who is training an assistance animal, in danger of injury.

A person is not entitled to make demands or inquiries relating to the qualifications or certifications of a service animal for purposes of admittance to a public facility except to determine the basic type of assistance provided by the service animal to a person with a disability. If a person’s disability is not readily apparent, a staff member or manager of the facility may inquire about whether the service animal is required because the person has a disability and what type of work or task the service animal is trained to perform.

*Human Resources Code 121.002, .003(j)–(l)*

TRANSPORTATION

No public conveyance or mode of transportation operating within the state may refuse to accept as a passenger a person with a disability solely because of the person’s disability, nor may a person with a disability be required to pay an additional fare because of his or her use of an assistance animal. *Human Resources Code 121.003(b)*

RESPONSIBILITIES  
OF PERSONS WITH  
DISABILITIES

A person with a disability who uses an assistance animal for assistance in travel is liable for any damages done to the premises or facilities by the animal.

A person with a disability who uses an assistance animal for assistance in travel or auditory awareness shall keep the animal properly harnessed or leashed, and a person who is injured by the animal because of the failure of a person with a disability to properly harness or leash the animal is entitled to maintain a cause of action for damages in a court of competent jurisdiction under the same law applicable to other causes brought for the redress of injuries caused by animals.

*Human Resources Code 121.005*

PENALTIES

A person, including a firm, association, corporation, or other public or private organization, or the agent of the person, who violates a provision of Human Resources Code 121.003:

1. Commits a misdemeanor punishable by a fine of not more than \$300 and 30 hours of community service to be performed for a governmental entity or nonprofit organization that

primarily serves persons with visual impairments or other disabilities, or for another entity or organization at the discretion of the court, to be completed in not more than one year; and

2. Is deemed to have deprived a person with a disability of his or her civil liberties. The person with a disability deprived of his or her civil liberties may maintain a cause of action for damages in a court of competent jurisdiction, and there is a conclusive presumption of damages in the amount of at least \$300 to the person with a disability.

*Human Resources Code 121.004*



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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

GENDER-BASED  
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the 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:</p>

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Name: Greg Jung  
Position: Assistant Superintendent for Curriculum and Instruction  
Address: 510 West Mercer Street, P.O. Box 479, Dripping Springs, TX 78620  
Telephone: (512) 858-3040

ADA/  
SECTION 504  
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. 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:

Name: Jack Modgling  
Position: Director of Special Services  
Address: 510 West Mercer Street, P.O. Box 479, Dripping Springs, TX 78620  
Telephone: (512) 858-3061

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE  
REPORTING  
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. 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 immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF  
THE REPORT

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

INITIAL  
ASSESSMENT

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 shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

INTERIM ACTION

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

DISTRICT  
INVESTIGATION

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal 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.

CRIMINAL  
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE  
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, 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 include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

NOTIFICATION OF OUTCOME	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
DISTRICT ACTION PROHIBITED CONDUCT	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
BULLYING	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the 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.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.



PUBLIC INFORMATION PROGRAM  
ACCESS TO PUBLIC INFORMATION

GBA  
(LEGAL)

PUBLIC INFORMATION  
DEFINED

For purposes of the Texas Public Information Act (PIA), “public information” means information that is written, produced, collected, assembled, or maintained under a law or ordinance or in connection with the transaction of official business:

1. By the Board;
2. For the Board and the Board:
  - a. Owns the information;
  - b. Has a right of access to the information; or
  - c. Spends or contributes public money for the purpose of writing, producing, collecting, assembling, or maintaining the information; or
3. By an individual officer or employee of the District in the officer’s or employee’s official capacity and the information pertains to official business of the District.

“Official business” means any matter over which the District has any authority, administrative duties, or advisory duties.

Information is “in connection with the transaction of official business” if the information is created by, transmitted to, received by, or maintained by an officer or employee of the District in the officer’s or employee’s official capacity, or a person or entity performing official business or a governmental function on behalf of the District, and pertains to official business of the District.

The definition of “public information” above applies to and includes any electronic communication created, transmitted, received, or maintained on any device if the communication is in connection with the transaction of official business.

*Gov’t Code 552.002(a)–(a-2), .003(2-a)*

FORMS OF PUBLIC  
INFORMATION

The general forms in which the media containing public information exist include a book, paper, letter, document, e-mail, Internet posting, text message, instant message, other electronic communication, printout, photograph, film, tape, microfiche, microfilm, photostat, sound recording, map, and drawing and a voice, data, or video representation held in computer memory.

The media on which public information is recorded include:

1. Paper;
2. Film;
3. A magnetic, optical, solid state, or other device that can store an electronic signal;

PUBLIC INFORMATION PROGRAM  
ACCESS TO PUBLIC INFORMATION

GBA  
(LEGAL)

4. Tape;
5. Mylar; and
6. Any physical material on which information may be recorded, including linen, silk, and vellum.

*Gov't Code 552.002(b)–(c)*

AVAILABILITY

Public information is available, at a minimum, to the public during the District's normal business hours. *Gov't Code 552.021*

INFORMATION THAT  
MUST BE DISCLOSED

The following categories of information are public information and not excepted from required disclosure unless made confidential under Government Code Chapter 522 or other law:

1. A completed report, audit, evaluation, or investigation made of, for, or by the Board, except as provided in Government Code 552.108.
2. The name, sex, ethnicity, salary, title, and dates of employment of each employee and officer of the District.
3. Information in an account, voucher, or contract relating to the receipt or expenditure of public funds.
4. The name of each official and the final record of voting on all proceedings of the Board.
5. All working papers, research material, and information used to estimate the need or expenditure of public funds or taxes by the Board, on completion of the estimate.
6. A description of the District's organization and where, from whom, and how the public may obtain information, submit information or requests, and obtain decisions.
7. A statement of the general course and method by which the District's functions are channeled and determined, including the nature and requirements of all formal and informal policies and procedures.
8. A rule of procedure, description of forms available or the places where forms may be obtained, and instructions relating to the scope and content of all papers, reports, or examinations.
9. A substantive rule of general applicability adopted or issued by the Board and a statement of general policy or interpretation of general applicability formulated and adopted by the Board.
10. Any amendment, revision, or repeal of the information described in items 6–9.

PUBLIC INFORMATION PROGRAM  
ACCESS TO PUBLIC INFORMATION

GBA  
(LEGAL)

11. Final opinions and orders issued in adjudication of cases.
12. A policy statement or interpretation adopted or issued by the Board.
13. Administrative manuals and instructions to staff that affect a member of the public.
14. Information regarded as open to the public under the District's policies.
15. Information that is in a bill for attorney's fees and that is not privileged under the attorney-client privilege or confidential under other law.
16. Information that is also contained in a public court record.
17. A settlement agreement to which the Board is a party.

*Gov't Code 552.022*

INVESTMENT  
INFORMATION

Certain District investment information, as specified by Government Code 552.0225, is public information and not excepted from disclosure. *Gov't Code 552.0225*

ONLINE MESSAGE  
BOARD

If the Board maintains an online message board or similar Internet application under Government Code 551.006 [see BBI], and the Board removes from the online message board or similar Internet application a communication that has been posted for at least 30 days, the Board shall maintain the posting for a period of six years. This communication is public information and must be disclosed in accordance with the PIA. *Gov't Code 551.006(d)*

PERSONAL  
INFORMATION

EMPLOYEE / BOARD  
MEMBER

Each District employee, other than a peace officer or security officer, and Board member and each former employee and Board member shall choose whether to allow public access to District-held information relating to the person's home address, home telephone number, emergency contact information, or social security number, or any other information that reveals whether the person has family members. However, the District may not require an employee or former employee of the District to choose whether to allow public access to the employee's or former employee's social security number.

Employees and Board members shall state their choice to a District's main personnel officer in a signed writing not later than the 14th day after employment begins, election or appointment to the Board occurs, or service with the District ends. If an employee or Board member fails to state his or her choice within 14 days, the information is available to the public. However, an employee or Board member may make a written request at any time to the per-

sonnel officer to open or close the information. A written request made after the 14 days does not apply to an open records request made before the option was exercised.

*Gov't Code 552.024; Tex. Att'y Gen. ORD-530 (1989)*

PEACE OFFICERS /  
SECURITY  
OFFICERS

EMPLOYED BY  
THE DISTRICT

District-held information relating to the home address, home telephone number, emergency contact information, or social security number of employees who are peace officers, or security officers commissioned by the Board of Private Investigators and Private Security Agencies, or any information that reveals whether the officer has family members, is excepted from disclosure regardless of whether the officer chooses to restrict public access to the information under Government Code 552.024. *Gov't Code 552.117*

ALL OFFICERS

District-held information relating to the home address, home telephone number, emergency contact information, date of birth, social security number, or any information that reveals whether an officer has family members, of any peace officer, security officer, or other person listed at Government Code 552.1175 is confidential by law if the officer chooses to restrict public access and notifies the District on a form provided by the District, accompanied by evidence of the officer's status. *Gov't Code 552.1175*

NOTICE TO  
REQUESTOR

If an employee or Board member has opted to restrict public access to his or her personal information, the District may redact the personal information from any information the District discloses without the necessity of requesting a decision from the attorney general. The District may also redact information that must be withheld under Government Code 552.1175 without requesting an attorney general decision. *Gov't Code 552.024(c), (f)*

If the District redacts information under either of these provisions, the District shall provide the information required by Government Code 552.024(c-2) and 552.1175(h) to the requestor on a form prescribed by the attorney general. The requestor is entitled to seek a decision from the attorney general about the matter. *Gov't Code 552.024(c-2), (h)*

EVALUATIONS

A document evaluating the performance of a teacher or administrator is confidential. *Education Code 21.355*

EDUCATOR  
CERTIFICATION EXAM

The results of an educator certification examination are confidential and are not subject to disclosure, unless:

1. The disclosure is regarding notification to a parent of the assignment of an uncertified teacher to a classroom as required by Education Code 21.057; or

PUBLIC INFORMATION PROGRAM  
ACCESS TO PUBLIC INFORMATION

GBA  
(LEGAL)

2. The educator has failed the examination more than five times.

*Education Code 21.048(c-1)*

CREDIT CARD, DEBIT  
CARD, CHARGE CARD,  
AND ACCESS DEVICE  
NUMBERS

A credit card, debit card, charge card, or access device number that is collected, assembled, or maintained by or for the District is confidential.

“Access device” means a card, plate, code, account number, personal identification number, electronic serial number, mobile identification number, or other telecommunications service, equipment, or instrument identifier or means of account access that alone or in conjunction with another device may be used to:

1. Obtain money, goods, services, or another thing of value; or
2. Initiate a transfer of funds other than a transfer originated solely by paper instrument.

The District may redact credit card, debit card, charge card, or access device numbers from any information the District discloses without the necessity of requesting a decision from the attorney general. The District shall provide the information required by Government Code 552.136 to the requestor on a form prescribed by the attorney general. The requestor is entitled to seek a decision from the attorney general about the matter.

*Gov't Code 552.136*

E-MAIL ADDRESSES  
CONFIDENTIAL

An e-mail address of a member of the public that is provided for the purpose of communicating electronically with the District is confidential and not subject to disclosure unless the member of the public affirmatively consents to its release.

EXCEPTIONS

This confidentiality does not apply to an e-mail address:

1. Provided to the District by a person who has a contractual relationship with the District or by the contractor's agent;
2. Provided to the District by a vendor who seeks to contract with the District or by the vendor's agent;
3. Contained in a response to a request for bids or proposals, contained in a response to similar invitations soliciting offers or information relating to a potential contract, or provided to the District in the course of negotiating the terms of a contract or potential contract;
4. Provided to the District on a letterhead, coversheet, printed document, or other document made available to the public; or

5. Provided to the District for the purpose of receiving orders or decisions from the District, or for the purpose of providing public comment on or receiving notices related to an application for a license. A "license" under this section includes a state agency permit, certificate, approval, registration, or similar form of permission required by law.

The District may also disclose an e-mail address for any reason to another governmental body or to a federal agency.

*Gov't Code 552.137, 2001.003(2)*

VICTIM OF ABUSE OR  
IMPROPER  
RELATIONSHIP

The name of a person who is enrolled in a public or private primary or secondary school and involved in an improper relationship with an educator as provided by Penal Code 21.12(a) may not be released to the public and is not public information subject to disclosure. *Penal Code 21.12(d)*

The name of a student or minor who is the victim of abuse or unlawful conduct by an educator is not public information subject to disclosure. *Education Code 21.006(h)*

PARTICIPANT IN  
ADDRESS  
CONFIDENTIALITY  
PROGRAM

Information relating to a participant in the Address Confidentiality Program for Victims of Family Violence, Sexual Assault, and Stalking under Code of Criminal Procedure Chapter 56, Subchapter C is confidential, except as provided by Code of Criminal Procedure 56.90, and may not be disclosed. *Code of Criminal Procedure 56.88*

VICTIMS OF CERTAIN  
CRIMES

A District employee who is also a victim under Code of Criminal Procedure Chapter 56, Subchapter B may elect whether to allow public access to information held by the District that would identify or tend to identify the victim, including a photograph or other visual representation of the victim. An election under this subsection must be made in writing on a form developed by the District, be signed by the employee, and be filed with the District before the third anniversary of the latest to occur of one of the following:

1. The date the crime was committed;
2. The date employment begins; or
3. The date the governmental body develops the form and provides it to employees.

If the employee fails to make an election, the identifying information is excepted from disclosure until the third anniversary of the date the crime was committed. In case of disability, impairment, or other incapacity of the employee, the election may be made by the guardian of the employee or former employee.

*Gov't Code 552.132*

PUBLIC INFORMATION PROGRAM  
ACCESS TO PUBLIC INFORMATION

GBA  
(LEGAL)

INFORMATION  
EXCEPTED FROM  
PUBLIC DISCLOSURE

The Board or the officer for public information voluntarily may make part or all of its records available to the public, unless the disclosure is expressly prohibited by law or the records are confidential by law. *Gov't Code 552.007*

Except for social security numbers or as otherwise provided by law, information that is not confidential, but is excepted from required disclosure under Government Code sections 552.101–.151, is public information and is available to the public on or after the 75th anniversary of the date the information was originally created or received by the District. This paragraph does not limit the authority of the District to establish retention periods for records under applicable law. *Gov't Code 552.0215*

Categories of information that are excepted from disclosure to the public include:

1. Information considered to be confidential by law, either constitutional, statutory, or by judicial decision. *Gov't Code 552.101*
2. Information in a personnel file, the disclosure of which would constitute a clearly unwarranted invasion of personal privacy, and transcripts from institutions of higher education maintained in files of professional employees; however, the degree obtained and the curriculum on the transcripts shall be subject to disclosure. *Gov't Code 552.102*

Disclosure of employee birth dates would constitute a clearly unwarranted invasion of personal privacy, and such dates are excepted from disclosure under Government Code 552.102(a), if the employees' privacy interests substantially outweigh the public interest in the information. *Texas Comptroller of Public Accts. v. Att'y Gen'l of Texas*, 354 S.W.3d 336 (Tex. 2010) (holding that a newspaper's stated reason for requesting state employees' dates of birth did not outweigh employees' privacy rights)

3. Information in the custody of the District that relates to an employee or officer of the District if, under the specific circumstances pertaining to the employee or officer, disclosure of the information would subject the employee or officer to a substantial threat of physical harm. *Gov't Code 552.151*
4. Information relating to litigation of a civil or criminal nature to which the District is, or may be, a party or to which an officer or employee of the District, as a consequence of the office or employment, is or may be a party, but only if the litigation is pending or reasonably anticipated at the time the District's

public information officer receives the request. *Gov't Code 552.103*

5. Information that, if released, would give advantage to competitors or bidders. The requirement of Government Code 552.022 that a category of information listed under 552.022(a) is public information and not excepted from required disclosure unless expressly confidential under law does not apply to information that is excepted from required disclosure under this paragraph. *Gov't Code 552.104*
6. Information pertaining to the location of real or personal property for a public purpose prior to public announcement of the project, or information pertaining to appraisals or purchase price of real or personal property for a public purpose prior to the formal award of contracts for the property. *Gov't Code 552.105*
7. Drafts and working papers involved in the preparation of proposed legislation. *Gov't Code 552.106*
8. Information the District's attorney is prohibited from disclosing because of a duty to the District under the Texas Rules of Evidence or the Texas Disciplinary Rules of Professional Conduct or information that a court order has prohibited from disclosure. *Gov't Code 552.107*
9. Information collected to comply with Education Code Chapter 22, Subchapter C (criminal records), including the person's name, address, phone number, social security number, driver's license number, other identification number, and fingerprint records. *Education Code 22.08391*
10. Criminal history record information obtained by the District from the Texas Department of Public Safety. *Gov't Code 411.097(d)(2)* [See CJA, DBAA]
11. Under certain circumstances, information (except basic information about an arrested person, an arrest, or a crime) held by a law enforcement agency or prosecutor, including:
  - a. Information that deals with detection, investigation, or prosecution of crime; and
  - b. An internal record or notation that is maintained for internal use in matters relating to law enforcement or prosecution.

*Gov't Code 552.108*

12. A sensitive crime scene image in the custody of the District, regardless of the date that the image was taken or recorded. "Sensitive crime scene image" means a photograph or video recording taken at a crime scene, contained in or part of a closed criminal case, that depicts a deceased person in a state of dismemberment, decapitation, or similar mutilation or that depicts the deceased person's genitalia. The District may not permit a person to view or copy the image except as provided by Government Code 552.1085. *Gov't Code 552.1085(a)(6), (c)*
13. Private correspondence and communications of an elected office holder relating to matters the disclosure of which would constitute an invasion of privacy. *Gov't Code 552.109*
14. A trade secret obtained from a person and privileged or confidential by statute or judicial decision. *Gov't Code 552.110(a)*
15. Commercial or financial information for which it is demonstrated based on specific factual evidence that disclosure would cause substantial competitive harm to the person from whom the information was obtained. *Gov't Code 552.110(b)*
16. Interagency or intra-agency memoranda or letters that would not be available by law to a party in litigation with the District. *Gov't Code 552.111; City of Garland v. Dallas Morning News, 22 S.W.3d 351 (Tex. 2000) (concluding that the deliberative process privilege, incorporated into the exception found at Government Code 552.111, exempts communications related to a governmental agency's policymaking)*
17. An audit working paper of an audit of the District auditor, including any audit relating to the criminal history background check of a public school employee. If information in an audit working paper is also maintained in another record, that other record is not excepted. *Gov't Code 552.116*
18. Student records, except to District personnel, the student, or the student's parents, guardian, or spouse. The District is not required to release student records, except in conformity with FERPA. *Gov't Code 552.114, 552.026 [See FL]*
19. Information that relates to the home address, home telephone number, emergency contact information, or social security number of the following persons, or that reveals whether the person has family members:
  - a. A current or former District employee or Board member, except as provided by Section 552.024; or

- b. A peace officer or a security officer commissioned by the Board of Private Investigators and Private Security Agencies, regardless of whether the officer complies with Section 552.1175.

*Gov't Code 552.117*

- 20. A photograph that depicts a peace officer, the release of which would endanger the life or physical safety of the officer, unless:
  - a. The officer is under indictment or charged with an offense by information;
  - b. The officer is a party in a fire or police civil service hearing or a case in arbitration; or
  - c. The photograph is introduced as evidence in a judicial proceeding.

If a photograph is exempt from public disclosure as described above, it may be made public only if the officer gives written consent.

*Gov't Code 552.119*

- 21. The identity of a school marshal appointed under Education Code 37.0811. *Education Code 37.0811(g)*
- 22. Test items developed by a state-funded educational institution. *Gov't Code 552.122*
- 23. The certified agenda or tape recording of a closed meeting, unless a court order makes it available for public inspection and copying. *Gov't Code 551.104(c)*
- 24. Records of a school library or library system that identify or serve to identify a person who requested, obtained, or used a library material or service, unless the records are disclosed:
  - a. Because the library determines that disclosure is reasonably necessary for the operation of the library and the records are not confidential under other state or federal law;
  - b. To a person with a special right of access under Government Code 552.023; or
  - c. To a law enforcement agency or prosecutor under a court order or subpoena.

*Gov't Code 552.124*

25. The name of an applicant for Superintendent, except the Board must give public notice of the name or names of the finalists being considered for that position at least 21 days before the date of the meeting at which final action or a vote is to be taken on the applicant's employment. *Gov't Code 552.126*
26. Motor vehicle record information that relates to:
  - a. A motor vehicle operator's or driver's license or permit issued by an agency of this state or another state or country;
  - b. A motor vehicle title or registration issued by an agency of this state or another state or country; or
  - c. A personal identification document issued by an agency of this state, another state or country, or a local agency authorized to issue an identification document.

The motor vehicle record information described above may be released only in accordance with Transportation Code Chapter 730.

Subject to Transportation Code Chapter 730 (the Motor Vehicle Records Disclosure Act), the District may redact motor vehicle or driver license information under this provision from any information the District discloses without the necessity of requesting a decision from the attorney general. The District shall provide the information specified at Government Code 552.130 to the requestor on a form prescribed by the attorney general. The requestor is entitled to seek a decision from the attorney general about the matter.

*Gov't Code 552.130*

27. An informer's name or information that would substantially reveal the identity of an informer, unless:
  - a. The informer consents. If the informer is a student or former student, consent may also be given by the informer's legal guardian or spouse; or
  - b. The informer planned, initiated, or participated in the possible violation.

"Informer" means a student or former student or an employee or former employee of the District who has furnished a report of another person's possible violation of criminal, civil, or regulatory law to the District or the proper regulatory enforcement authority.

The informer's name may be made available to a law enforcement agency or prosecutor for official purposes upon proper request, made in compliance with applicable law and procedure. However, this exception does not impair the confidentiality of information considered to be confidential by law.

*Gov't Code 552.135*

28. Information in a commercial book or publication purchased or acquired by the District for research purposes, if the book or publication is commercially available to the public. The District is not required to make copies of commercially available information, but the District shall allow the inspection of information in a book or publication that is made part of, incorporated into, or referred to in a rule or policy of the District.

*Gov't Code 552.027*

29. Information that relates to economic development negotiations involving the Board and a business prospect that the Board seeks to have locate, stay, or expand in or near the District, if that information relates to:

- a. A trade secret of the business prospect; or
- b. Commercial or financial information for which it is demonstrated based on specific factual evidence that disclosure would cause substantial competitive harm to the person from whom the information was obtained.

*Gov't Code 552.131(a)*

30. Unless and until an agreement is made with the business prospect, information about a financial or other incentive being offered to a business prospect by the Board or by another person.

After an agreement is made, information about a financial or other incentive being offered is no longer exempted from public disclosure if the information is about a financial or other incentive being offered to the business prospect:

- a. By the Board; or
- b. By another person, if the financial or other incentive may directly or indirectly result in the expenditure of public funds by the District or a reduction in revenue received by the District from any source.

*Gov't Code 552.131(b), (c)*

31. Information that relates to computer network security, to network security information that is restricted under Government Code 2059.055, or to the design, operation, or defense of a computer network. The following information is confidential:
  - a. A computer network vulnerability report;
  - b. Any other assessment of the extent to which data processing operations, a computer, a computer program, network, system, or system interface, or software of the District or of a contractor of the District is vulnerable to unauthorized access or harm, including an assessment of the extent to which the District's or contractor's electronically stored information containing sensitive or critical information is vulnerable to alteration, damage, erasure, or inappropriate use; and
  - c. A photocopy or other copy of an identification badge issued to an official or employee of the District.

The District may disclose the information to a bidder if the District determines that providing the information is necessary for the bidder to provide an accurate bid. Such a disclosure is not a voluntary disclosure for purposes of Government Code 552.007 (requiring disclosure to any person).

*Gov't Code 552.139*

32. A military veteran's Department of Defense Form DD-214 or other military discharge record that first comes into the possession of the District on or after September 1, 2003. The record is confidential for the 75 years following the date it comes into the possession of the District in accordance with Government Code Section 552.140. A district that obtains information from the record shall limit the use and disclosure of the information to the purpose for which the information was obtained. *Gov't Code 552.140*
33. The social security number of a living person. The social security number is not confidential, however. The District may redact the social security number of a living person from any information the District discloses to the public without the necessity of requesting a decision from the attorney general. *Gov't Code 552.147*
34. Records, including any identifying information, of individual members, annuitants, retirees, beneficiaries, alternate payees, program participants, or persons eligible for benefits from TRS or another retirement system. This provision applies to records that are in the custody of the District acting in cooper-

ation with or on behalf of the retirement system. A district acting in cooperation with or on behalf of the retirement system is not required to accept or comply with a request for a record or information about a record or to seek an opinion from the attorney general. *Gov't Code 552.0038, 825.507(a)*

For purposes of Government Code 825.507, "participant" means a member, former member, retiree, annuitant, beneficiary, or alternate payee of the retirement system, or an employee or contractor of an employer covered by the retirement system for whom records were received by the retirement system for the purpose of administering the terms of the plan, including for audit or investigative purposes. *Gov't Code 825.507(g)*

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LEGAL)

APPLICABILITY OF  
CRIMINAL LAWS

The criminal laws of the state apply to the areas under the control and jurisdiction of the Board. *Education Code 37.101*

TRESPASS

The Board or its authorized representative may refuse to allow persons having no legitimate business to enter on property under the Board's control and may eject any undesirable person from the property on his or her refusal to leave peaceably on request. Identification may be required of any person on the property. *Education Code 37.105*

An unauthorized person who trespasses on the grounds of the District commits a Class C misdemeanor. *Education Code 37.107*

VEHICLES ON  
SCHOOL PROPERTY

The Board may bar or suspend a person from driving or parking a vehicle on any school property as a result of the person's violation of any rule or regulation promulgated by the Board or set forth in Education Code Chapter 37, Subchapter D. [See CLC] *Education Code 37.106*

DISRUPTION OF  
LAWFUL ASSEMBLY

A person commits a Class B misdemeanor if the person, alone or in concert with others, intentionally engages in disruptive activity on the campus or property of a public school.

Disruptive activity means:

1. Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administration of the school;
2. Seizing control of any building or portion of a building to interfere with any administrative, educational, research, or other authorized activity;
3. Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur;
4. Disrupting by force or violence or the threat of force or violence a lawful assembly in progress; or
5. Obstructing or restraining the passage of any person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats thereof the ingress or egress of any person to or from the property or campus without the authorization of the administration of the school.

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LEGAL)

FREE SPEECH

This provision shall not be construed to infringe upon any right of free speech or expression guaranteed by the constitutions of the United States or the state of Texas.

*Education Code 37.123*

DISRUPTION OF  
CLASSES

A person, other than a primary or secondary grade student enrolled in the school, commits a Class C misdemeanor if the person, on school property or on public property within 500 feet of school property, alone or in concert with others, intentionally disrupts the conduct of classes or other school activities. It is an exception to the application of the offense that, at the time the person engaged in the prohibited conduct, the person was younger than 12 years of age.

Disrupting the conduct of classes or other school activities includes:

1. Emitting noise of an intensity that prevents or hinders classroom instruction.
2. Enticing or attempting to entice a student away from a class or other school activity that the student is required to attend.
3. Preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend.
4. Entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or use of loud or profane language, disrupting class activities.

“School property” includes a public school campus or school grounds on which a public school is located, and any grounds or buildings used by a school for an assembly or other school-sponsored activity.

“Public property” includes a street, highway, alley, public park, or sidewalk.

*Education Code 37.124*

DISRUPTION OF  
TRANSPORTATION

A person, other than a primary or secondary grade student, commits a Class C misdemeanor if the person intentionally disrupts, prevents, or interferes with the lawful transportation of students to and from school, or to or from activities sponsored by a school, on a vehicle owned and/or operated by the District. It is an exception to the application of the offense that, at the time the person engaged in the prohibited conduct, the person was younger than 12 years of age. *Education Code 37.126*

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LEGAL)

TOBACCO	The Board shall prohibit smoking or using tobacco products at a school-related or school-sanctioned activity on or off school property. Students are prohibited from possessing tobacco products at a school-related or school-sanctioned activity on or off school property. School personnel shall enforce these policies on school property. <i>Education Code 38.006</i>
SMOKING IN BUILDINGS	The District shall not permit smoking within any indoor facility used for provision of routine or regular kindergarten, elementary, or secondary education or library services to children; or regular or routine health care or day care or early childhood development (Head Start) services to children or for the use of employees who provide such services. <i>20 U.S.C. 6083; 20 U.S.C. 7183</i>
CRIMINAL PENALTY	A person commits an offense if he or she is in possession of a burning tobacco product or smokes tobacco in a facility of a public school or an elevator.
DEFENSE	It is a defense to prosecution that the District does not have prominently displayed a reasonably sized notice that smoking is prohibited by state law in such place and that an offense is punishable by a fine not to exceed \$500.
FACILITIES FOR EXTINGUISHMENT	The District shall be equipped with facilities for extinguishment of smoking materials. <i>Penal Code 48.01(a)-(c)</i>
ALCOHOL	The Board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property. <i>Education Code 38.007(a)</i> [See FNCF regarding alcohol-free zones]
INTOXICANTS	A person commits a Class C misdemeanor if the person possesses an intoxicating beverage for consumption, sale, or distribution while: <ol style="list-style-type: none"><li>1. On the grounds or in a building of a public school; or</li><li>2. Entering or inside any enclosure, field, or stadium where any athletic event sponsored or participated in by a public school is being held.</li></ol> <i>Education Code 37.122</i> [See also FNCF]
FIREWORKS	A person may not explode or ignite fireworks within 600 feet of any school unless the person receives authorization in writing from the school. <i>Occupations Code 2154.251(a)(1)</i>

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LEGAL)

FIREARMS / WEAPONS  
– IN GENERAL

A person commits a third degree felony if the person knowingly, intentionally, or recklessly possesses or goes with a firearm, illegal knife, or prohibited weapon [see FNCG]:

1. Onto the physical premises (a building or portion of a building) of a school;
2. Onto any grounds or into a building in which an activity sponsored by a school is being conducted; or
3. On a passenger transportation vehicle of a school.

This offense does not apply if the person is acting pursuant to written regulations or written authorization of the District.

It is not a defense to prosecution that the person possessed a handgun and was licensed to carry a concealed handgun.

*Penal Code 46.03(a)(1), (f)*

PREMISES DEFINED

“Premises,” for purposes of this policy, means a building or a portion of a building. The term does not include any public or private driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area. *Penal Code 46.035(f)(3)*

EXCEPTED  
PERSONS

Penal Code 46.03(a)(1) does not apply to:

1. Peace officers or special investigators regardless of whether engaged in the actual discharge of the officer’s or investigator’s duties;
2. Parole officers while engaged in the actual discharge of the officer’s duties;
3. Community supervision and corrections department officers while engaged in the actual discharge of the officer’s duties;
4. An active judicial officer who is licensed to carry a concealed handgun;
5. An honorably retired peace officer, qualified retired law enforcement officer, federal criminal investigator, or former reserve law enforcement officer who holds a certificate of proficiency and is carrying a photo identification verifying that the officer or investigator qualifies for this exception;
6. A district attorney, criminal district attorney, county attorney, or municipal attorney who is licensed to carry a concealed handgun;

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LEGAL)

7. An assistant district attorney, assistant criminal district attorney, or assistant county attorney who is licensed to carry a concealed handgun;
8. A bailiff designated by an active judicial officer who is licensed to carry a concealed handgun and engaged in escorting the judicial officer; or
9. A juvenile probation officer who is authorized to carry a firearm.

*Penal Code 46.15(a)*

EXHIBITION OF  
FIREARMS

A person commits a third degree felony if, in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally exhibits, uses or threatens to exhibit or use a firearm:

1. In or on any property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school; or
2. On a school bus being used to transport children to and from school-sponsored activities.

*Education Code 37.125*

CONCEALED  
HANDGUN LICENSE  
HOLDER

A concealed handgun license holder commits a Class A misdemeanor if the license holder:

1. Carries a handgun on the property of another without effective consent; and
2. Received notice that entry on the property by a license holder with a concealed handgun was forbidden or that remaining on the property with a concealed handgun was forbidden and failed to depart.

NOTICE / SIGN

For purposes of Penal Code 30.06, a person receives notice if the owner of the property or someone with apparent authority to act for the owner provides notice to the person by oral or written communication.

“Written communication” means:

1. A card or other document on which is written language identical to the following: “Pursuant to Section 30.06, Penal Code (trespass by holder of license to carry a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (concealed handgun law), may not enter this property with a concealed handgun.”; or
2. A sign posted on the property that includes the language described above in both English and Spanish, appears in

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LEGAL)

contrasting colors with block letters at least one inch in height;  
and is displayed in a conspicuous manner clearly visible to  
the public.

EXCEPTION

Penal Code 30.06 does not apply to property owned or leased by  
the District that is not a building, portion of a building, or at a high  
school sporting event, interscholastic event, or Board meeting.

*Penal Code 30.06 [See also FNCG]*

INTERSCHOLASTIC  
EVENTS

A license holder commits a Class A misdemeanor if the license  
holder intentionally, knowingly, or recklessly carries a handgun un-  
der the authority of Subchapter H, Chapter 411, Government Code,  
regardless of whether the handgun is concealed, on the premises  
where a high school, collegiate, or professional sporting event or  
interscholastic event is taking place.

Penal Code 46.035(b)(2) does not apply if the license holder is a  
participant in the event and a handgun is used in the event.

*Penal Code 46.035(b)(2)*

BOARD MEETINGS

A license holder commits a Class A misdemeanor if the license  
holder intentionally, knowingly, or recklessly carries a handgun, re-  
gardless of whether the handgun is concealed, at any meeting of  
the Board.

Penal Code 46.035(c) does not apply unless the license holder  
was given effective notice under Penal Code 30.06. [See  
NOTICE/SIGN, above].

*Penal Code 46.035(c), (i)*

DEFENSE TO  
PROSECUTION

It is a defense to prosecution under Penal Code 46.035(b) and (c)  
[see INTERSCHOLASTIC EVENTS and BOARD MEETINGS,  
above] that the actor, at the time of the offense, was:

1. A judge or justice of a federal court;
2. An active judicial officer;
3. A district attorney, assistant district attorney, criminal district  
attorney, assistant criminal district attorney, county attorney,  
or assistant county attorney; or
4. A bailiff designated by an active judicial officer and engaged in  
escorting the officer.

*Penal Code 46.035(h-1)*

RELATIONS WITH EDUCATIONAL ENTITIES  
COLLEGES AND UNIVERSITIES

GNC  
(LEGAL)

FACILITIES

DUAL USAGE  
EDUCATIONAL  
COMPLEX

The District may enter into a cooperative agreement with a community college district regarding a dual usage educational complex, provided the District is located in whole or in part in the service area of the college district. The college district shall coordinate and supervise the operation of the complex. The use and the costs associated with the establishment and operation of the complex shall be shared by the parties under the terms of the cooperative agreement. *Education Code 130.0103*

INSTRUCTIONAL OR  
ATHLETIC FACILITY

The Board may contract with an institution of higher education located wholly or partially within the District's boundaries for the use of any stadium and other athletic facilities owned by or under the control of the institution of higher education.

The District and an institution of higher education located wholly or partially in the boundaries of the county in which the District is located may contract for the District to pay a portion of the costs of the design or construction of an instructional facility or a stadium or other athletic facilities owned by or under the control of the institution of higher education.

*Education Code 45.109 [See CX]*

COLLEGE  
COURSES IN  
DISTRICT  
FACILITIES

If the District is located in a county contiguous to, but not part of, a community college district, the Board may enter into a contract with the community college district for the community college to hold college courses in the District's facilities. The contract shall be approved by Board resolution. Either party may terminate the contract by giving the other party at least one year's written notice. *Education Code 130.006*

DISTRICT COURSES  
ON HIGHER  
EDUCATION  
CAMPUS

The Board may operate a school or program or hold a class on the campus of an institution of higher education in this state if the Board obtains written consent from the president or other chief executive officer of the institution, regardless of whether the institution is located within the boundaries of the District. *Education Code 11.166*

INSTRUCTIONAL  
PARTNERSHIPS WITH  
COMMUNITY COLLEGE  
DISTRICTS

Types of instructional partnerships between the District and a community college district include:

1. Award of High School Credit (see HIGH SCHOOL CREDIT-ONLY COURSES, below).
2. Award of Dual Course Credit (see DUAL CREDIT COURSES, below).
3. Tech-Prep Programs.

RELATIONS WITH EDUCATIONAL ENTITIES  
COLLEGES AND UNIVERSITIES

GNC  
(LEGAL)

4. Remedial or Developmental Instruction (see REMEDIAL PROGRAMS, below).

*19 TAC 9.143*

AGREEMENT

For any educational partnership between the District and a community college district, an agreement must be approved by the board or designee of both the District and the college district. The partnership agreement must address the following:

1. Student eligibility requirements.
2. Faculty qualifications.
3. Location and student composition of classes.
4. Provision of student learning and support services.
5. Eligible courses.
6. Grading criteria.
7. Transcribing of credit.
8. Funding provisions.

*19 TAC 9.144*

HIGH SCHOOL  
CREDIT-ONLY  
COURSES

The District may contract with a community college district for the college district to provide coursework necessary for students to complete high school. The District and college district shall negotiate an agreed cost for instruction. *19 TAC 9.125*

DUAL CREDIT  
COURSES

The District may enter into an agreement with a public college to form a dual credit partnership. Dual credit means the process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and high school. *19 TAC Ch. 4, Subch. D* [See EHDD(LEGAL)]

REMEDIAL  
PROGRAMS

The Board may contract with the board of the community college district in which the District is located for the college district to provide remedial programs for students enrolled in the District's secondary schools in preparation for graduation from secondary school and entrance into college. *Education Code 130.090; 19 TAC 9.146*

DROPOUT RECOVERY  
PROGRAM

The District may enter into an articulation agreement to partner with the public junior college district in which the District is located to provide on the campus of the college a dropout recovery program for students to successfully complete and receive a diploma from a high school of the District. *Education Code 29.402(a)*

RELATIONS WITH EDUCATIONAL ENTITIES  
COLLEGES AND UNIVERSITIES

GNC  
(LEGAL)

	<p>The program must meet the requirements at Education Code 29.402(c) and 29.081(e), (f). <i>Education Code 29.402(c), (d)</i></p>
STUDENT ELIGIBILITY	<p>A person is eligible to enroll in the dropout recovery program if the person:</p> <ol style="list-style-type: none"><li>1. Is under 26 years of age;</li><li>2. Must complete not more than three course credits to complete the curriculum requirements for the foundation high school program, as appropriate, for high school graduation; or</li><li>3. Has failed to perform satisfactorily on an end-of-course assessment instrument under Education Code 39.023(c), or an assessment instrument under Education Code 39.023(c) as that section existed before 2007. [See EKB]</li></ol> <p><i>Education Code 29.402(b)</i></p>
FUNDING	<p>The District shall pay the college district a negotiated amount for each student from the District enrolled in the dropout recovery program. The negotiated amount shall not exceed the total average per student funding amount in the District during the preceding school year for maintenance and operations, including state and local funding, but excluding money from the available school fund. <i>Education Code 29.403(a)</i></p> <p>A student who is enrolled in a dropout recovery program is included in determining the average daily attendance of the District. <i>Education Code 29.403(b)</i></p>
PLAN TO INCREASE HIGHER EDUCATION ENROLLMENT	<p>An affected district, as described below, shall enter into an agreement with the public institution of higher education in this state in closest geographic proximity to the District to develop a plan to increase the percentage of the District's graduating seniors who enroll in an institution of higher education for the academic year following graduation. The plan must address the elements at Education Code 29.904(d). <i>Education Code 29.904(c), (d)</i></p>
AFFECTED DISTRICT	<p>An affected district is one with one or more high schools that:</p> <ol style="list-style-type: none"><li>1. During the preceding five years, have had an average of at least 26 students in the high school graduating class; and</li><li>2. For any two consecutive years during the preceding five years, have been among the lowest ten percent of high schools in this state in the percentage of students graduating and enrolling for the following academic year in an institution.</li></ol> <p><i>Education Code 29.904(a)</i></p>

RELATIONS WITH EDUCATIONAL ENTITIES  
COLLEGES AND UNIVERSITIES

GNC  
(LEGAL)

TIMELINE

Unless the District is already operating under a plan to increase enrollment, not later than May 1 of each year TEA shall notify the District if it is an affected district. The District must enter into an agreement to develop a plan to increase enrollment by August 1 of the year in which it receives notice from TEA. *Education Code 29.904(b), (c)*

The District shall file the plan with the Commissioner of Education and the Commissioner of Higher Education. The District must implement the plan at the beginning of the school year following the year during which the District receives notice from TEA that it is an affected district. The District may revise the plan as necessary in response to achieving or failing to achieve goals under the plan. *Education Code 29.904(e)-(g)*

# Vantage Points

## A Board Member's Guide to Update 99

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



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

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

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

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Update 99 is the second of two post-legislative updates, focusing primarily on incorporating changes in law from the 83rd Legislative Session that were not included in Update 98 and amendments to the Administrative Code resulting from recent legislation. Based on these changes in law and other recommendations, major topics in the update include accreditation, district legal counsel, safety programs, graduation, credit by examination, state assessment, student discrimination and harassment, and public information.

**Accountability**

**Accreditation**

At AIA(LEGAL), House Bill (HB) 5 prompted changes related to performance indicators for accountability related to the new foundation high school program, as well as a provision requiring districts to make Algebra II available to each high school student as a condition of accreditation.

**Accreditation Investigations**

At AIC(LEGAL), legislative changes prompted revisions to the criteria for the Commissioner to authorize a special accreditation investigation. Senate Bill (SB) 123 added a criterion permitting the Commissioner to authorize an investigation if a complaint alleges inaccurate PEIMS or other data on which TEA bases accountability determinations, while HB 5 added new criteria regarding a disproportionate number of students in a demographic group or an excessive number of students graduating with a particular endorsement under the foundation high school program.

**Board Issues**

**District Legal Counsel**

***BDD(LOCAL) POLICY CONSIDERATIONS***

Recommended changes to this local policy regarding the district's legal counsel were driven by member requests and include adding the board president to the list of individuals who may seek advice or information from the district's attorney, ensuring the board has a point of contact with legal counsel even when the board has not named a specific board designee for this purpose.

**Administrative Regulations**

***BP(LOCAL) POLICY CONSIDERATIONS***

To reflect common district practices regarding administrative regulations, recommended revisions to this local policy allow for greater flexibility in maintaining official copies of regulations and clarify that the superintendent or designee, who is responsible for developing and enforcing district procedures, will resolve any discrepancies among conflicting regulations.

**District  
Operations**

HBs 97 and 709 amended provisions at CCG(LLEGAL) regarding the individuals eligible to pay taxes on a residence homestead through installment payments. An additional provision from HB 97 allows partial exemption of a residence homestead donated to a disabled veteran by a charitable organization, while a provision from SB 163 exempts the residence homestead of the surviving spouse of a military member killed in action. Existing statutory provisions regarding tax exemptions have also been added, including tax limitations for surviving spouses and other partial exemptions for disabled veterans.

**Ad Valorem  
Taxes**

**Salary  
Deductions**

***CFEA(LOCAL) POLICY CONSIDERATIONS***  
  
This local policy addressing salary deductions and reductions is recommended for deletion. Several of the items listed as optional deductions are now included as mandatory deductions in the legally referenced policy at this code and are unnecessary to list in local policy. Other employee requests for deductions can be addressed in administrative regulations.

**Safety Programs**

***CK(LOCAL) POLICY CONSIDERATIONS***  
  
Recommended revisions to this local policy addressing safety have been made to simplify the provisions. Rather than include details of the district's safety and risk management programs in board policy, the recommended text gives broad authority to the superintendent to develop comprehensive safety programs to address the safety of students, employees, visitors, and others with whom the district conducts business.

**Free and  
Reduced-Price  
Food Program**

As reflected at COB(LLEGAL) and effective with the 2014–15 school year, SB 376 requires that, if 80 percent or more of the students on a campus that participates in the national school breakfast program qualify for a free or reduced-priced breakfast, the campus must offer a free breakfast to every student. A district may obtain a one-year waiver for a campus by following the steps required by statute.

**Deferred  
Compensation**

A new provision from SB 366 permitting a district to establish a Roth contribution program, if authorized by federal law, has been added at CRG(LLEGAL).

**Other Revenue  
and Asset Issues**

At this update, we have also incorporated existing statutory provisions into the policy manual at several new legally referenced policies. CCE(LLEGAL) addresses how a board may establish an athletic stadium authority with an-

other district. CFB(LEGAL) outlines the requirement for a district to maintain inventories of its assets in accordance with the TEA *Financial Accountability System Resource Guide*. And CG(LEGAL) explains the circumstances under which district employees and officers are required to post bond.

**Employee Issues**

***DAC(LOCAL) POLICY CONSIDERATIONS***

**Personnel Decisions**

This local policy, originally required by Civil Order 5281 and addressing objective criteria for personnel decisions, is recommended for deletion from the policy manuals of those districts for which Civil Order 5281 is no longer applicable.

**Incentives and Stipends**

At DEAA(LEGAL), revisions reflect HB 1751, which repealed the District Awards for Teacher Excellence (DATE) program and created the Educator Excellence Innovation Program (EEIP). New Commissioner’s rules on the EEIP address district eligibility, the development of a local educator excellence innovation plan, use of grant funds, and waiver requests for certain statutory requirements.

**Assignments**

Changes at DK(LEGAL) result from amendments to State Board for Educator Certification (SBEC) rules. Chapter 231 of the Texas Administrative Code has been revised to include the credentials appropriate for various employment assignments. Significant detail regarding emergency permits has also been added to the policy as prompted by amendments to these same rules.

**Substitute Positions**

At DPB(LEGAL), amendments to SBEC rules clarify that SBEC requirements regarding assignment of certified employees apply to substitute teachers and require the district to keep a list of any uncertified substitute teachers.

**Instruction**

**CPR Instruction**

At EHAC(LEGAL), HB 897, effective with the 2014–15 school year, requires the district to provide CPR instruction to each student at least once during grades 7–12. The instruction may be offered as part of any course, and the requirement may be waived for a student with a disability. If CPR certification is desired, certain personnel must conduct the instruction.

**Credit by Examination**

Amended State Board of Education (SBOE) rules on credit by examination without prior instruction align the rules with changes from HB 2694 and SB 1365. As reflected at EHDC(LEGAL), the rules specify that if a student earns a score of 80 percent or higher on an examination, the student is not required to take an end-of-course (EOC) assessment for the course. District-developed examinations for courses that do not have an EOC assessment must meet validation requirements no later than the 2018–19 school year.

Subject to certain exceptions, the examinations must be administered at least once in each of four testing windows.

***EHDC(LOCAL) POLICY CONSIDERATIONS***

Because many of the issues previously recommended for inclusion in this local policy regarding credit by examination are now addressed in SBOE rules, we recommend deleting local provisions addressing selection of test dates, requests for alternate examinations or test dates, fees, and award of credit. The broad language now in the first paragraph of the policy requires the district to provide opportunities for credit by examination in accordance with law and SBOE rule using examinations that, as required by law, are approved by the school board.

**Graduation Requirements**

EIF(LEGAL), addressing graduation, has been extensively revised as a result of legislation and new SBOE rules. HB 5 affected provisions regarding personal graduation plans (PGP), including adding a requirement for staff to review PGP options for all entering ninth grade students and their parents. Once a student and his or her parent have signed a PGP by the end of the student's ninth grade year, the student may change the plan, though the district must notify the student's parent.

EIF(LEGAL) also includes new SBOE rules addressing graduation requirements for students entering grade 9 in the 2014–15 school year under the new foundation high school program, including information on endorsements, permissible substitutions for physical education and fine arts, and performance acknowledgments. Provisions from Commissioner's rules addressing the transition to the foundation high school program, including graduation options available to students who entered grade 9 before the 2014–15 school year, have also been added, while obsolete provisions regarding graduation requirements for students who entered grade 9 before the 2007–08 school year have been deleted.

***EIF(LOCAL) POLICY CONSIDERATIONS***

**Please note:** In early March, Policy Service sent the district a brief electronic survey to gather information about the district's decisions regarding the foundation graduation program that must be included in board-adopted policy, such as whether the district will require additional credits for graduation and whether students may substitute certain courses and activities for physical education and fine arts credits. From the survey responses, the district's policy consultant will develop and send a draft of EIF(LOCAL) for board adoption, separate from Update 99.

**State Assessments**

Revised Commissioner’s rules resulted in numerous changes to EKB(LEGAL) regarding state assessments:

- A student in grade 8 or below who takes a high school course with an applicable EOC assessment shall have the assessment result applied toward the student’s high school assessment graduation requirements.
- Except for certain exceptions, a student must meet satisfactory performance on each required EOC assessment to receive a Texas diploma.
- Other new Commissioner’s rules explain when a student is eligible to use a substitute assessment in place of an EOC assessment required for graduation.
- An EOC assessment cannot be used for the purposes of credit by examination.
- If a student must retake a course that he or she failed but for which the student achieved satisfactory performance on the EOC assessment, the student is not required to retake the assessment.

We have also deleted text on exit-level assessments, as students subject to these graduation testing requirements will graduate in 2014.

**Student Issues**

**Assistance Animals**

Changes to FBA(LEGAL) are the result of HB 489, which updated state law provisions regarding assistance animal access to public facilities to better correspond with the federal Americans with Disabilities Act rules regarding service animals. An assistance or service animal is now limited to canines under federal and state law.

**Student Safety**

***FFF(LOCAL) POLICY CONSIDERATIONS***

This local policy addressing student safety is recommended for deletion, since student safety is now covered under the broad provisions of CK(LOCAL), as mentioned above.

**Prohibited  
Conduct**

***FFH(LOCAL) POLICY CONSIDERATIONS***

Based on recommendations by the U.S. Department of Education, Office for Civil Rights (OCR), we recommend amendments to this local policy addressing discrimination and harassment to clarify that the Title IX coordinator also handles reports of gender-based harassment and to require that the district notify relevant parties of the outcome of an investigation within the parameters allowed in law.

Other recommended changes explain how the district should proceed with its investigation when a criminal or regulatory investigation is occurring at the same time. During an investigation by a law enforcement or regulatory agency, the district would continue with its investigation only to the extent that it does not impede the agency investigation. Once the agency has finished gathering its evidence, however, the district is obligated to resume its investigation.

**Public  
Information**

At GBA(LEGAL), SB 1368 prompted changes to the definition of public information, which now includes information that is written or produced (in addition to collected, assembled, or maintained) under a law or ordinance or in connection with the transaction of official business for the board or by an individual officer or employee of the district acting in his or her official capacity. The definition of public information also now includes electronic communications on any device if the communication is in connection with the transaction of official business. New definitions of “official business” and “in connection with the transaction of official business” and a list of the forms of public information have been added. In the list of information excepted from public disclosure, several revisions have been made, including a provision from HB 1009 that protects the identity of a school marshal from disclosure, while HB 3357 expands the protections for records related to participants in the TRS retirement program.

**More  
Information**

For further 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.

Dripping Springs ISD  
105904

BOARD INTERNAL ORGANIZATION  
ATTORNEY

BDD  
(LOCAL)

The Board shall retain an attorney or attorneys, as necessary, to serve as the District's legal counsel and representatives in matters requiring legal services. Services to be performed and reasonable compensation to be paid by the Board shall be set forth in a written contract between the Board and the attorney or attorneys.

In accordance with the written contract, individual **Board members**~~Trustees~~ shall channel legal inquiries through the Superintendent, **Board President**, or **Board's**~~Board~~ designee, as appropriate, when **seeking** advice or information from the District's legal counsel ~~is sought~~.

Staff **shall submit** requests for legal advice from the District's legal counsel ~~shall be submitted~~ through the Superintendent or designee.

**Upon**~~A report of legal advice received shall be presented to the Board when deemed appropriate by the administration or upon~~ request of the Board **or when deemed necessary by the Superintendent, the Superintendent shall report advice from legal counsel.**

DATE ISSUED: **3/21/2014**~~4/1/2005~~  
UPDATE **9975**  
BDD(LOCAL)-A

ADOPTED:

1 of 1

ADMINISTRATIVE REGULATIONS

BP  
(LOCAL)

DEVELOPMENT	<p>The Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. <del>Procedures must be consistent with Board policy and law and shall be designed to promote the achievement of District goals and objectives.</del></p> <p>These procedures shall constitute the administrative regulations of the District and shall consist of <del>guidelines</del> <b>guides</b>, handbooks, <b>manuals</b>, and forms, <del>and any</del> <b>as well as</b> other documents defining standard operating <del>procedures, procedure and designated "Regulations."</del></p> <p><b>The Superintendent or designee shall ensure that</b> <del>All</del> administrative regulations <b>are kept up to date and are consistent</b> <del>shall be under the direction of the Superintendent; variations from defined procedures shall be</del> with <b>Board policy</b>. <b>The Superintendent or designee shall resolve any discrepancies among conflicting administrative regulations. In case of conflict between administrative regulations and policy, policy shall prevail.</b></p>
NO BOARD ACTION	<p><del>the prior approval of the Superintendent.</del> Administrative regulations are subject to Board review but shall not be adopted by the Board. <del>In case of conflict between the administrative regulations and policy, policy shall prevail.</del></p>
REVISION	<p><del>Administrative regulations may be amended at any time by the Superintendent or designated staff, with the prior approval of the Superintendent.</del></p>
OFFICIAL COPY	<p><del>The official copy of all documents constituting administrative regulations shall be kept in the Superintendent's office, and the Superintendent or designee shall be responsible for their accuracy. If discrepancies occur among different copies of administrative regulations distributed throughout the District, the official copy shall be regarded as authoritative.</del></p>
AVAILABILITY	<p>All administrative regulations, <del>including manuals, guides, handbooks, and forms, shall be kept up to date and</del> shall be made accessible to staff, <b>students</b>, and the public as required by <b>law or Board policy</b>. <del>the Public Information Chapter of the Government Code. [See GBA]</del></p>

DATE ISSUED: ~~3/21/2014~~ ~~10/6/1998~~  
UPDATE ~~99~~ ~~59~~  
BP(LOCAL)-A

ADOPTED:

1 of 1

SAFETY PROGRAM/RISK MANAGEMENT

CK  
(LOCAL)

COMPREHENSIVE  
SAFETY  
PROGRAMS

~~The District shall take every reasonable precaution regarding the safety of its students, employees, visitors, and all others with whom it conducts business.~~ The Superintendent or designee shall be responsible for developing, implementing, and promoting a comprehensive safety program.

~~The general areas of responsibility include, but are not limited to, the following:~~

EMERGENCY  
STRATEGIES

1. ~~Guidelines and procedures for responding to emergencies.~~

LOSS PREVENTION  
STRATEGIES

2. ~~Program activities intended to reduce the frequency of accident and injury, including:~~

~~a. Inspecting work areas and equipment.~~

~~b. Training frontline and supervisory staff.~~

~~c. Establishing safe work procedures and regulations.~~

~~d. Reporting, investigating, and reviewing accidents.~~

~~e. Promoting responsibility for District property on the part of students, employees, and the community.~~

LOSS CONTROL  
STRATEGIES

3. ~~Program activities intended to reduce the ultimate cost of accidents and injuries through investigation and documentation.~~

LOSS FINANCING  
STRATEGIES

4. ~~Program activities that identify and develop prudent methods of financing loss costs on an annual basis, including the purchase of commercial insurance, self-insured retentions, and risk pooling.~~

VEHICULAR SAFETY  
STRATEGIES

5. ~~Driver education programs~~ **designed to address the** , when available.

6. ~~Vehicle safety~~ **of students**, programs.

7. ~~Traffic safety programs and studies related to~~ employees, **visitors** ~~students~~, and **all others with whom** ~~the community~~.

INFORMATION  
MANAGEMENT

The Superintendent or designee shall be responsible for the **District conducts its business** ~~collection, storage, and analysis of relevant operational and historical data required to develop sound procedures for implementation and operation of the comprehensive safety program.~~

ALTERNATIVE METHODS FOR EARNING CREDIT  
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC  
(LOCAL)

**EXAMINATIONS FOR  
ACCELERATION TEST  
SELECTION**

~~THE~~  
~~SUPERINTENDENT OR~~  
**COURSE CREDIT**

~~If designee shall be responsible for the development or selection of tests a student in grades 1–12 wishes may use to earn course credit or accelerate to the next grade level or earn course credit without having received prior instruction in the a course or grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose. Each examination shall thoroughly test the essential knowledge and skills in the applicable course or grade level.~~

~~TEST DATES~~

~~The Superintendent or designee shall establish a schedule of dates, in accordance with law, when examinations for acceleration shall be administered and shall ensure that the dates are published in appropriate District publications or on the District's Web site.~~

~~SPECIAL REQUESTS~~

~~The District may deny a parent's or student's request for an alternative examination or alternative date.~~

~~FEES~~

~~The District shall not charge for an examination for acceleration administered on the published dates or alternative dates.~~

~~However, the student's parent shall pay for an alternative examination approved by the District.~~

~~CREDIT APPROVAL~~

~~The Superintendent or designee shall award course credit or approve acceleration on the basis of an examination for acceleration, in accordance with State Board rules.~~

**KINDERGARTEN  
ACCELERATION**

**In accordance with State Board rules, the**~~The~~ Board shall approve procedures developed by the Superintendent or designee to allow a child who is five–years–old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.

A student must, at the time of consideration, be either a resident of the District or an approved transfer student with appropriate documentation filed in the Superintendent's office. The procedures shall include an assessment of a student's academic abilities and social skill development that would predict probable success in first grade.

---

**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

---

STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

GENDER-BASED  
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

PROHIBITED  
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING  
PROCEDURES

STUDENT REPORT

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

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.

TITLE IX  
COORDINATOR

Reports of discrimination based on sex, including sexual harassment **or gender-based harassment**, may be directed to the 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:

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Name: Greg Jung  
Position: Assistant Superintendent for Curriculum and Instruction  
Address: 510 West Mercer Street, P.O. Box 479, Dripping Springs, TX 78620  
Telephone: (512) 858-3040

ADA/  
SECTION 504  
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. 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:

Name: Jack Modgling  
Position: Director of Special Services  
Address: 510 West Mercer Street, P.O. Box 479, Dripping Springs, TX 78620  
Telephone: (512) 858-3061

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE  
REPORTING  
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. 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 immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF  
THE REPORT

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

**INITIAL  
ASSESSMENT**

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, **except as provided below at CRIMINAL INVESTIGATION**, ~~regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending. If not, the District official shall refer the complaint for consideration under FFI.~~

~~If an investigation is required in accordance with this policy,~~ the District official **determines that** ~~shall also determine whether~~ the allegations, if proven, would **not** constitute **prohibited conduct** ~~bullying~~, as defined by **this policy, the District official shall refer the complaint for consideration under FFI.**

**INTERIM ACTION**

**If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending** ~~if appropriate~~, the District shall promptly take interim action calculated to address prohibited conduct or bullying **prior to** ~~during~~ the **completion** ~~course~~ of **the District's** ~~an~~ investigation.

**DISTRICT  
INVESTIGATION**

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal 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.

**CRIMINAL  
INVESTIGATION**

**If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.**

**CONCLUDING THE  
INVESTIGATION**

Absent extenuating circumstances, **such as a request by a law enforcement or regulatory agency for the District to delay its investigation**, 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 include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

**NOTIFICATION OF  
OUTCOME**

**Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.**

DISTRICT ACTION

PROHIBITED  
CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE  
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where **prohibited conduct** ~~harassment~~ has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

IMPROPER  
CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the 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.

APPEAL

A student **or parent** who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student **or parent** shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

RECORDS RETENTION

Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

ACCESS TO POLICY  
AND PROCEDURES

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's ~~website~~ ~~Web-site~~, to the extent practicable, and readily available at each campus and the District's administrative offices.



**Dripping Springs  
Independent School District  
Board of Trustees  
Operating Procedures**

**April 28, 2014**

# PREFACE

Dripping Springs Independent School District Board of Trustees shall function as a body corporate in accordance with applicable state and federal laws as well as its own officially adopted policies. The operating procedures described in this manual are a series of recorded routine procedures the Board will follow to conduct the business of the Board. They are not law or policy, but reflect the team’s commitment to operate with mutual respect and in an effective and efficient manner in support of the vision, mission, and goals of the District.

The Board in official action on April 28, 2014 approved the document, and signatures indicate each member’s agreement to be bound by these procedures. Procedures are to be reviewed annually following the school board elections and serve as part of the new school board member orientation.

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Barbara Stroud, President

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Caroline Pekarek, Vice-President

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Shelly Reeves, Secretary

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Alan Atwood, Board Member

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Tim Kurpiewski, Board Member

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Carrie Kroll, Board Member

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Jon Thompson, Board Member

# TABLE OF CONTENTS

Dripping Springs ISD Code of Ethics ..... 4

Developing Board Meeting Agendas ..... 5

Conducting Board Meetings..... 6

Board Member Requests for Information or Reports ..... 8

Role and Authority of Board Members ..... 10

Organization of the Board ..... 11

Board Member Training and Education Requirements ..... 12

Travel for Board Purposes and Reimbursable Expenses ..... 14

Board Member Conduct..... 15

Communications ..... 16

Board Review of Policy and Board Operating Procedures ..... 19

Annual Team Building, Goal Setting and Board Self-Evaluation ..... 20

Superintendent Evaluation ..... 21

## DRIPPING SPRINGS ISD CODE OF ETHICS

### *Reference Policy: BBF (Local)*

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

### **EQUITY IN ATTITUDE**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

### **TRUSTWORTHINESS IN STEWARDSHIP**

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

### **HONOR IN CONDUCT**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

### **INTEGRITY OF CHARACTER**

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

### **COMMITMENT TO SERVICE**

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

### **STUDENT-CENTERED FOCUS**

- I will be continuously guided by what is best for all students of the District.

## **DEVELOPING BOARD MEETING AGENDAS**

- 1) Any board member may request that an item be placed on the agenda for board consideration by contacting the board president or superintendent at least six business days prior to the meeting.
- 2) Items submitted for inclusion after the deadline or those items requiring significant preparation time might, at the discretion of the board president, be deferred to a later meeting. This decision is based on the time needed to prepare supporting information.
- 3) A draft agenda for regular meetings will be developed by the superintendent and presented to the board president. The draft agenda will include previously scheduled items from the board agenda calendar, any items required by law, and other items of importance.
- 4) Use of a consent agenda to present items for a single vote without discussion will conform to the following guidelines:
  - a) Placement of items on the consent agenda will be at the discretion of the board president.
  - b) Any individual board member may ask questions or discuss an item on the consent agenda by asking the president to remove it from the consent agenda for individual consideration.
  - c) Following action on the consent agenda, the president will allow discussion on any item requested for removal from the agenda by a board member.
    - i) Examples of items that may be included on the consent agenda include:
      - ii) Routine items
      - III) Minutes of regular and special board meetings
      - iv) Routine bid recommendations in alignment with district policy
      - v) Second reading of district policies

**Related Policies:** [BE \(LEGAL and LOCAL\)](#), [BJA \(LOCAL\)](#)

**Exhibit:** [Annual Activity Calendar](#)

## CONDUCTING BOARD MEETINGS

### 1) Board Member Participation

- a) Administration will ensure that supporting information required for informed decision-making is supplied to each member in the Board Meeting Agenda Packet.
- b) Agenda packets will be posted on Board Book at least three days before scheduled board meetings.
- c) All participants will be prepared to address items on the agenda.
- d) Board members will read agenda packet materials before each board meeting.
- e) Board members are encouraged to ask agenda-item-related questions of the superintendent or administrative staff at anytime prior to the agenda review meeting and by the Friday prior to the regular meeting. In the event supporting materials for an agenda topic are not available until later, questions should be asked as immediately as possible upon receipt of the information.
- f) All Board Book attachments should be submitted by the Friday prior to the regular meeting. Board members will be notified via email of any late changes to Board Book.

**Related Policies:** [BE \(LEGAL\)](#)

### 2) Board Response to Public Comment

- a) A copy of policy BED (LEGAL) and BED (LOCAL) will be available for public review at the posted meeting site.
- b) During the “public comment” section of the meeting, board members will listen to comments but, as the designated spokesperson, only the president may respond if a response to the speaker is required. Those responses are limited to:
  - i) Correcting misstatements of fact presented by the speaker.
  - ii) Referring the speaker to applicable board policy.
  - iii) Placing the item on a future board agenda for discussion if not listed on the current board agenda.
  - iv) Referring the speaker to the appropriate administrator.
- c) The board must bear in mind that residents who speak during public comments have First Amendment rights. The board should seek legal advice before disallowing a resident’s contribution to public comment based solely on the content of the speaker’s comments.

**Related Policies:** [BED \(LEGAL and LOCAL\)](#)

### 3) Participation in Discussion, Debate and Voting

- a) The board shall observe the parliamentary guidelines in Robert's Rules of Order (Newly Revised).
  - i) A copy of Robert's Rules of Order will be available to the board president at every meeting.
  - ii) The board may operate generally under the "Rules for Small Boards and Committees" with the exception that a motion and a second are required before a vote. In particular situations, the president may determine there is a need to follow the more formal rules to efficiently conduct business.
- b) The board president will recognize board members, staff members, or advisors wishing to speak.
- c) Board members shall direct comments solely to the business currently under deliberation.
- d) The board president shall:
  - i) Allow each board member to speak on each issue being considered.
  - ii) Allow opposing viewpoints to be heard in turn.
  - iii) Ensure that discussion pertains to the current agenda item being addressed and shall halt discussion that does not apply to the business of the board.
  - iv) Halt discussion on issues raised that are not on the agenda. The president will ask if the issue should be placed on a future agenda for discussion, and note if a board member and/or the board desire the item to be included in a later discussion.
  - v) Have the same right as any board member to make motions and vote. The president will first provide an opportunity for other board members to make a motion before offering his or her own motion.
- e) Voting will be by show of hands.
- f) Each board member will exercise his or her right and obligation as an elected official to participate in deliberations and vote on each item before the board unless a conflict of interest exists.

**Related Policies:** [BE \(LEGAL\)](#), [BBFA \(LEGAL\)](#)

### 4) Closed Session

- a) Board decides who attends closed session.
- b) Certified agendas will be utilized and only board members shall be permitted to see the certified agenda. The presiding officer will announce at call of order that agenda is being kept.
- c) All discussion in executive session shall remain confidential except as authorized by the board. Notes taken by Board members in closed session will be collected and included in the certified agenda.
- d) Superintendent shall attend all closed sessions of the Board, except when the Board desires to meet without the Superintendent to consider the Superintendent's contract evaluation or performance, or to resolve conflicts between individual Board members, or to act as a tribunal.

**Related Policy:** [BEC \(LEGAL\)](#)

## **BOARD MEMBER REQUESTS FOR INFORMATION OR REPORTS**

- 1) Request Information about Meeting Agenda Items
  - a) Members are encouraged to ask for additional and/or clarifying information related to meeting agenda items prior to the scheduled meeting.
  - b) Any questions about agenda items or requests for additional information about them will be directed to the superintendent, copying the board president.
  - c) If information, documents or records are provided in response to the request, all board members will receive a copy of both the request and information prior to the opening of the meeting. Information provided to all board members pursuant to this procedure shall not be considered information subject to reporting for the purpose of [Texas Education Code section 11.1512\(d\) and \(e\)](#).
  - d) Board members may discuss the provided information or ask additional questions about the agenda item in the meeting.

**Related Policies:** [BBE \(LEGAL\)](#), [BBE \(LOCAL\)](#), [BE \(LOCAL\)](#) and [BJA \(LOCAL\)](#)

- 2) Request Information not Related to Agenda Items
  - a) Members should request information not related to a meeting agenda item directly from the superintendent, copying the board president.
  - b) The superintendent will determine if the information requested can be provided from readily available data with no diversion of staff time, then will provide it to all board members as soon as reasonable. Information provided to all board members pursuant to this procedure shall not be considered information subject to reporting for the purpose of [Texas Education Code section 11.1512\(d\) and \(e\)](#).
  - c) In the event the request requires the assembly of information, documents and records that will divert staff time from established priorities, the superintendent will notify the requestor and the board president of this fact. The board president will place the request for information on the next meeting agenda to determine if a majority of the board agrees the requested information is important for its future decision-making.
  - d) If the board does agree that the information is important for future decision-making, then the superintendent will direct that the information, documents or records be made available to all board members in the manner requested by the board. Information provided to all board members pursuant to this procedure shall not be considered information subject to reporting for the purpose of [Texas Education Code section 11.1512\(d\) and \(e\)](#).
  - e) If the board does not agree that the information is important for future decision-making and the board member still requests the information, the board will make a determination at the meeting whether the board member is requesting the information in his or her official capacity or otherwise. If it is determined by the board to be a request in the board member's official capacity, the information, documents or records will be provided and reported pursuant to [Texas Education Code section 11.1512\(d\) and \(e\)](#). If it is determined by the board not to be a request in the board member's official capacity, the board member may submit a public information request under [Chapter 552, Government Code](#).

**Related Policy:** [BBE \(LOCAL\)](#)

3) Request Legal Advice

- a) Board member requests for legal advice related to board business should be directed to the Superintendent or to the Board President.
- b) Board members may contact TASB Legal Services directly for legal opinions pursuant to the terms of TASB membership benefits.

## ROLE AND AUTHORITY OF BOARD MEMBERS

- 1) The Board, corporately, governs and oversees the district management, and evaluates and employs the superintendent. **Ref:** [BAA \(LEGAL\)](#)
- 2) Unless authorized by the Board, no Board member or officer has authority outside of a properly convened and conducted board meeting.
- 3) Campus Visits
  - a) Board members may visit any campus after checking with the principal about the best time to visit.
  - b) Board members are required to check in with the principal's office and to follow campus guidelines for visitors.
  - c) Board members may visit teacher classrooms with prior arrangements made by superintendent.
  - d) Board members may not give any direction to any staff or students.
  - e) When visiting with teachers of their own children, board members will act as parents rather than as board members.
  - f) Board members will not request or accept extraordinary consideration or "favors" from any district employee.

**Related Policies:** [BAA \(LEGAL\)](#), [GKA \(LEGAL\)](#), [GKA \(LOCAL\)](#), [BBF \(LOCAL\)](#) and [BBFA \(LEGAL\)](#)

- 4) Participation in Ceremonial Activities and School Events
  - a) Board members are encouraged to attend as many ceremonial activities and school events as their time permits. **Ref:** [Board Member Training and Activity Calendar](#).
  - b) Former DSISD Trustees are extended the opportunity to hand diplomas to graduates who are their children, provided the current board members and campus principal are informed in advance.

## ORGANIZATION OF THE BOARD

- 1) Seating New Board Members
  - a) Following board elections, at the Regular May meeting the board will canvas votes, swear in new Trustees and recognize outgoing Board members.
- 2) Officer Elections
  - a) Officers are nominated and elected annually at the May Board election.
  - b) Board members are responsible for reviewing Board officer characteristics and responsibilities found in TASB documentation or defined by the Board in its annual work session.
  - c) A Board member may individually express his or her desire to serve in a particular Board officer role, either at the meeting or prior to the meeting by requesting that the Superintendent e-mail all Board members conveying the desire of a Board member to serve in a particular officer role.
  - d) The election of a new Board president shall be facilitated by the secretary, unless the secretary is not re-elected, in which case a facilitator will be appointed.
  - e) Officers are nominated by individual Board members. Nominations do not require a second.
  - f) The Board may choose to go in to closed session to discuss the merits or nominees for a given office before returning to open session to take a vote. **Ref:** Texas Government Code Section 551.074.
  - g) Officer elections must take place in open session. If more than one Board member is nominated, the candidate who receives a majority of the votes for a particular officer position shall be elected to that officer position.

**Related Policy:** [BDAA \(LEGAL\)](#)

- 3) Ad Hoc Committees: The board may, at its discretion, designate ad hoc committees for specific purposes with the president appointing committee members.

## BOARD MEMBER TRAINING AND EDUCATION REQUIREMENTS

- 1) Orientation
  - a) Local district orientation will be scheduled to take place within 60 days of the date a new board member takes the oath of office.
  - b) The superintendent and at least one incumbent board member will participate in the orientation. Additional administrative staff members may also be included to present specific information about the district.
  - c) Orientation will include but is not limited to:
    - i) General district information such as
      - (1) Geographic area included and number of square miles
      - (2) Campus attendance boundaries
      - (3) Number of students, teachers, and other employees
      - (4) Number of campuses and their enrollments
      - (5) Student demographics
      - (6) Administrative structure and directory of key personnel
      - (7) Ongoing issues of interest to patrons
    - ii) Overview of district programs and operations such as:
      - (1) District vision, mission, goals, and plans including
        - (a) District planning and evaluation process and calendar
        - (b) Most recent AEIS report, campus report cards, and district annual report
      - (2) District budget overview including
        - (a) Current adopted budget summary
        - (b) Recent trends in revenue, appropriations, tax rates, property values
        - (c) Annual financial audit
        - (d) Development process and calendar
      - (3) Overview of district curriculum objectives, standards, and instructional programs
      - (4) Policy development and review process and location of manuals
      - (5) Personnel hiring practices and salary schedule
      - (6) Superintendent performance goals, current superintendent evaluation instrument, process, and calendar
    - iii) Team operations including
      - (1) Overview of roles and responsibilities of the board and superintendent
      - (2) Required continuing education and calendar of training opportunities
      - (3) Current team improvement goals and continuing education targets
      - (4) Annual board agenda calendar
      - (5) Calendar of district and board events
      - (6) Current team operating procedures

**Related Policies:** [BBD \(LEGAL\)](#)

## 2) Continuing Education Requirements

- a) Board members are required to satisfy minimum annual continuing education requirements. However, the Board encourages and expects members to obtain education above and beyond the minimum requirements. **Ref:** [TASB Education Requirements](#)
- b) The Board strives to attend one training event annually as a team.
- c) New board members shall complete TASB ISD at Summer Leadership Institute immediately following election.
- d) The board president is encouraged and expected to attend board president training at Summer Leadership Institute immediately following installation. The vice president is encouraged to attend board president training as well.

## **TRAVEL FOR BOARD PURPOSES AND REIMBURSABLE EXPENSES**

- 1) During the annual district budget development process, the board will identify projected events that the board feels warrant attendance by some or all members. This information will be used by the administration to develop estimates of expenses.
- 2) Expense reports with supporting receipts shall be submitted in a timely manner following district policy.
- 3) The district will pay reasonable expenses for mileage, commercial transportation, parking, lodging, meals, and other incidental expenses for board training but will not reimburse for expenditures prohibited in policy [BBG \(LEGAL\)](#).
- 4) Except in emergency cases, expenses incurred due to a member's failure to attend a planned event are the responsibility of the board member.
- 5) There are situations when board members may travel outside of the district for reasons other than their own continuing education. Examples include:
  - a) Visiting another district to view new ideas, facilities, or programs.
  - b) Lecturing or presenting at a formal gathering or event as a representative of the school board.
  - c) Visiting the state legislature or an elected representative who offices outside the district.
- 6) Board members are encouraged to participate in these types of activities so long as resources to support the travel are available and do not conflict with other district priorities. Travel will be by the most cost-efficient method readily available.
- 7) Reimbursement to board members for reasonable travel expenses while conducting district business outside of the district shall be made by the district only when attendance is authorized in advance by the board as part of the budget approval process or as an unforeseen situation requiring travel that arises after budget approval.
- 8) If an unforeseen situation presents itself and time is insufficient to gain prior approval from the board, a member may submit a letter of justification for not gaining prior approval and request reimbursement of related expenses. However, the board is not obligated to approve reimbursement if, in its opinion, there was sufficient time to gain prior approval or the nature of the event did not warrant board attendance.
- 9) Members will adhere to the following procedures when requesting approval to expend travel funds that are not included in the original budget:
  - a) Members desiring to conduct business outside the district will ask that the issue be included on an upcoming board meeting agenda as an action item in accordance with local procedure.
  - b) The administration will prepare an estimate of funds to support the action item, and the board will discuss and then vote to approve the funds.
  - c) The president will open discussion on the item and determine board interest in attending the event.
  - d) If the funds for travel are approved, the individual board member making the initial request will contact the superintendent's secretary to make travel arrangements.
- 10) The board is the final authority for resolving any dispute regarding expenses related to business travel outside the district.

***Related Policies:*** [BBG \(LEGAL\)](#) & [\(LOCAL\)](#)

## BOARD MEMBER CONDUCT

- 1) Individual board members are encouraged to express their concerns about another member's performance directly to that member.
  - a) If addressing the issue directly with the member does not resolve the concern, then discussion with the board president is appropriate.
    - i) The board president shall discuss the concern with the individual in question on behalf of the reporting board member or shall moderate a discussion between the members. If a quorum of the board is involved, the meeting must be posted and conducted in accordance with the Texas Open Meetings Act.
    - ii) The president shall remind the board member whose behavior is in question about the adopted code of ethics and discuss whether the questionable behavior complies with the code. The discussion also will identify more appropriate alternatives to the questionable behavior or refer the board member to policies or procedures that outline approved ways to deal with the issue that prompted the questionable behavior.
    - iii) If the board member in question does not believe his or her behavior is in conflict with the board's code of ethics, an agenda item specifying "evaluation of individual board members' performance" may be listed on the agenda for an upcoming board meeting.
    - iv) The matter will be discussed by the full board in closed session in an attempt to clearly identify behavior that may be inappropriate and discuss possible solutions or alternative approaches that may have a more positive impact on team cohesion and effectiveness.
  - b) If the concern involves the board president, a member may discuss his or her concerns with the board vice-president.
  - c) Members will not take concerns about fellow board members to the superintendent.
  - d) Concerns about individual board members will not be discussed by multiple board members outside of a board meeting.
  - e) Members will not speak about concerns with another member, superintendent, or staff in the community.

***Related Policies:*** [BBFA \(LEGAL\)](#), [BBF \(LOCAL\)](#)

- 2) Meeting Attire: Board members shall dress in a professional manner out of respect for district administrators and staff who attend our meetings
- 3) Re-election Campaigns
  - a) Use of district materials and systems is not allowed to discuss or solicit support of a candidate running for re-election to the Board. (Ref: Texas Education Code Section 11.168 as amended by the 79th Legislature, 2005)
  - b) Board members campaigning for re-election will not solicit school district employees for endorsement during official work hours.
  - c) Board members will not use their district assigned email addresses for campaign purposes.
  - d) The Board, as a whole, will not endorse any candidate running for public office.

## COMMUNICATIONS

- 1) Communications with other Team Members
  - a) The superintendent will communicate with each District board member on sensitive or urgent issues on an as needed basis at his or her discretion.
  - b) The superintendent will meet with the board president as needed, or communicate by telephone, fax, and/or e-mail to inform him or her of district issues.
  - c) The board president may direct the superintendent to distribute copies of documents to each member of the board for information.
  - d) The superintendent will communicate requested information to all board members in as timely a manner as possible without interfering with the regular conduct of district business.
  - e) Board members may communicate with other individual members for purposes of asking questions, clarifying information, or socializing under circumstances that do not conflict with or circumvent the [Texas Open Meetings Act](#).
  - f) Board members may not communicate with other individual members for purposes of soliciting votes in support of or opposition to items of business that may come before the board.
  - g) Board members who wish to share information relevant to district business or issues scheduled to come before the board will relay the information to the board president for placement on a future agenda or to the superintendent for distribution to all members.
  - h) Board members will refrain from sending e-mails using the “reply all” choice of reply.

***Related Policies:*** [BE \(LEGAL\)](#) and [BJA \(LOCAL\)](#)

- 2) Communication with the Public
  - a) Board members are encouraged to participate in community activities as liaisons between the public and the school district. When doing so, board members are expected to:
    - i) Relay information about district goals.
    - ii) Clarify a trustee’s limitations, obligations, and responsibilities as a member of the board.
    - iii) Support board decisions.
    - iv) Interact in a positive manner.
    - v) Listen politely and respectfully to comments.
    - vi) Make no commitment on behalf of the board or district.
    - vii) Not criticize district personnel.
    - viii) Refer questions about specific district activities to the appropriate staff person when they do not know the answers.
  - b) Signed letters or e-mails addressed to the board or a board member will be forwarded to the president and the superintendent for appropriate action. The president and/or superintendent will reply promptly and copy the reply to the board members who received the communication.
  - c) Board members will communicate to the community through district communication vehicles authorized by the board in policy or the district communication plan.

- d) Board members will refrain from making public comment on social media related to board actions or deliberation thereof.

**Related Policies:** [BBE \(LEGAL\)](#) and [BBE \(LOCAL\)](#)

### 3) Communication with the Media

- a) The board president or, in his or her absence, the vice president will serve as the board spokesperson to the media on issues regarding board actions.
- b) The superintendent or, in his or her absence, a specified designee shall be the official district spokesperson to the media on issues of district attention.
- c) Any board member receiving a call from the media requesting information, comments, or an interview will direct the media representative to the superintendent for district business and to the board president for board-specific issues.

**Related Policies:** [BBF \(LOCAL\)](#) and [BJA \(LOCAL\)](#)

### 4) Response to Community or Employee Complaints

- a) Listen briefly and respectfully. Remind the complainant of the board's responsibility to remain impartial and noncommittal because complaints may ultimately be brought to the board on appeal.
- b) Determine if the complainant wishes to express dissatisfaction or desires some action be taken to resolve the issue.
- c) Complainants who desire some action be taken should be encouraged to discuss their concerns and complaints through informal conferences with the teacher, principal or other appropriate administrator. Concerns should be expressed as soon as possible to allow resolution at the lowest possible administrative level and allow time for grievance to stay within grievance process timelines. If the complaint cannot be resolved informally the complainant should consult the superintendent for an explanation of the formal grievance process.
- d) Ask if the complainant has followed the "Chain of Command" outlined in district policy.
- e) If the complainant does not know the district's "Chain of Command," provide the following information:
  - i) The complainant should first discuss the problem with the person(s) with whom they have a problem or is closest to the problem.
  - ii) If not satisfied with the resolution of the problem, the complainant should go to the administrative supervisor of the person noted in "a."
  - iii) The administrative supervisor will assist the complainant in resolving the complaint.
  - iv) If still not satisfied, the complainant may appeal to the superintendent or designee for resolution.
  - v) If the superintendent is unable to resolve the issue or the complainant is still not satisfied, the formal complaint is brought to the board following local policy.

- f) Board members will inform the superintendent of significant complaints from staff and community but will not direct the superintendent to take specific actions.
- g) The superintendent shall inform the board of the resolution of complaints referred by board members if the complaint requires superintendent intervention.
- h) Only the president or superintendent shall respond to community or employee complaints made through social media. Any response by other board members must be limited to a link to district information or contact information of district employee with approval by board president or superintendent.

**Related Policies:** [DGBA \(LEGAL and LOCAL\)](#) pertains to employees; [FNG \(LEGAL and LOCAL\)](#) pertains to parents and students; [GF \(LOCAL\)](#) is for public complaints

- 5) **Communication with Vendors:** Board members may participate in conversation with vendors for informational purposes only, referring them to the District Superintendent's office for further conversation.

## **BOARD REVIEW OF POLICY AND BOARD OPERATING PROCEDURES**

Revision of Board Policy is ongoing, with a full policy review recommended every three to five years. Last update of policy: December 12, 2013. Standard Board Operating Procedures will be reviewed annually in the month of August and updates adopted as needed.

## ANNUAL TEAM BUILDING, GOAL SETTING AND BOARD SELF-EVALUATION

- 1) The Board will conduct annual team building, goal setting and self-evaluation in the month of August.
- 2) The team building session will include a review of the roles, rights, and responsibilities of a local board, as outlined in the TEA Framework for Governance Leadership. **Ref:** [Framework for School Board Development](#)
- 3) The self-evaluation may include:
  - a) Board operating procedures
  - b) Board member training
  - c) Conflict resolution
  - d) Working relationships with the Superintendent
  - e) Conduct of Board meetings
  - f) Long-range planning and goal setting
  - g) Relationship with the community
- 4) The [Board Self-Evaluation instrument](#) will be reviewed and approved annually.

## **SUPERINTENDENT EVALUATION**

- 1) The Superintendent will be evaluated annually in January (formative) and June (summative) of each year in closed session. During the summative evaluation in June, the Board will review contract and salary with the Superintendent.
- 2) The review will be based on job expectations, annual goals and priorities.
- 3) The evaluation instrument utilized shall be developed collaboratively between the Superintendent and the Board, adopted in advance, and based on observable, job-related behavior.
- 4) The Superintendent's evaluation is confidential by law.

***Ref Policies:*** [BJCD \(LEGAL\)](#), [BJCD \(LOCAL\)](#)

**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**  
**FACILITY LEASE AGREEMENT**  
**2014 - 2017**

This agreement is by and between the **Dripping Springs Independent School District (DSISD)**, a political subdivision of the State of Texas (hereinafter referred to as “lessor”); and the **Dripping Springs Vocational Ag Boosters Association** (hereinafter referred to as “lessee”).

The lessor hereby leases to lessee, the DSISD facility know as the Vocational Activity Center, hereafter called the “leased premise” situated at the Dripping Springs Middle School campus, in the Dripping Springs ISD, Hays County, State of Texas, under the following terms and conditions:

1. **Lessor’s Title:** Lessor hereby warrants and covenants that lessor has title to the real estate and improvements, which include the leased premises and that it has full power to execute this lease and to grant to lessee the lessee’s rights hereunder.
  
2. **Use of Premises:** Lessee agrees to exclusively use the leased premise for the conduct of Dripping Springs Vocational Ag Boosters Association activities and events. Lessee shall not assign its interest in this lease, or any part thereof, allow the use of or sublet any portion of the leased premise without the written consent of the lessor. The lessee may grant permission to person(s) or organization(s) to use the leased premise only with prior written approval from the lessor. The lessor may revoke its permission to the lessee to use the leased premise at any time it is determined that the lessee’s use creates instructional conflicts, damages school property, violates Board policy or the terms of this agreement.
  
3. **Term:** The term of the lease shall be for a **three (3) year period** that shall begin on **July 1, 2014** and expire **June 30, 2017**. The Lessee shall pay an annual sum of \$10.00 for use of the leased premise, payable in full for all three years by July 1, 2015. This agreement is renewable at the end of the lease term, subject to the approval of the Board of Trustees of the Dripping Springs ISD and the Drippings Springs Vocational Ag Boosters Association. In the event the agreement is not renewed in a timely fashion, it will remain in effect until one or both parties take action. This lease agreement may be cancelled by either party at any time with 45 days written notice.

4. **Building:** All buildings, structures, fixtures and facilities and improvements situated on the leased premises before the term of the lease, or constructed on the leased premises during the term of the lease shall remain as property of the lessor. The lessee may install a vending machine to operate on the leased premise, as long as it complies with DSISD vendor contact agreements and only with prior approval by the lessor.
5. **Property and Equipment:** Lessee accepts full responsibility for protecting school property and equipment and assumes any and all liability for repairs or replacement or for any damage done to buildings, equipment, or other school property. The lessee shall keep the leased premises maintained in good repair and in good order. Lessee shall be solely responsible for its personal property located on the leased premises.
6. **Maintenance:** If the facilities are properly maintained by the lessee no maintenance charges will be charged to the lessee. However, should this not occur to the satisfaction of the lessor, the maintenance costs of the leased premise shall be calculated by the lessor and may include items such as cleaning, refuse removal, building supplies, general maintenance, lawn mowing, water, interior repair and replacements and contingencies, and such other items as shall be included by agreement of the lessor and lessee. The amount of the lessee and lessor's share of the total cost of the operation and maintenance for the Vocational Activity Building shall be determined by the lessor and is subject to final approval by the Dripping Springs ISD Board of Trustees.
7. **Utilities:** Lessor shall bill the lessee for its proportionate share of water, gas, heat, light, and electricity, telephone and other utilities and related services supplied to the leased premise for use by the lessee, either monthly or quarterly as agreed upon by the lessee and lessor.
8. **Improvements:** Lessee shall have the right to build any permanent or temporary improvements necessary or convenient for the facility leased from lessor under this lease provided that such improvements are, in each case, first approved by lessor. Upon termination of this lease for any reason whatever, all permanent improvements built by the lessee shall be the property of the lessor.
9. **Indemnification:** Lessee agrees to hold lessor exempt and harmless from any damage or injury to person or any damage to property of every kind arising from the use of the leased premises by lessee, or from the failure of lessee to keep the facilities in good condition and repair to the extent required by the lessor.
10. **Insurance:** Lessee, at the expense of lessee, shall provide proof of property and liability insurance, issued by an insurance company(s) licensed to do business in the State of Texas, showing the lessor as an additional insurer. Such policy or policies shall be in the amount of one million dollars (\$1,000,000) with respect to any one accident or disaster and one million dollars (\$1,000,000) with respect to property damage.

**11. Notices:** Each notice, request, demand, approval or other communication which may be or is required to be given under this lease shall be in writing and shall be deemed to have been properly given when delivered personally during the normal business hours of the party to whom such communication is directed, or when sent by United States registered or certified mail, return receipt requested, postage prepaid, to the appropriate one of the following addresses as may hereinafter be designated by the appropriate party:

**If to Lessor:** Superintendent  
Dripping Springs Independent School District  
P.O. Box 479  
Dripping Springs, Texas 78620

**If to Lessee:** Dripping Springs Vocational Ag Booster Association  
P.O. Box 1008  
Dripping Springs, Texas 78620

**IN WITNESS WHEREAS,** each of the parties has caused this Lease Agreement to be executed by duly authorized officers as of the day and year first above written.

**DRIPPING SPRINGS INDEPENDENT  
SCHOOL DISTRICT**

**DRIPPING SPRINGS VOCATIONAL AG  
BOOSTER ASSOCIATION**

\_\_\_\_\_  
**President**

\_\_\_\_\_  
**President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

**ATTEST:**

**ATTEST:**

\_\_\_\_\_  
**Secretary of Board**

\_\_\_\_\_  
**Secretary of Association**



Action Item

Tuesday, May 27, 2014

### Consideration/Approval to Schedule a Public Meeting to Discuss the Budget and Proposed Tax Rate

**Background:**

As part of the Truth in Taxation process, the Board must schedule a public meeting to discuss the budget and proposed tax rate. This public meeting must take place before the tax rate can be adopted. A school district adopts its budget according to its fiscal year but first must publish a "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate" in a local newspaper at least 10 days prior to the meeting and no earlier than 30 days prior to the public meeting date. The Public Meeting is scheduled for June 23, 2014. The notice will be published on June 12, 2014; eleven days prior to the meeting.

The notice is also to include proposed tax rate information. For publication purposes, the proposed 2014 tax rate will be shown as \$1.54; the combined rate of \$1.04 for maintenance and operations and \$0.50 for debt service. This tax rate reflects a 5 cent increase on the I&S rate due to the passage of the recent bond election. The school board may adopt the budget and tax rate after the public meeting or the Board may adopt the budget and wait to adopt the tax rate at a later date. The Board will adopt the budget for 2014-2015 on June 23, 2014. The tax rate will be adopted at a later date.

The Texas Education Code section 44.004(g-1), states that an additional publication is not required if the calculated rate for debt service decreases after the initial publication of notice for the proposed tax rate. Additionally, the district is not required to conduct another meeting to discuss and adopt the budget and the new lower rate.

**Recommendation:** The recommendation is for the Board of Trustees to schedule a public meeting to discuss the budget and proposed tax rate on June 23, 2014, to be held in the Board Room of the DSISD Administration Building, 510 W. Mercer Street, Dripping Springs, Texas. The proposed tax rate for publication will be shown as \$1.54.

Motion by:	_____
Second by:	_____
Vote: For	_____
Against	_____



Action Item

Tuesday, May 27, 2014

### Consideration/Approval of RFQ #14-003 Annual Financial Audit Services

**Background:**

The District issued a Request for Qualifications for Annual Financial Audit Services on April 3, 2014. Responses were due by 2:00pm May 6, 2014. Twelve responses were received.

In regards to the procurement of professional services, Section 2254.003 of the Texas Government Code states “(a) A governmental entity may not select a provider of professional services or a group or association of providers or award a contract for the services on the basis of competitive bids submitted for the contract or for the services, but shall make the selection and award:

- (1) on the basis of demonstrated competence and qualifications to perform the services; and
- (2) for a fair and reasonable price”

The administration has reviewed the proposals based on competence and qualifications. The following considerations were weighted highest:

- (1) Experience in auditing Texas School Districts
- (2) The qualifications of the named staff members (with highest weight on the field work staff)
- (3) Realistic time estimates for the work plan

From the twelve submissions, three were selected to interview with the Board of Trustees on Monday, May 19, 2014. Those three were Belt, Harris & Pechacek, LLLP (Houston), Hereford, Lynch, Sellars, & Kirkham (Conroe), and Pattillo, Brown, & Hill LLP (Waco). Following the interviews, the recommendation was to hire XXXXXXX.

Fee estimates were also received as a part of the proposals. Those fees may be negotiated with the top candidate.

**Recommendation:** The recommendation is for the Board of Trustees to award the proposal for Annual Financial Audit services to XXXXX.

Motion by:	_____
Second by:	_____
Vote: For	_____
Against	_____

**RFQ #14-003  
Annual Financial Audit Services**

	Possible Points	Atchley & Associates	Belt, Harris, & Pechacek	Hereford,Lynch Sellars & Kirkham	Maxwell, Locke Ritter	Neffendorf, Knopp, Doss	Padgett, Stratemann	Pattillo,Brown Hill	Singleton, Clark	Weaver	West, Davis	White Samaniego	Whitley Penn
Must be an independent auditor properly licensed for public practice in the State of Texas	Y/N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Must meet the independence standards for Government Auditing Standards, United States General Accounting Office (GAO)	Y/N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Must not have a record of substandard work.	Y/N	N	N	N	N	N	N	N	N	N	N	N	N
Must submit a proposal meeting all of the requirements of the Request for Proposal	Y/N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Technical Criteria</b>													
Auditing experience in Texas public schools:number of schools	(0-10)	5	10	10	5	5	5	10	8	8	5	5	10
Auditing experience in government entities:number of govt entities	(0-5)	3	5	4	5	4	3	5	3	5	1	3	-
(* Auditing experience in entities utilizing Tier 1 ERP systems and use of automated scripts for testing security and data integrity	(0-5)	-	-	-	-	-	-	-	-	-	-	-	-
Size and structure of firm, including staff positions	(0-5)	4	5	5	5	2	5	5	2	5	2	3	5
Qualifications of supervisory personnel, consultants, and the field audit team * Education, including continuing education courses taken during the past two years * Years and types of experience	(0-20)	20	20	16	18	18	20	20	17	13	20	15	19
General direction and supervision to be exercised over the audit team by the firm's management personnel	(0-15)	12	13	13	13	12	12	12	12	12	12	12	13
Comprehensiveness of the audit work plan	(0-5)	5	5	5	5	5	5	5	5	5	5	5	5
Realistic time estimates of each major segment of the work plan, and the estimated number of hours for each staff level including consultants assigned	(0-10)	6	9	9	8	9	8	9	7	10	9	6	9
<b>Points Awarded Before Fees</b>	<b>70</b>	<b>55</b>	<b>67</b>	<b>62</b>	<b>59</b>	<b>55</b>	<b>58</b>	<b>66</b>	<b>54</b>	<b>58</b>	<b>54</b>	<b>49</b>	<b>61</b>
Cost of the audit total for 5 years	(0-25)												
	2014	33,975.00	49,900.00	48,000.00	43,500.00	47,500.00	49,500.00	48,025.00	36,500.00	55,000.00	34,750.00	65,860.00	59,625.00
	2015	33,975.00	49,900.00	49,500.00	45,000.00	50,000.00	51,500.00	49,425.00	37,000.00	57,000.00	36,750.00	67,177.00	61,414.00
	2016	35,675.00	49,900.00	51,000.00	46,500.00	50,000.00	53,500.00	50,825.00	37,500.00	59,000.00	39,500.00	68,521.00	63,256.00
	2017	37,450.00	49,900.00	52,500.00	48,000.00	52,000.00	55,000.00	52,325.00	38,000.00	61,500.00	41,950.00	69,891.00	65,154.00
	2018	39,500.00	49,900.00	54,000.00	49,500.00	52,000.00	57,000.00	53,875.00	38,500.00	64,000.00	43,750.00	67,108.00	

\* Removed points for this item due to limited data



Action Item

Tuesday, May 27, 2014

### Consideration/Approval of RFP #14-001 Propane Fuels

**Background:**

Under Texas Education Code 44.031 "...all school district contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12-month period shall be made by the method, of the following methods, that provides the best value for the district: (1) competitive bidding; (2) competitive sealed proposals; (3) a request for proposals, for services other than construction services; (4) an interlocal contract; (5) a design/build contract; (6) a contract to construct, rehabilitate, alter, or repair facilities that involves using a construction manager; or (7) a job order contract for the minor construction, repair, rehabilitation, or alteration of a facility; (8) the reverse auction procedure as defined by Section 2155.062(d), Government Code; or (9) the formation of a political subdivision corporation under Section 304.001, Local Government Code.

A Request for Proposal for Propane fuel was advertised on April 3, 2014. Proposals were due at 2:00pm on May 5, 2014. Only one proposal was received from Terry Garnett's Propane Inc. The proposal was made under the following terms:

- Pricing to be captured off the Belvieu Posting
- Garnett's will add mark up from this base cost (not the invoice from the supplier)
- An additional mark up for delivery cost to Dripping Springs, PERC taxes (Propane Education Research Council) and the TGPI Profit Margin.

The new pricing reflects a 5 cent/gallon decrease in price to DSISD. In addition, they will change out the tanks at DSHS and not charge a rental on any other tanks. There will be a \$375.00 annual charge for maintenance on all tanks and a \$1,750.00 Test Fee every two years.

**Recommendation:** The recommendation is for the Board of Trustees to award the proposal for propane fuels to Garnett's Propane.

Motion by:	_____
Second by:	_____
Vote:	For _____
	Against _____

**RFP#14-001**  
**Propane Fuel**

	<b>Vendor</b>	
<b>Criteria</b>	<b>%</b>	<b>Terry Garnett's Propane Inc.</b>
Bid Amount	50%	50
Experience and Reputation	10%	10
Quality & Extent Meets DSISD's Needs	30%	30
Reputation for Service and	10%	10



Action Item

Tuesday, May 27, 2014

**Consideration/Approval First Reading of Board Policy DEC(LOCAL)**

**Background:**

In connection with the change of the district’s timekeeping system to TrueTime from Kronos, the administration recommended a change to the current overtime policy. The use of compensatory (comp) time was eliminated a few years ago. The policy of paying ALL overtime worked is becoming costly to the district and provides no flexibility for employees or supervisors. The anticipated benefits of such a system have not been realized and as a result overtime costs for the district continue to climb.

A hybrid system that allows for the accumulation of comp time up to a certain level would greatly benefit hourly employees and allow supervisors to manage the time earned without a charge to their budgets for overtime worked. The administration recommends revising the current policy to allow for the accumulation of up to 40 hours of comp time. At the end of the District’s fiscal year, any remaining comp time would be paid off. Under such a system, hourly employees could use incremental hours of overtime accumulated as comp time rather than absences being charged to other available leave. The use of comp time would be subject to approval by the employee’s supervisor.

DEC (Local) has been revised to include the necessary language to require that comp time be used before any other available paid state and local leave. The revisions have been reviewed by TASB. The revised policy will be submitted for approval in June 2014.

**Recommendation:** Approval of CE(LOCAL) as amended to incorporate a minimum fund balance level and place restrictions on the adoption of a deficit budget.

Motion by:	_____
Second by:	_____
Vote:	<i>For</i> _____
	<i>Against</i> _____

## PROPOSED REVISIONS

### DEFINITIONS

#### FAMILY

The term "immediate family" is defined as:

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

#### FAMILY EMERGENCY

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

#### LEAVE DAY

A "leave day" for purposes of earning, use, or recording of leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

#### CATASTROPHIC ILLNESS OR INJURY

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Complications resulting from pregnancy shall be treated the same as any other condition.

#### AVAILABILITY

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

#### EARNING LOCAL LEAVE

An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

DEDUCTIONS

LEAVE WITHOUT  
PAY

The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.

LEAVE PRORATION  
EMPLOYED FOR  
LESS THAN FULL  
YEAR

If an employee separates from employment with the District before his or her last duty day of the year, or begins employment after the first duty day, state personal leave and local leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for:

1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and
2. Local leave the employee used but had not earned as of the date of separation.

EMPLOYED FOR  
FULL YEAR

If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.

RECORDING

Leave shall be recorded as follows:

1. For exempt positions, leave shall be recorded in half-day increments.
2. For nonexempt positions for which a substitute is normally required, leave shall be recorded in half-day increments, even if a substitute is not employed.
3. For nonexempt positions for which a substitute is not normally required, leave shall be recorded on an hourly basis.
4. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.
5. If the employee chooses to offset leave against workers' compensation benefits, leave shall be recorded in the amount used.

ORDER OF USE

Earned compensatory time shall be used before any available paid state and local leave. [See DEA]

Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:

1. Local leave.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

2. State sick leave accumulated before the 1995–96 school year.
3. State personal leave.

Use of sick leave bank days shall be permitted only after all available state and local leave and compensatory time have been exhausted.

CONCURRENT USE OF  
LEAVE

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require the employee to use temporary disability leave and paid leave concurrently with FMLA leave.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

MEDICAL  
CERTIFICATION

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
4. The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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STATE PERSONAL  
LEAVE

The Board requires employees to differentiate the manner in which state personal leave is used:

NON-  
DISCRETIONARY  
USE

1. Non-discretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

DISCRETIONARY  
USE

2. Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

LIMITATIONS

REQUEST FOR  
LEAVE

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes.

DURATION OF  
LEAVE

Discretionary use of state personal leave shall not exceed five consecutive workdays.

LOCAL SICK LEAVE

All employees, based on the number of months of service required for their positions during the school year, shall earn five, six, or seven paid local leave days per school year in accordance with administrative regulations.

<u>Months of Service Required</u>	<u>Number of Local Leave Days Earned</u>
10	5
11	6
12	7

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995–96 school year [see DEC(LEGAL)], except that an employee may contribute local leave to a sick leave bank.

SICK LEAVE BANK

The District shall establish a sick leave bank that employees may join through contribution of state personal and local leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee experiences a catastrophic illness or injury and has exhausted all paid leave.

If the employee is unable to request leave from the sick leave bank, a member of the employee's family or the employee's supervisor may submit the request.

The Superintendent or designee shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must donate to become a member;

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

APPEAL

All decisions regarding the sick leave bank may be appealed in accordance with DGBA(LOCAL), beginning with the Superintendent or designee.

HARDSHIP LEAVE

Upon the recommendation of the Superintendent, the Board may grant an employee an unpaid hardship leave for a period not to exceed one year for the alleviation of hardship resulting from a natural disaster or similar devastating, life-changing event involving the employee or a member of the employee's immediate family. Hardship leave may be granted only after all other applicable leave has been exhausted.

An employee requesting hardship leave shall indicate on the application an anticipated return date. In case of an extended absence, the employee shall be required to notify the District of the intended return date at least 30 days in advance.

SABBATICAL LEAVE

Upon the recommendation of the Superintendent, the Board may grant to no more than two employees per school year sabbatical leave for the purpose of job-related professional development.

An employee seeking sabbatical leave must have completed at least five years of service with the District prior to the year of sabbatical leave and commit to return to the District for a minimum of one year immediately following the sabbatical. During the year of the sabbatical, the employee shall receive no pay or benefits from the District; however, the employee shall be guaranteed a position with the District for the school year following the sabbatical. The position shall be the same or an equivalent position if possible, but placement shall be determined by the needs of the District as determined by the Superintendent.

An employee seeking sabbatical leave must file an application with the Superintendent by February 1 prior to the school year for which the sabbatical leave is requested. An employee on sabbatical leave must inform the District of the intent to return no later than March 15 of the sabbatical year prior to the planned return.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

FAMILY AND MEDICAL LEAVE TWELVE-MONTH PERIOD	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.
COMBINED LEAVE FOR SPOUSES	If both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. [See DECA(LEGAL)]
INTERMITTENT OR REDUCED SCHEDULE LEAVE	The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. [See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]
CERTIFICATION OF LEAVE	If an employee requests leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA(LEGAL)]
FITNESS-FOR-DUTY CERTIFICATION	If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.
END OF SEMESTER LEAVE	If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. [See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER]
FAILURE TO RETURN	If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), RECOVERY OF BENEFIT COST]
TEMPORARY DISABILITY LEAVE	<p>Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]</p> <p>An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.</p>

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

WORKERS'  
COMPENSATION

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

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An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

PAID LEAVE OFFSET

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use available partial-day increments of paid leave to make up the difference between the employee's income benefits and the pre-injury wage. [See CRE]

COURT  
APPEARANCES

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance. In order to be paid for jury duty, the employee shall be required to submit the jury certification of service.

REIMBURSEMENT FOR  
LEAVE UPON  
RETIREMENT

The following leave provisions shall apply to local leave earned beginning on the original effective date of this program.

An employee who retires from employment with the District shall be eligible for reimbursement for local leave as long as the employee's retirement is voluntary, i.e., the employee is retiring under the Teacher Retirement System of Texas (TRS) and is not being discharged or nonrenewed.

The employee shall be reimbursed for each day of local leave at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.



Action Item

Tuesday, May 27, 2014

### Consideration/Approval First Reading of Board Policy DEA(LOCAL)

**Background:**

In connection with the change of the district’s timekeeping system to TrueTime from Kronos, the administration recommended a change to the current overtime policy. The use of compensatory (comp) time was eliminated a few years ago. The policy of paying ALL overtime worked is becoming costly to the district and provides no flexibility for employees or supervisors. The anticipated benefits of such a system have not been realized and as a result overtime costs for the district continue to climb.

A hybrid system that allows for the accumulation of comp time up to a certain level would greatly benefit hourly employees and allow supervisors to manage the time earned without a charge to their budgets for overtime worked. The administration recommends revising the current policy to allow for the accumulation of up to 40 hours of comp time. At the end of the District’s fiscal year, any remaining comp time would be paid off. Under such a system, hourly employees could use incremental hours of overtime accumulated as comp time rather than absences being charged to other available leave. The use of comp time would be subject to approval by the employee’s supervisor.

DEA (Local) has been revised to include the necessary language to cover the provision for compensatory time. The revisions have been reviewed by TASB. The revised policy will be submitted for approval in June 2014.

**Recommendation:** Approval of CE(LOCAL) as amended to incorporate a minimum fund balance level and place restrictions on the adoption of a deficit budget.

Motion by:	_____
Second by:	_____
Vote: For	_____
Against	_____

## PROPOSED REVISIONS

	<p>The Superintendent shall recommend to the Board for approval compensation plans for all District employees. Compensation plans may include wage and salary structures, stipends, benefits, and incentives.</p>
PAY ADMINISTRATION	<p>The Superintendent shall administer the compensation plans consistent with the budget approved by the Board. The Superintendent or designee shall classify each job title within the compensation plans based on the qualifications and duties of the position. Within these classifications, the Superintendent or designee shall determine appropriate pay for new employees and employees re-assigned to different positions.</p>
ANNUAL PAY INCREASES	<p>The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. The Superintendent or designee shall determine annual increases for individual employees, within budgeted amounts.</p>
MID-YEAR PAY INCREASES CONTRACT EMPLOYEES	<p>A contract employee's pay shall not be increased after performance on the contract has begun unless there is a change in the employee's job assignment or duties that warrants additional compensation. Any such changes in pay during the term of the contract shall require Board approval. [See DEAB for public hearing requirements]</p>
NONCONTRACT EMPLOYEES	<p>The Superintendent may grant a pay increase to a noncontract employee after duties have begun only when there is a change in the employee's job assignment or duties, or when an adjustment in the market value of the job warrants additional compensation. The Superintendent shall report any such pay increases to the Board at the next regular meeting.</p>
CLASSIFICATION OF POSITIONS	<p>The Superintendent or designee shall determine the classification of positions or employees as "exempt" or "nonexempt" for purposes of payment of overtime in compliance with the Fair Labor Standards Act (FLSA).</p>
EXEMPT	<p>The District shall pay employees who are exempt from the overtime pay requirements of the FLSA on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.</p>

COMPENSATION AND BENEFITS  
WAGE AND HOUR LAWS

DEA  
(LOCAL)

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District's attention, through the District's complaint policy. [See DGBA] If improper deductions are confirmed, the District will reimburse the employee and take steps to ensure future compliance with the FLSA.

The Superintendent or designee may assign noncontractual supplemental duties to personnel exempt under the FLSA, as needed. [See DK(LOCAL)] The employee shall be compensated for these assignments according to the District's compensation plans.

NONEXEMPT

Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless the employee works more than 40 hours.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline but shall be compensated in accordance with the FLSA.

WORKWEEK  
DEFINED

For purposes of FLSA compliance, the workweek for District employees shall be 12:00 a.m. Sunday until 11:59 p.m. Saturday.

COMPENSATORY  
TIME

At the District's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay.

Compensatory time earned by nonexempt employees may not accrue beyond a maximum of 40 hours of overtime, the employee will be required to use compensatory time or, at the District's option, will receive overtime pay.

USE

An employee shall use compensatory time within the duty year in which it is earned. If an employee has any unused compensatory time remaining at the end of a fiscal year, the employee shall receive overtime pay.

Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. [See DEC(LOCAL)] The District may require an employee to use compensatory time when in the best interest of the District.

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Action Item

Tuesday, May 27, 2014

**Consideration/Approval of Board Policy CDA(LOCAL)**

**Background:**

Board Policy CDA(Legal) requires that the Board review its investment policy and investment strategy not less than annually. In addition it states "The Board shall adopt a written instrument stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. Gov't Code 2256.005(e)

In accordance with CDA(Legal), the investment policy under CDA(Local) is being submitted for review and amendment. The administration recommends increasing the maximum allowable stated maturity of any individually owned investment to three (3) years from the current limit of one (1) year. This recommendation is based on the rates currently available on short term investments versus those of longer maturities.

As demonstrated previously with the cash flow analysis, the district has on hand a minimum of \$15,000,000 during the year. Our current contract with Prosperity Bank provides for a rate of .30% on deposits up to a maximum of \$6,000,000. An analysis of recent rates among investment pools is included. This analysis also shows the rates on longer term US Treasury investments.

Due to the reduced earnings on investments, the administration recommends amending the investment policy to allow for longer term investments. Approval of such action will be recorded via the approval of the attached Resolution of the Board Regarding Review of the Investment Program #2014-4.

**Recommendation:** Approval of CDA(LOCAL) as amended to extend the maximum allowable state maturity of any individually owned investment to three years signified by approval of Resolution #2014-4.

Motion by:	_____
Second by:	_____
Vote: For	_____
Against	_____



## DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT

### RESOLUTION OF THE BOARD REGARDING REVIEW OF THE INVESTMENT PROGRAM

RESOLUTION  
NO. 2014-4

**WHEREAS**, Section 2256.005(e) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Dripping Springs Independent School District to:

- (a) review the District's investment policy and investment strategies set forth in CDA(LOCAL) not less than annually and
- (b) adopt this resolution reflecting the Board's review and recording any changes made to the investment policy or strategies;

**WHEREAS**, the District's investment policy for fiscal year 2014-2015 has been presented to the Board for its consideration and approval, as required by the Act; and

**WHEREAS**, the District's investment policy for fiscal year 2014-2015 includes the following changes from the District's investment policy for fiscal year 2013-2014:

1. extend the maximum allowable state maturity of any individually owned investment to three years

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees of Dripping Springs Independent School District has reviewed the District's investment policy, and hereby adopts the policy for fiscal year 2014-2015 in compliance with the Public Funds Investment Act.

Adopted this 27<sup>th</sup> day of May, 2014, by the Board of Trustees.

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Barbara Stroud  
President, Board of Trustees

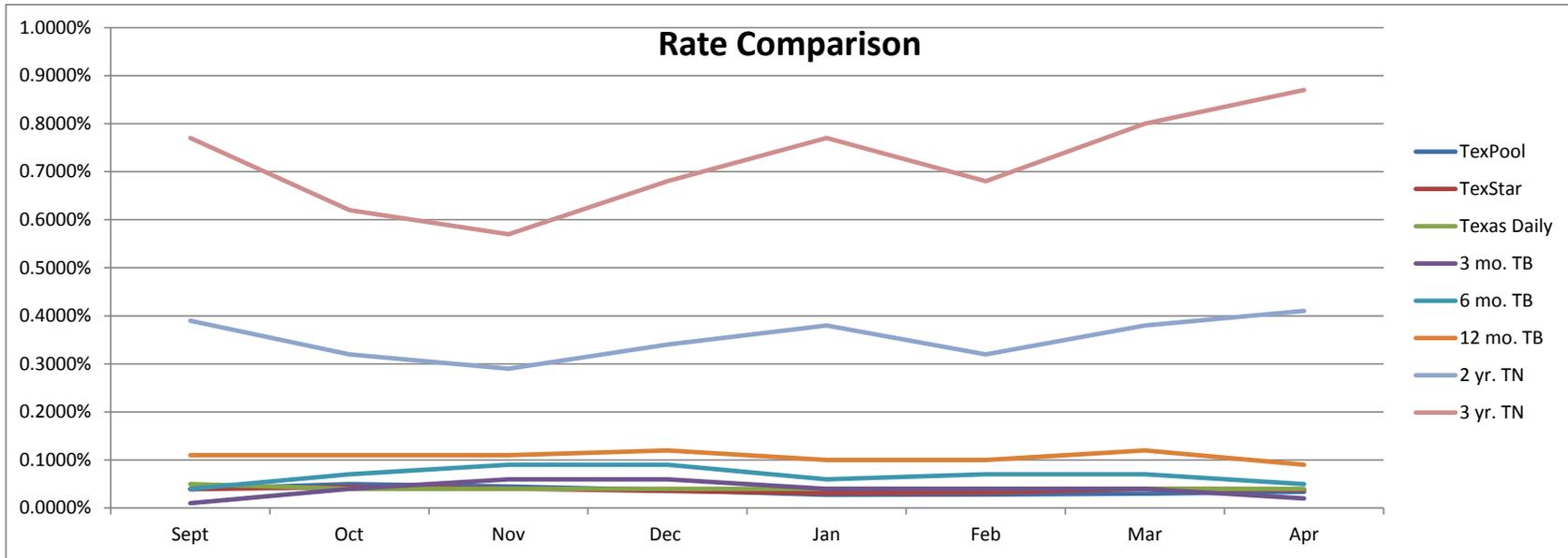
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Shelly Reeves  
Secretary, Board of Trustees

## Rate Comparison Investment Pools vs. Longer Term Investments

		TexPool	TexStar	Texas Daily	3 mo. TB	6 mo. TB	12 mo. TB	2 yr. TN	3 yr. TN
<b>2013</b>	<b>Sept</b>	0.0394%	0.0390%	0.0500%	0.0100%	0.0400%	0.1100%	0.3900%	0.7700%
	<b>Oct</b>	0.0498%	0.0434%	0.0400%	0.0400%	0.0700%	0.1100%	0.3200%	0.6200%
	<b>Nov</b>	0.0446%	0.0405%	0.0400%	0.0600%	0.0900%	0.1100%	0.2900%	0.5700%
	<b>Dec</b>	0.0372%	0.0357%	0.0400%	0.0600%	0.0900%	0.1200%	0.3400%	0.6800%
<b>2014</b>	<b>Jan</b>	0.0273%	0.0303%	0.0400%	0.0400%	0.0600%	0.1000%	0.3800%	0.7700%
	<b>Feb</b>	0.0283%	0.0318%	0.0400%	0.0400%	0.0700%	0.1000%	0.3200%	0.6800%
	<b>Mar</b>	0.0299%	0.0400%	0.0400%	0.0400%	0.0700%	0.1200%	0.3800%	0.8000%
	<b>Apr</b>	0.0336%	0.0379%	0.0400%	0.0200%	0.0500%	0.0900%	0.4100%	0.8700%

TB = Treasury Bond  
TN = Treasury Note



## PROPOSED REVISIONS

INVESTMENT  
AUTHORITY

The Superintendent and/or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. In addition to the designated investment officers, the Board may contract with an investment advisory firm to execute investment transactions on the District's behalf. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis.

APPROVED  
INVESTMENT  
INSTRUMENTS

From those investments authorized by law and described further in CDA(LEGAL), the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

SAFETY AND  
INVESTMENT  
MANAGEMENT

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio,

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

LIQUIDITY AND  
MATURITY

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed ~~one~~ three years from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

DIVERSITY

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

MONITORING MARKET  
PRICES

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant declines in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisors, and representatives/advisors of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

MONITORING RATING  
CHANGES

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

ETHICS AND  
CONFLICT OF  
INTEREST

District officers and employees must adhere to the code of ethics as described in the District's Board policy. In addition, District officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program or that could impair their ability to make impartial decisions. Employees and investment officers shall disclose to the Superintendent any material personal financial interest in financial institutions that conduct business with the District and they shall further disclose any large personal financial/investment positions that could be related to the performance of the District, particularly with regard to the timing of purchases and sales.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

RATINGS  
REQUIREMENTS

The District shall adhere to the ratings requirements described by state law (Chapter 2256, Texas Government Code). The District or the investment advisory firm under contract shall monitor the credit ratings of those securities with minimum rating requirements on no less than a monthly basis to ensure that minimum ratings are maintained.

COLLATERALIZATION

Consistent with the requirements of state law, the District requires all banks, savings banks, and credit union deposits to be federally insured or collateralized with eligible securities. Financial institutions serving as District depositories will be required to sign an agreement with the District and its safekeeping agent for collateral in case of default, bankruptcy, or closure. The District shall not accept, as depository collateral, any security that is not specifically allowed to be held as a direct investment by the District portfolio. Repurchase agreements must also be collateralized in accordance with state law [see BDAE].

ALLOWABLE  
COLLATERAL

Eligible securities for collateralization of deposits are defined in state law. The District further restricts allowable collateral securities to include only those securities that are allowed by this policy as direct investments of the District.

Collateral underlying repurchase agreements are limited to U.S. government and agency obligations, which are eligible for wire transfer to the District's designated safekeeping agent through the Federal Reserve System. The District shall not allow securities with declining principal values to be pledged as collateral for repurchase agreements.

COLLATERAL  
LEVELS

Collateral shall be valued at current market price plus interest accrued through the date of valuation. The market value of securities pledged for collateralization of deposits must at all times be equal to or greater than the amount of the deposit plus any accrued interest, less the amount insured by the FDIC, the FSLIC, the National Credit Union Share Insurance Fund, or their successors. To the extent that any of the securities pledged represent securities with a declining principal value, the market value of such security must be not less than 110 percent of the amount of the deposit.

The market value of collateral required to be pledged for repurchase agreements shall be a percentage of the par value of the agreement plus accrued interest and shall be maintained at the following levels:

Collateral Maturity	U.S. Treasury Securities	U.S. Government Agency
1 year or less	101%	101%
1 year to 5 years	102%	102%

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

Over 5 years                      103%                      104%

The District requires monthly reports with market values of the pledged securities from all financial institutions holding District deposits. The District or the investment advisory firm under contract shall monitor the market value of collateral underlying repurchase agreements on a weekly basis and make margin calls if values fall below the required levels.

Collateralized investments and deposits often require substitution of collateral. Any broker or financial institution requesting substitution must contact the District's investment officer or the investment advisor under contract for approval and settlement. The substituted collateral's value shall be calculated and substitution approved if its value is equal to or greater than the required value. The investment officer or investment advisor must give immediate notification of the decision to the bank or the safekeeping agent holding the collateral. Substitution is allowable for all transactions but should be limited, if possible, to minimize potential administrative problems and transfer expense. The investment officer or investment advisor may limit substitution or assess appropriate fees if substitution becomes excessive or abusive. Should the collateral's market value exceed the required amount, any broker or financial institution may request approval from the investment officer or the external investment advisor under contract to reduce collateral. Collateral reductions may be permitted only if the District's records indicate that the collateral's market value exceeds the required amount.

FUNDS / STRATEGIES

The investment strategy applies to all funds of the District (including any commingled pools containing operating funds), which shall have as their primary objectives (in order of priority) safety, investment liquidity, and return on investment.

AGENCY FUNDS

Investment strategies for agency funds shall have as their objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. Funds shall be invested in accordance with the investment policy. The authorized securities chosen for this portfolio are of the highest credit quality and marketability supporting the District's objectives of safety and liquidity. Securities, when not matched to a specific liability, shall be of a liquid nature to provide adequate liquidity for the District. The weighted average maturity of the portfolio should not exceed 180 days, and no individual security may have a maturity that exceeds one year.

The performance objective for the agency funds shall be the return of the six-month U.S. Treasury Bill, and the District's portfolio return shall be calculated on a simple weighted average yield at cost.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

DEBT SERVICE  
FUNDS

Investment strategies for debt service funds shall have as the primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents.

Securities purchased shall not have a stated final maturity date that exceeds the next debt service payment date until the debt service payment due on that date is fully funded, in which case the weighted average maturity may exceed the limitation for all other funds, but shall not exceed 270 days. ~~No individual security may have a maturity that exceeds one year.~~ Maturities longer than one year are authorized provided legal limits are not exceeded.

The performance objective for the debt service fund shall be the return of the three-month U.S. Treasury Bill, and the District's portfolio return shall be calculated on a simple weighted average yield at cost.

CAPITAL PROJECTS  
FUNDS

The primary objective for capital projects funds shall be to ensure that anticipated cash flows are matched with adequate investment liquidity. These fund portfolios should include at least ten percent in highly liquid securities to allow for flexibility and unanticipated project outlays. The stated final maturity dates of securities held should not exceed the estimated project completion date.

The performance objective for the capital projects funds shall be the return of the six-month U.S. Treasury Bill, and the District's portfolio return shall be calculated on a simple weighted average yield at cost.

SAFEKEEPING AND  
CUSTODY

The District shall retain clearly marked safekeeping receipts providing proof of the District's ownership for all owned securities as well as securities that are pledged to the District as collateral. The District may delegate, however, to a public funds investment pool or money market mutual fund the authority to hold legal title as custodian of an investment purchased with District funds by the public funds investment pool or money market mutual fund.

All security transactions, including collateral for repurchase agreements and certificates of deposit, entered into by the District shall be conducted on a delivery-versus-payment (DVP) basis. An exception to the DVP requirement is made for investments in public funds investment pools and money market mutual funds. Securities received as pledged collateral shall be held by a third-party custodian as designated by the Board.

BROKERS / DEALERS

Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)]

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).

SOLICITING BIDS FOR  
CD'S

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

INTEREST RATE RISK

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

COMPETITIVE  
BIDDING

The policy of the District is to require competitive bidding for all individual security purchases/sales except for those transactions with money market mutual funds and public funds investment pools that are deemed to be made at prevailing market rates, and for government securities purchased at issue through a broker/dealer or financial institution at the auction price.

At least three bidders must be contacted in all transactions involving individual securities. Competitive bidding for security swaps is also required. Bids may be solicited in any manner provided by law but must be documented on a daily bid sheet. For those situations where it may be impractical or unreasonable to receive three bids for a transaction due to a rapidly changing market environment or to secondary market availability, documentation of a competitive market survey of comparable securities or an explanation of the specific circumstance must be included with the daily bid sheet. All bids received must be documented and filed for auditing purposes.

INTERNAL CONTROLS

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

In conjunction with its annual financial audit, a compliance audit of these management controls for investments and the District's adherence to this investment policy shall be reviewed by the District's independent auditing firm.

CERTIFICATION

A copy of this investment policy will be provided to the qualified representative of any bank, dealer, broker, or investment advisor wishing to transact investment business directly with the District in order that it is apprised of the investment goals of the District. Before business is transacted with the firm, a certification must be signed by a qualified representative of a firm. If the District contracts with an external investment advisor to execute the District's investment strategy, including the negotiation and execution of the investment transactions, a managing officer of the investment advisory firm may sign the written certification in lieu of the broker/dealer firms. This certification must be included as part of the investment advisory contract.

**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**  
**Proclamation 2014**  
**2013-2014 DSISD Instructional Materials Committee**  
**Classroom Selections**

The 2013-2014 Dripping Springs ISD Textbook Committees were charged with the responsibility of selecting instructional materials under proclamation 2014. The following represent their selections by grade level and subject.

**Elementary**

<b>Mathematics K-5</b>	enVision Math Texas 2.0- Pearson
<b>Science K-5</b>	STEMscopes - Rice University
<b>Technology Application K-5</b>	None

**Middle School**

<b>Mathematics 6-8</b>	Texas Glencoe Math 1-3- McGraw Hill
<b>Science 6-8</b>	Texas Glencoe iScience- McGraw Hill
<b>Technology Application 6-8</b>	None

**High School**

<b>Anatomy and Physiology</b>	Introduction to Anatomy and Physiology- Goodheart-Wilcox
<b>Chemistry</b>	Chemistry- Matter and Change- McGraw Hill
<b>AP Chemistry</b>	AP Edition Chemistry the Central Science, 12 <sup>th</sup> edition- Pearson
<b>Physics</b>	Essential Physics- Ergopedia
<b>AP Physics</b>	College Physics- Pearson
<b>Advanced Biotechnology</b>	None
<b>Environmental Systems</b>	None
<b>Food Science</b>	None
<b>Integrated Physics &amp; Chemistry</b>	None
<b>Earth and Space Science</b>	None
<b>Forensic Science</b>	None
<b>Computer Science I</b>	None
<b>Computer Science II</b>	None
<b>Digital Video and Audio Design</b>	None
<b>Game Programming &amp; Design</b>	None

## Proclamation 2014 K-5 Science Classroom Selection

Rice University STEMscopes with hands-on kits

Teacher	Campus	Confirmation Signature
Pam Blanchette	DSES	<i>Pamela Blanchette</i>
Alana Cagle	RSES	<i>Alana Cagle</i>
Jason Dreher	RSES	<i>Jason Dreher</i>
Elizabeth Edelen	DSES	<i>Elizabeth Edelen</i>
Amanda Frisby	RSES	<i>Amanda Frisby</i>
Marisa Grijalva	DSES	<i>Marisa Grijalva</i>
Faith Hightower	DSES	<i>Faith Hightower</i>
Cassie Ikels	WSES	<i>Cassie Ikels</i>
Maureen Jamail	WSES	<i>Maureen Jamail</i>
Adam Kenton	RSES	<i>Adam Kenton</i>
Heather Lloyd	RSES	<i>Heather Lloyd</i>
Jaycee Parker	WSES	<i>Jaycee Parker</i>
Jennifer Payne	RSES	<i>Jennifer Payne</i>
Kristin Phipps	WSES	<i>Kristin Phipps</i>
Tiffany Peabody	DSES	<i>Tiffany Peabody</i>
Carri Ponton	WSES	<i>Carri Ponton</i>
Lisa Stoll	DSES	<i>Lisa Stoll</i>
Laura Taylor	WSES	<i>Laura Taylor</i>
Tammy Walker	DSES	<i>Tammy Walker</i>
Jennifer Weger	DSES	<i>Jennifer Weger</i>
Peggy Young	RSES	<i>Peggy Young</i>

# Proclamation 2014 K-5 Mathematics Classroom Selection

Pearson envision Math Texas 2.0

Teacher	Campus	Confirmation Signature
Tisha Blackman	RSES	Tisha Blackman
Whitnee Dunn	RSES	Whitnee Dunn
Terri Crowell	WSES	Terri Crowell
Ronna Cruz	RSES	Ronna Cruz
Melanie Dykhoff	WSES	Melanie Dykhoff
Marisa Grijalva	DSES	Marisa Grijalva
Jennifer Haas	RSES	Jennifer Haas
Capri Heintz	RSES	Capri Heintz
Jennifer Hurst	DSES	Jennifer Hurst
Gay Klassen	WSES	Gay Klassen
Amy Larson	RSES	Amy Larson
Kathi Latteo	DSES	Kathi Latteo
Vicki Lynch	WSES	Vicki Lynch
Jennifer Moczygemba	RSES	Jennifer Moczygemba
Kristen Northrup	RSES	Kristen Northrup
Lisa O'Banan	DSES	Lisa O'Banan
Caroline Rogers	DSES	Caroline Rogers
Reyna Sandoval	DSES	Reyna Sandoval
Megan Smith	RSES	Megan Smith
SueAnna Thomas	DSES	SueAnna Thomas
Kim Watterson	RSES	Kim Watterson
Adam Wilder	WSES	Adam Wilder
Lisa Woodland	WSES	Lisa Woodland



First Day of School  
August 25

**Student Holidays**

- September 1            Labor Day
- October 13            Columbus Day
- Nov 24-28            Thanksgiving
- Dec 22 - Jan 2        Winter Holidays
- January 5            Staff Inservice
- January 19            MLK Day
- February 16          Presidents' Day
- March 16-20         Spring Break

**New Teacher PDAS Training**  
Online by August 12

**Teacher Self Report Part 1**  
**Due Date**  
September 12

**Approved PDAS Appraisal Dates**

- September 15- October 10
- October 15-October 17
- October 24- November 20
- December 8-12
- January 7-15
- January 21- February 12
- February 18- 27
- March 9-12, 24-27
- April 7-15

**Summative Conference Window**  
March 2- May 13

**Teacher Self Report Part 1 Revisions & Parts 2 & 3 Due**

At least two weeks prior to the Summative Annual Conference

- Holiday
- New Teacher Induction
- Staff Day/ Student Holiday
- Holiday/Weather Make-Up Day
- STAAR/AP Testing
- Final Exam & Prep Days
- Secondary Grading Period End
- Elementary Grading Period End
- Interim Grading Period End
- District Closed

DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT

**PDAS CALENDAR**  
2014 - 2015

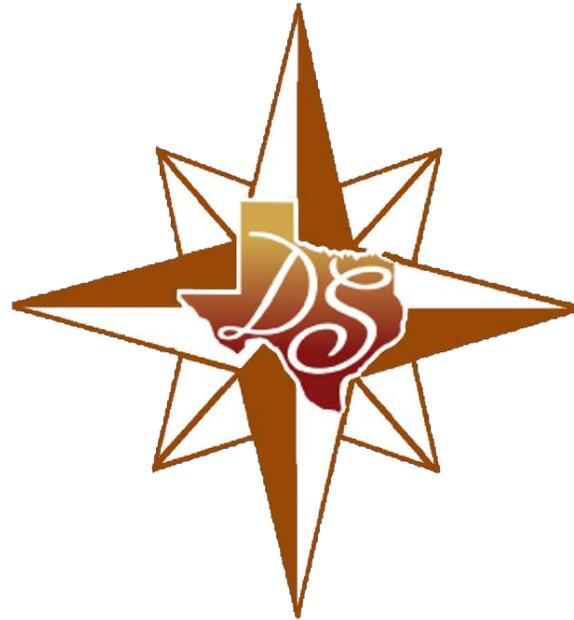
July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6							3	4	5	6	7	8	9	7	8	9	10	11		
13	14	15	16	17			10							14						
20	21	22	23	24			17							21						
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													

October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12							9							14						
19							16							21						
26							23							28						
							30													

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4							8							8						
11							15							15						
18							22							22						
25							29							29						

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5							3							7	8	9	10	11		
12							10							14	15	16	17	18		
19							17							21	22					
26							24							28	29	30				
							31													

# Dripping Springs Independent School District



A New Vision for a  
Changing World

# DISTRICT IMPROVEMENT PLAN

## 2013-2016

### BOARD OF TRUSTEES

Barbara Stroud  
Caroline Pekarek  
Shelly Reeves  
Alan Atwood  
Carrie Fontana Kroll  
Tim Kurpiewski  
Jon Thompson

President  
Vice President  
Secretary  
Member  
Member  
Member  
Member

### CENTRAL ADMINISTRATION

Dr. Bruce Gearing  
Greg Jung  
Elaine Cogburn

Kathy Leopold  
Debby Theis  
Howard Ballard  
John Crowley  
Dan Davis  
Pam Swanks  
Jack Modgling  
Dale Whitaker

Superintendent  
Assistant Superintendent for Learning & Innovation  
Assistant Superintendent for Business Services  
Director of Human Resources  
Director of Technology  
Director of Community Services  
Director of Extracurricular Activities  
Director of Child Nutrition  
Director of Plant Operations  
Director of Transportation Services  
Director of Special Services  
Director of Communications

## CAMPUS ADMINISTRATION

Trish Hassell  
Jennifer Murray

Principal, Dripping Springs Elementary School  
Assistant Principal, Dripping Springs Elementary School

Diane Bernero  
Amanda Frisby

Principal, Rooster Springs Elementary School  
Assistant Principal, Rooster Springs Elementary School

Julie Pryor  
Kellie Raymond

Principal, Walnut Springs Elementary School  
Assistant Principal, Walnut Springs Elementary School

Blake Hays  
Errin Jennings  
Amy Koenig  
Hank Weikert

Principal, Dripping Springs Middle School  
Assistant Principal, Dripping Springs Middle School  
Assistant Principal, Dripping Springs Middle School  
Assistant Principal, Dripping Springs Middle School

Joe Burns  
Athena Corby  
Michael Norton  
Tom Payne

Principal, Dripping Springs High School  
Assistant Principal, Dripping Springs High School  
Assistant Principal, Dripping Springs High School  
Assistant Principal, Dripping Springs High School

## ACKNOWLEDGEMENTS

The DSISD District Improvement Plan was developed around The New Vision for Public Education in Texas (TASA Public Education Visioning Network), the DSISD Portrait of a Graduate, and the DSISD Learning Model. The planning process was facilitated by the 2014 District Advisory Council and district administrators. Principals were responsible for using a similar process with the involvement of their Campus Advisory Councils to develop their campus plans. We would like to acknowledge the following people for their efforts on this plan:

### Elected Membership – Teachers

Elementary Representatives	Middle School Representatives	High School Representatives
Laura Taylor - WSES	Mary Scott	Yvonne Kaatz
Wendy Powers - RSES	Ben Hicks	Sara Freeman
Cheryl Allred - DSES	Alex Shindeldecker	
Lacey Kissinger - RSES		
Maureen Jamail - WSES		
Tiffany Peabody - DSES		

### Other Professional Staff

Elementary Representatives	Middle School Representatives	High School Representatives	District Wide Representatives
Traci Henze – DSES Counselor	Amy Koenig - Assistant Principal	Athena Corby - Assistant Principal	Dr. Bruce Gearing - Superintendent
Kellie Raymond - WSES Assistant Principal			Greg Jung - Assistant Superintendent of Learning & Innovation
JoAnn Dono – RSES Counselor			Dale Whitaker – Director of Communications
			Rhonda Whitman – Coordinator of Student Services

### Selected Parents, Community, and Business Members

Parent Representatives	Community Representatives	Business Representatives
Tara Ballard - DSES	Todd Purcell	Ted Lehr
David Brodsky - DSHS	Melva Codina	Craig Koenig
Martin Garza - DSMS	Lisa Almeida	Andrew Rauch
Che Heinroth - RSES	Tommy Cowan	
Jennifer Timm - DSHS		
Chrissy McMullen - WSES		

# MISSION: SCHOOL TRANSFORMATION

## DSISD

A New Vision for a Changing World

**District Vision:** To inspire and equip students to be life-long learners and positive contributors to the world

**District Mission:** We partner with parents and the community to provide a superior education for every student

### The New Vision for Public Education in Texas



- The New Digital Learning Environment
- The New Learning Standards
- Assessments for Learning
- Accountability for Learning
- Organizational Transformation

A More Balanced & Reinvigorated State/Local Partnership

### Portrait of a Graduate

- Lifelong Learner
- Accomplished Communicator
- Skillful Problem Solver
- Conscientious Citizen
- Contributing Member of Society

### The Learning Model



### Board of Trustees/Superintendent Goals

#### Maximize Achievement for Each Student

- The DS Learning Model
- Individualized Education Plan for Each Student
- District Dashboard

#### Provide Strategic Growth & Facilities Planning

- Necessary Facilities
- Balanced Demographics
- Financial Management
- Community Input

#### Ensure Quality Personnel in All Positions

- Tiger Family Culture/Safe, Secure, & Nurturing Environment
- Life Changing Teacher in Every Classroom
- Effective Evaluation Tools for Every Position
- Wellness of Each District Employee

#### Foster Effective Community Engagement & Communication

- Community Partnerships
- Community Trust & Support

### District & Campus Improvement Plans

#### Learning & Innovation

- World-class 21<sup>st</sup> Century Learning
- Rigorous, Relevant, & Innovative Academic Programs
- Engaging Real-World Applications & Experiences
- Digital Technology as Tools for Learning & Information Access
- Student/Teacher/Parent Engagement in Educational Process
- Meaningful, Authentic Assessment of/Accountability for Learning

#### Strategic Growth & Facilities Planning

- Facilities & Demographics Management
- Financial Planning & Management
- Community Voice

#### Culture & Personnel Development

- Tiger Family Culture/Optimal Learning Environments
- Quality Personnel; Life Changer in Every Classroom
- Aligned Recruitment/Hiring/Professional Development Systems
- Personnel Support & Wellness

#### Community Engagement & Communication

- Community Trust & Support
- Community Involvement
- Community Partnerships



301





## ***THE NEW VISION FOR PUBLIC EDUCATION IN TEXAS***

### **Article I: The New Digital Learning Environment**

Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this, the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

### **Article II: The New Learning Standards**

The new digital environment demands new learning standards for students so that they will have the values and the capabilities to live, learn, and earn in a free society surrounded by a world that is truly global, connected, and increasingly competitive in scope and character.

### **Article III: Assessment for Learning**

Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the district, and society at large the extent to which the desired learning is occurring and what schools are doing to continuously improve.

### **Article IV: Accountability for Learning**

Comprehensive accountability systems are essential to achieving minimal personal and organizational performance only. They are necessary for weeding out the incompetent and reconstituting unproductive schools, but such systems serve to create compliance and mediocrity at best. Excellence and sustained exceptional performance come from a commitment to shared values and a clear vision that encourages collaboration and teamwork. Creating organizations that foster commitment requires superior moral leadership and a responsible use of authority.

### **Article V: Organizational Transformation**

The digital revolution and its accompanying social transformations and expectations dictate a transformation of schools from their current bureaucratic form and structure that reflects the nineteenth and early twentieth century factory after which they were modeled, to schools that function as learning organizations. We believe that a learning organization can create the conditions and capacities most conducive for leaders, teachers, and students to perform at high levels and meet the expectations of new learning standards.

# PORTRAIT OF A GRADUATE

*Dripping Springs ISD is committed to providing an environment that encourages our students to approach each day with eager anticipation of the learning opportunities to be experienced. These opportunities will provide them with the skills, knowledge, and confidence to build and maintain relationships, to be contributing members of society, and to accomplish their visions and aspirations.*

## A DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT GRADUATE IS

### A LIFELONG LEARNER

who continuously seeks knowledge and information to use for setting and attaining lofty goals, who constantly evaluates and monitors, who is open to alternatives for investigation, and who remains flexible and adaptive to change.

### AN ACCOMPLISHED COMMUNICATOR

who possesses and effectively uses the levels of communication skills prescribed by today's multi-faceted and rapidly changing world...skills in listening, speaking, writing, reading, mathematics, and technology presentations.

### A SKILLFUL PROBLEM SOLVER

who can identify a problem using available data to organize, analyze, interpret, and predict consequences, so that problems inherent in a rapidly changing society can be solved effectively.

### A CONSCIENTIOUS CITIZEN

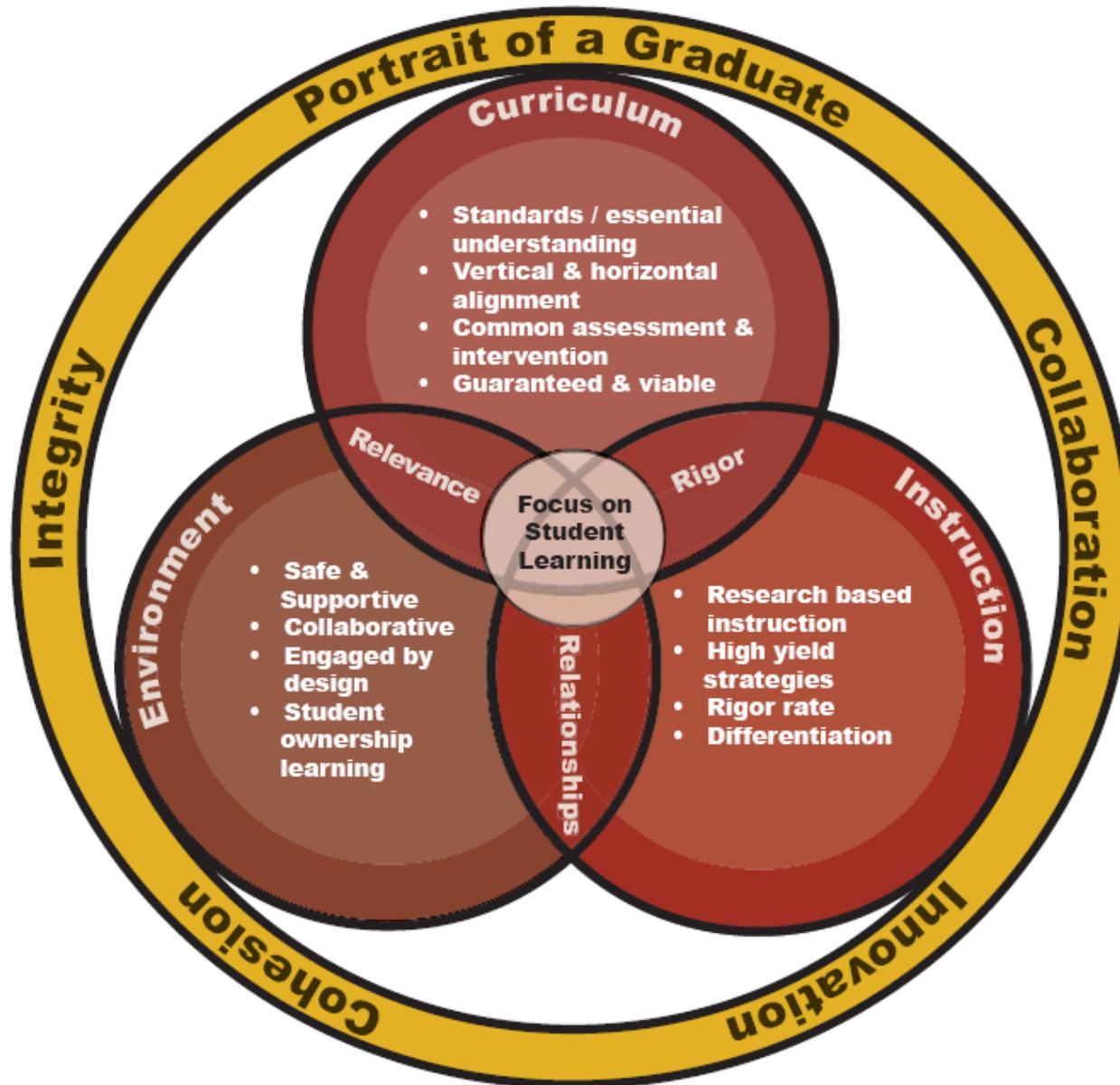
who is honest and steadfast in beliefs about our nation and its tenets of diversity, understands how our government functions, willingly contributes to the many aspects of community, and responsibly manages time and other resources.

### A CONTRIBUTING MEMBER OF SOCIETY

who possesses high standards for self whether leading or contributing to the successful attainment of team goals, takes pride in his own work, and is dependable and creative.

# THE DRIPPING SPRINGS WAY

## A MODEL FOR LEARNING



304

# DRIPPING SPRINGS ISD

## OUR VISION

To inspire and equip students to be life-long learners and positive contributors to the world

## OUR MISSION

We partner with parents and the community to provide a superior education for every student.

## DISTRICT PRIORITIES 2013-2016

- ◆ Maximized Achievement for Each Student
- ◆ Strategic Growth & Facilities Planning
- ◆ Quality Personnel in All Positions
- ◆ Effective Community Engagement & Communication

# LEARNING & INNOVATION

## STATEMENT OF PRINCIPLE I:

DSISD students shall have access to world-class, 21<sup>st</sup> Century learning which incorporates challenging content standards, habits of practice/thinking/study, and life-long skills related to the expected and interest/career-based curriculum. Learning experiences shall be engaging, rigorous, relevant, innovative, and tailored to the varied learning styles/interests of students. They will also embrace the new digital era and real-world application. Teachers will be facilitators of learning with students being active participants in the development of their learning experiences and the discovery/acquisition of knowledge. Assessment of/accountability for learning shall be monitored through a variety of evaluation tools which include but are not limited to standardized testing.

## DISTRICT GOAL IA

Students' learning is based on challenging, meaningful content standards that have been articulated, specified, and described PK-12. Learning standards in all content areas extend beyond the state curriculum including such things as:

- clarification/enhancement of the cognitive demand of the standards
- supports for ensuring that students have access to the full content of the discipline
- identification/clustering or "power" standards to ensure depth over breadth, and
- communicating linkages across disciplines.

	OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION / RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
306 a	Learning standards in all content areas extend beyond the state curriculum and include cognitive demand, full content access, depth of "power" standards; all are cross-curricular.	<ul style="list-style-type: none"> <li>▪ Continue to reinforce the culture of high expectations for all students within systems of support for equal access to learning standards.</li> <li>▪ Ensure that learning standards are easily accessible/communicated to students, teachers, district staff, parents, and the community.</li> <li>▪ Evaluate the current professional development system, and adjust if needed, to ensure all teachers and principals have a common understanding of the standards and the level of academic rigor expected in each.</li> <li>▪ Continue the use of district curriculum writing teams to write, review, and enhance the district's learning standards, instructional practices, and curriculum.</li> </ul>	Local District Funds, Title II Part A Funds, District Personnel Time	June 2015 (ongoing)	ASL/ LIT, CLI	Professional development plan, curriculum writing schedule and actions' reports, documentation of high expectations' communication, curriculum documents (Scope & Sequence, Curriculum Guides, Lesson Plans)

**DISTRICT GOAL IB**

Teachers facilitate profound learning based on rigorous content. Students are engaged as active participants in an increasing self-management or learning role toward mastery of rigorous content standards.

	OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION / RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	<p>Meaningful, challenging learning opportunities are evident in all classrooms with supports and scaffolds in place to support students' access to these learning opportunities (collaborative learning, digital media tools, engaging tasks, interventions, etc.)</p>	<ul style="list-style-type: none"> <li>▪ Clearly articulate the philosophy of academic rigor, student engagement, and instructional best practices.</li> <li>▪ Provide ongoing professional development to ensure that all teachers and instructional leaders are equipped to develop/facilitate meaningful, challenging learning opportunities.</li> <li>▪ Continue to use Professional Learning Communities (PLC's) and classroom observations as means to collaborate about/monitor the provision of optimal learning opportunities in every classroom on a regular basis.</li> </ul>	<p>Local District Funds, Title II Part A Funds, District Personnel Time</p>	<p>June 2015 (ongoing)</p>	<p><i>ASL/</i> LIT</p>	<p>Professional development plan/training documentation, PLC agendas, Data Walks reports</p>
b	<p>Students are engaged as self-managers of their learning and are creators/presenters/facilitators of their own learning.</p>	<ul style="list-style-type: none"> <li>▪ Cultivate flexible learning environments where students become responsible for their learning and teachers are the facilitators of that learning.</li> <li>▪ Model/teach strategies that engage/empower students to be actively involved in their learning.</li> </ul>	<p>District Personnel Time</p>	<p>June 2015 (ongoing)</p>	<p><i>ASL/</i> LIT, Teachers</p>	<p>Data Walks reports, PDAS, observations, student work/ feedback</p>
c	<p>Students receive purposeful instruction in order for them to fulfill their role as active participants in their learning processes and as creators/presenters/facilitators of their own learning.</p>	<ul style="list-style-type: none"> <li>▪ Include instructional guidelines related to student effort-based instructional practices in district professional development.</li> <li>▪ Explicitly align district curriculum to the targeted learning standards and engagement practices expected of students.</li> <li>▪ Assist students in developing the social/personal skills needed to engage successfully with each other, the learning tasks, and their teachers.</li> </ul>	<p>Local District Funds, District Personnel Time</p>	<p>June 2015 (ongoing)</p>	<p><i>ASL/</i> LIT, DC Teachers</p>	<p>Instructional guidelines, curriculum documents, parent training agendas, student feedback/ work products, assessment results</p>

307

**DISTRICT GOAL IC**

Students competently use 21st Century skills as they engage with challenging content learning standards that support 21st Century learning.

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION / RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	Learning standards reflect the development of the whole person and encompass 21st century skills (collaboration, self-management, creativity, problem-solving, critical thinking, judgment, communication, negotiation, etc.) and personal development skills (choice, social/emotional skills, self-management, etc.)	<ul style="list-style-type: none"> <li>Ensure that the district’s curriculum includes 21st Century learning standards.</li> <li>Review 21<sup>st</sup> Century and personal development skills during the beginning-of-the-year professional development to ensure that all teachers and principals have a common understanding of the standards and the rationale for a broad-based curriculum that is responsive to student choice and 21st Century skills.</li> </ul>	Local District Funds, District Personnel Time	August 2015 (ongoing)	ASCI LIT, CLI, FLI	Curriculum documents, professional development plan
b	Teachers provide opportunities for students to develop competencies for further learning, career, and life.	<ul style="list-style-type: none"> <li>Provide professional development necessary to ensure that teachers and instructional leaders are fully equipped to facilitate 21<sup>st</sup> Century learning.</li> <li>Continue to use Professional Learning Communities (PLC’s) and classroom observations as means to collaborate about/monitor the provision of world-class, 21<sup>st</sup> century learning in every classroom on a regular basis.</li> <li>Continue to develop Learning Academies’ concept in concert with professionals already in those fields.</li> </ul>	Local District Funds, Title II Part A Funds, District Personnel Time	June 2015 (ongoing)	ASLI LIT, CLI	Professional development plan, PLC’s schedule/agendas, documentation of professional partnerships, lesson plans, curriculum documents

308

**DISTRICT GOAL ID**

Students access/consistently use digital technologies as tools for learning as an integral part of in-and-out-of school learning. Instruction and learning are transformed by connecting students to the global community through technology.

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	Technologies, training, and supports are provided to ensure equal access opportunities for all students.	<ul style="list-style-type: none"> <li>Acquire the necessary digital devices, either through district funds, grants, and/or BYOD, to ensure availability/access by all students and teachers.</li> <li>Develop a technology professional development plan to insure teacher and staff knowledge is kept current.</li> <li>Communicate technology-accessible learning pathways to students and parents.</li> <li>Ensure that the district’s network enables students to access the information and services they need from a variety of devices and places, including home and in the community.</li> </ul>	Local District Funds District IMA Funds, Title II Part A Funds, Personnel Time	June 2015 (ongoing)	DT ASLI, DC, CAT	Documentation of technology enhancements, acquisition of digital devices for student use, professional development plan, and communiques to students & parents

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION / RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
		<ul style="list-style-type: none"> <li>Implement the Technology Replacement Plan developed by the Assistant Superintendent for Business Services.</li> <li>Continue the restructuring of campus libraries into Centers for Learning &amp; Innovation.</li> <li>Continue to develop/promote the role of the Facilitators for Learning &amp; Innovation.</li> <li>Extensively advertise the Centers for Learning &amp; Innovation extended hours and available services; adequately equip and staff the centers to ensure optimal use/effectiveness.</li> </ul>				
b	Policies, practices, and/or procedures are developed and/or revised to provide guidance, definition, and clarity regarding use of digital devices and digital communication for learning.	<ul style="list-style-type: none"> <li>Evaluate/revise, as needed, current policies, practices and procedures pertaining to digital devices and digital communication for learning.</li> <li>Develop accountability measures to insure the implementation/consistent use of technology as part of instruction/learning.</li> </ul>	District Personnel Time	June 2015 (ongoing)	<i>DT</i> DC, ASLI	Documentation of updated technology policies/ practices/ procedures, communiques, and accountability measures

**DISTRICT GOAL IE**

Students regularly access information responsibly and ethically, including digital content, in order to acquire knowledge, master-specified content standards, and explore/enhance learning in areas of personal interest.

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	Explicit instruction in appropriate and responsible use of digital content is provided to students and teachers.	<ul style="list-style-type: none"> <li>Evaluate and adjust, as needed, the district's current technology Responsible Use Guidelines.</li> <li>Establish and communicate policies/procedures for BYOD.</li> <li>Research online cyber ethics resources; include in teacher/student training.</li> </ul>	Local District Funds, District Personnel Time	December 2015 (ongoing)	<i>DT</i> ASLI, LIT, DC, CLI	Responsible Use Guidelines, BYOD policies/procedures, Professional Development plan/training documentation, SCC revisions
b	Learning standards extend beyond basic content mastery with all students being supported in mastering a broad-based multidisciplinary curriculum that includes opportunities for student interest and choice in content/courses.	<ul style="list-style-type: none"> <li>Provide flexible and differentiated learning opportunities for students as needed based upon student choice, learning preference, and/or identified student needs toward mastery of rigorous, broad-based content standards.</li> <li>Explore/access learning opportunities in collaboration with business/professional partners.</li> </ul>	Local District Funds, Title II Part A Funds, Carl Perkins Funds, IMA Funds, District Personnel Time	June 2015 (ongoing)	<i>ASLI</i> LIT FLI, Teachers	Curriculum documents, professional development plan, documentation of business/professional partnerships

**DISTRICT GOAL IF**

Students are engaged in purposeful planning of their learning and meaningful, authentic assessment thereof. Teachers are supported through professional development related to developing/using learner-centered, authentic formative and summative assessments to impact instruction and meet the needs of all learners.

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
a	<p>The curriculum and learning experiences are tailored to meet the needs/ interests of students and maximize their achievement.</p>	<ul style="list-style-type: none"> <li>▪ Promote a culture that values student learning choices, styles, and needs.</li> <li>▪ Communicate systemic, shared expectations for academic rigor and college/ life/work-ready learning for all students.</li> <li>▪ Develop an action plan including a detailed timeline for the creation, implementation, ongoing assessment and modification of a Personalized Education Plan for each student, which customizes learning to accommodate unique needs.</li> <li>▪ Ensure that instructional procedures, guidance and supports are in place, as appropriate at each grade level, to provide for equitable access to academic rigor and college/life/work-ready learning.</li> <li>▪ Provide teacher guidance, as needed, in instructional scaffolding, interventions, and differentiation.</li> </ul>	<p>Local District Funds, Carl Perkins Funds, District Personnel Time</p>	<p>June 2015 (ongoing)</p> <p>IEP Action Plan</p> <p>Interim 7/1/14 Full Cycle 7/1/15</p>	<p><b>ASLI, VLT</b> LIT, CLI FLI, Teachers, Counselors</p>	<p>Professional development plan/training documentation, Data Walks reports, PDAS reports, documentation of communication efforts, IEP development/ Implementation plan, students' IEP's</p>
b	<p>Effective systems/supports are instituted to facilitate high-quality, ongoing assessment of student learning aligned to challenging content standards and 21st Century skills.</p>	<ul style="list-style-type: none"> <li>▪ Continue to incorporate a variety of formative and summative assessments that evaluate students' learning of content standards and the acquisition of 21<sup>st</sup> Century skills.</li> <li>▪ Continuously evaluate and adjust the district's assessment system to ensure that it assesses students' acquisition of state standards yet extends to knowledge beyond the minimum standards.</li> </ul>	<p>Local District Funds, District Personnel Time</p>	<p>June 2015 (ongoing)</p>	<p><b>ASLI</b> LIT, Teachers</p>	<p>Documentation of varied assessments administered</p>
c	<p>Classroom, school, district, state, and other required assessments are used to provide information to students, teachers, and principals to improve learning; results are also used by the district to improve curriculum tools and supports to schools.</p>	<ul style="list-style-type: none"> <li>▪ Communicate assessment policies and guidelines, including the expectation for ongoing classroom assessment and the use of ongoing feedback to advance learning and improve/inform instruction.</li> <li>▪ Continue to use assessments results to make adjustments to/improve curriculum tools and supports.</li> <li>▪ Incorporate time during the instructional day for students to review their assessments and set goals for further learning.</li> </ul>	<p>District Personnel Time</p>	<p>June 2015 (ongoing)</p>	<p><b>ASLI</b> LIT</p>	<p>Professional development plan, documentation of adjusted/improved curriculum tools/supports, Master schedules</p>

310

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
d	Students understand/are engaged in a learning path toward successful post-secondary experiences and future meaningful life opportunities.	<ul style="list-style-type: none"> <li>Expand students' exposure to entrepreneurial-based learning and opportunities.</li> <li>Involve students, to the extent appropriate/possible, in the planning and implementation of the district's vision and new learning standards.</li> </ul>	Local District Funds, Carl Perkins Funds, District Personnel Time	June 2015 (ongoing)	ASL/ LIT, FLI, Teachers	Curriculum documents, documentation of student involvement in vision planning process

**DISTRICT GOAL IG**

Teachers are regularly and intentionally engaged in the planning, enactment, evaluation, and improvement of curriculum and instructional programs.

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
a	Clear expectations are in place for principals and teachers to ensure their meaningful engagement in the district's curriculum and instructional process.	<ul style="list-style-type: none"> <li>Establish guidelines and expectations regarding teacher empowerment and support related to student performance, program evaluation, and curriculum leadership/ development.</li> <li>Continue to involve teachers in professional development planning and facilitation.</li> <li>Insure that all teachers involved in curriculum writing are provided professional development to the extent necessary to effectively develop the district's curriculum, make appropriate instructional decisions, and then communicate curricular decisions to their colleagues.</li> </ul>	Local District Funds, Title II Part A Funds, District Personnel Time	June 2015 (ongoing)	ASL/ LIT	Instructional leaders' guidelines, district curriculum writing schedule/agendas, professional development plan documentation
b	Supports and processes such as online feedback, collaborative planning/input, and stakeholder engagement groups are evident in all content areas, grade levels, and programs.	<ul style="list-style-type: none"> <li>Provide multiple ways for teachers to participate in curriculum planning, evaluation, and revision as well as the development of policies, procedures, and educational systems within the district and beyond (i.e., PLC's, curriculum writing, program reviews, DS Dialogues, online surveys, district/campus advisory committees, etc.).</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	ASL/ LIT	Attendance records and/or agendas from PLC's, curriculum writing, program reviews, DS Dialogues, online surveys, district/campus advisory committees, etc.

**DISTRICT GOAL IH**

Parents are regularly and intentionally engaged in the planning, evaluation, and improvement of their children's learning opportunities.

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
a	Clear expectations and guidelines are in place for principals and teachers to meaningfully engage parents in the learning process.	<ul style="list-style-type: none"> <li>Evaluate, and enhance as needed, district guidelines and supports related to parental engagement in their children's education program, including improvement feedback.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	VLT LIT, DT, DC	Documentation of parent involvement in district/campus functions, committees, training programs, etc.

311

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
	<ul style="list-style-type: none"> <li>▪ Ensure that ample opportunities are available for two-way dialog to occur between parents and school personnel.</li> <li>▪ Develop a parent communication/training system that helps parents learn how to be successfully engaged in their children's education.</li> <li>▪ Continue successful partnering with parent organizations.</li> </ul>					
b	District supports such as communication tools, online feedback forms, school "release" time for parent meetings/ conferences, parent training academies, etc. are provided.	<ul style="list-style-type: none"> <li>▪ Provide and clearly/thoroughly communicate multiple opportunities for parents to be involved in the planning, evaluation, and improvement of their children's learning experiences (i.e. DS Dialogues, Program Reviews, Long-range planning committees, training academies, parent-teacher conferences, district/campus advisory committees, Principals' Coffees, etc.).</li> <li>▪ Involve parents in the development and monitoring of their child's Personalized Education Plan.</li> <li>▪ Continue to provide an online application whereby parents and community members to volunteer to participate on district committees.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	VLT	Attendance records and/or agendas from DS Dialogues, program reviews, long-range planning committees, training academies, parent-teacher conferences, district/campus advisory committees, etc.

## STRATEGIC GROWTH & FACILITIES PLANNING

### STATEMENT OF PRINCIPLE II

The projected growth of Dripping Springs ISD necessitates continued strategic growth and facilities planning. Appropriate, effective, and efficient planning and financial management is critical to the district's success in these areas

### DISTRICT GOAL IIA

District growth will be closely monitored and responded to as facilities and programs, both academic and extra-curricular, are impacted.

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
a	The facilities necessary to meet the Board's vision are provided.	<ul style="list-style-type: none"> <li>▪ Ensure efficient and adequate facilities are in place to meet the demands of the growing student body; alleviate the pressure on both elementary and middle school facilities by August 2017.</li> </ul> <ul style="list-style-type: none"> <li>• Call for bond election in May 2014 on 02/24/14</li> <li>• Successful passage of bond election in May 2014</li> </ul>	District Personnel Time, District Funds (M & O/I & S)	Ongoing 2014-2017	<b>Superintendent,</b> VLT	Bond Passage, Design/ Construction of new facilities

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
	<ul style="list-style-type: none"> <li>• Completion of new facilities' design process by May 2015</li> <li>• Construction completion by 07/01/2017</li> <li>• Provide the necessary extra-curricular facilities to meet the needs of the growing student body by August 2017; monitor progress through benchmarks as follows:               <ul style="list-style-type: none"> <li>• Inclusion of necessary extra-curricular facilities in bond election in May 2014</li> <li>• Successful passage of bond election in May 2014</li> <li>• Completion of design process for new facilities by May 2015</li> <li>• Completion of construction by July 1, 2017</li> </ul> </li> <li>▪ Ensure necessary maintenance, renovation, and upgrades are completed at all district facilities by July 1, 2017; monitor progress through benchmarks as follows:               <ul style="list-style-type: none"> <li>• Inclusion of necessary maintenance, renovation, and upgrades in bond election in May 2014</li> <li>• Successful passage of bond election in May 2014</li> <li>• Completion of design process for existing facilities' maintenance, renovation, and upgrades by May 2015</li> <li>• Completion of construction by July 1, 2017</li> </ul> </li> </ul>				
b	<p>Students' numbers in facilities across the district are balanced through the effective management of attendance zones and feeder patterns, while minimizing student transitions between campuses wherever possible.</p> <ul style="list-style-type: none"> <li>▪ Effectively manage attendance zones and feeder patterns for new facilities in order to balance the number of students in facilities across the district while minimizing student transitions between campuses wherever possible.</li> <li>▪ Effectively communicate potential changes to attendance zones/feeder patterns' options effectively to the community and allow for sufficient public input into during the planning process.</li> </ul>	District Personnel Time,	Ongoing 2014-2017	<b>Superintendent, VLT</b>	Enrollment, facilities, & attendance zones' analysis Records of student transitions Communiques and public input records

	OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
c	The maintenance & operations and debt funds are effectively managed during the acquisition of necessary new land parcels, the issuance of bonds, the design/construction, and the staffing/operation of new facilities.	<ul style="list-style-type: none"> <li>▪ Closely monitor the maintenance &amp; operations fund to insure appropriate/effective use/management of it; the M &amp; O tax rate will remain at \$1.04 per \$100 valuation.</li> <li>▪ Closely monitor the interest &amp; sinking fund to insure appropriate/effective use/management of it; the I &amp; S tax rate may increase to \$ 0.50 per \$100 valuation.</li> </ul>	District Personnel Time, District Funds (M & O/I & S)	Ongoing 2014-2017	<b>Superintendent, VLT</b>	Budget analysis/ audit, Bond Passage, Design/ Construction/ Staffing/ Operation of new facilities
d	The community's voice is listened to through the Long Range Facilities Planning Committee, the Citizen's Bond Steering Committee, and the voters.	<ul style="list-style-type: none"> <li>▪ Facilitate community input through the Long Range Facilities Planning Committee and the Citizen's Bond Steering Committee.</li> <li>▪ Facilitate a third party telephone survey to gather input from potential voters in a bond election; survey results to be presented to the Board by December 20, 2013.</li> <li>▪ Facilitate a recommendation to the Board from the Citizen's Bond steering committee concerning the necessity, scope, and amount of a potential bond election for May 2014 by February 10, 2014.</li> <li>▪ If the Board calls a bond election for May 2014, facilitate the two-way communication necessary to inform the public of the facts of the election as well as ensure the efficient conduction of said election.</li> <li>▪ Initiate discussions with DSISD stakeholders regarding the planning/implementation of transitions from three to four elementary schools, one to two middle schools, and two middle schools into one high school.</li> </ul>	District Personnel Time	Ongoing 2014-2017	<b>Superintendent, VLT</b>	Committee rosters & meeting attendance records, Telephone survey results, Citizen's Bond steering committee recommendation, Bond election communication , Bond election results

## CULTURE & PERSONNEL DEVELOPMENT

### STATEMENT OF PRINCIPLE III

A learning organization can create the culture, conditions, and capacities most conducive for leaders, teachers, and students to perform at high levels and meet the expectations of new learning standards. Critical components include placing a life changer in every classroom, involving all stakeholders in the development/fostering of the district's culture, perpetuating personnel wellness and professional development, and cultivating a safe, secure, and nurturing environment for all.

### DISTRICT GOAL IIIA

Across all district systems throughout the organization, all processes, products, and services are directly aligned to and supportive of the new vision for teaching and learning.

	OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	The policies, practices, and functions of the district's operational and social systems (policy development, board leadership, personnel/hiring systems, budgeting, and training) effectively support the core work of teaching and learning as described in the new vision.	<ul style="list-style-type: none"> <li>▪ Communicate a clear and compelling district vision that supports 21<sup>st</sup> century learning and entrepreneurial thinking.</li> <li>▪ Examine all policies and practices to remove barriers to quality services and supports to schools as they work toward realizing the new vision.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	<i>VL</i> <i>DC</i>	District Vision, District/ Campus Improvement Plans, Hiring practices, PDAS, Data Walks reports
b		<ul style="list-style-type: none"> <li>▪ Ensure that every member of the "Tiger Family" understands they are critical to the culture of the district and create the environment of the district through their daily actions.</li> <li>▪ Ensure a safe, secure, &amp; nurturing environment is created by the "Tiger Family".</li> <li>▪ Place quality personnel for all positions within the district.</li> <li>▪ Ensure there is a life changing teacher in every classroom.</li> <li>▪ Align teacher and principal recruitment and hiring efforts to finding, hiring, placing, and supporting teachers and principals who are most likely to work effectively in collaborative settings toward the achievement of the new vision for teaching and learning.</li> <li>▪ Create, review, &amp; modify a quality selection process, compensation plan, and professional development program in order to recruit, train, and retain the highest quality personnel possible.</li> <li>▪ Design, create, and implement an effective evaluation tool for every position in the district; to be developed during the 2014-2015 school year and then implemented in the 2015-2016 school year.</li> <li>▪ Ensure access to the best possible healthcare plan at a reasonable cost for all employees.</li> <li>▪ Create a wellness program for all district employees by July 1, 2014.</li> </ul>				Surveys, Compensation Plan, Professional Development Plan, Personnel Evaluations, Healthcare Plan, Wellness Program Plan
c	A District Dashboard is used to collate critical data that facilitates the monitoring and analysis of the district's progress toward the Board's vision.	<ul style="list-style-type: none"> <li>▪ Define the data to be included in the District Dashboard.</li> <li>▪ Design the District Dashboard and populate it with the defined data.</li> <li>▪ Present the state of the district to the Board using an analysis of the District Dashboard.</li> <li>▪ Modify/update the District Dashboard and then present, to the Board, a full cycle analysis of the state of the district's progress toward the Board's vision.</li> </ul>	Personnel Time	02/01/14 05/01/14 07/01/14 07/01/15	<i>Superintendent</i>	District Dashboard

**DISTRICT GOAL IIIB**

District internal accountability systems and structures are based upon the power of shared co-accountability for excellence and while they result in high levels of performance on state/federal accountability systems, these systems are not the key driver of the instructional work in schools and classrooms.

	OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	District leaders engage district staff, parents, and community members in the articulation of the district’s purpose and values that support a culture of excellence.	<ul style="list-style-type: none"> <li>▪ Continue to cultivate a vision that supports the shifting educational paradigm to entrepreneur-oriented education.</li> <li>▪ Establish and support a culture of co-accountability and engagement across all role groups in the school community.</li> <li>▪ Design district policies based upon high expectations for all, high levels of engagement, clear role/ responsibilities, and optimal learning experiences across all role groups.</li> <li>▪ Clearly articulate the district’s vision for excellence and the development of life-long learners/creative &amp; entrepreneurial students.</li> </ul>	District Personnel Time	June 2015 (ongoing)	VLT	Vision statement, District/ Campus Improvement Plans, District policies, documentation of communication related to the district vision
b	The adults in the system understand and are committed to the district’s purpose, values, and standards built on common goals for all students.	<ul style="list-style-type: none"> <li>▪ Review, revise, and re-communicate the Dripping Springs Learning Model, ensuring all staff members are committed to its implementation.</li> <li>▪ Ensure alignment of the Dripping Springs Learning Model to the District and Campus Improvement Plans.</li> <li>▪ Use the DSISD Learning Model as a guide for the development of an annual comprehensive staff development plan.</li> <li>▪ Develop a comprehensive professional development system that ensures all teachers, principals, and instructional support staff have a common understanding of their responsibilities related to student achievement and that assists them in building the skills needed to fulfill those roles.</li> <li>▪ Keep abreast of new, innovative resources for learning and provide access to students.</li> </ul>	Local District Funds, Title II Part A Funds, District Personnel Time	June 2015 (ongoing)	ASL/ LIT	Professional Development Plan, documentation of trainings/ research of innovative resources

316

**DISTRICT GOAL IIIC**

Teachers are respected as key decision makers in their professional growth and are meaningfully engaged in determining a learning pathway that is most likely to result in improved instructional skills and capacities for their role as instructional designer and learning facilitator.

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	Teachers are viewed as instructional designers and learning facilitators.	<ul style="list-style-type: none"> <li>Communicate the changing role of teachers to all stakeholders.</li> <li>Establish differentiated systems of support, engagement, and collaboration to ensure successful, meaningful, and rewarding teaching experiences for all teachers.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	ASLI/ LIT, DC	Documentation of teacher supports, communication re: role of teachers, teacher feedback
b	Teacher professional development opportunities reflect the same type of instruction and learning expected in the classrooms	<ul style="list-style-type: none"> <li>Provide professional development in a manner that models what is expected of teachers as instructional/ learning facilitators in the classroom (flexible in time/access, high learner engagement, choice and autonomy when possible, and that leverage the power of digital media and online learning).</li> <li>Develop professional development that provides teachers with capacity building related to facilitating and mediating meaningful learning for all students.</li> </ul>	Local District Funds, Title II Part A, District Personnel Time	June 2015 (ongoing)	ASLI/ LIT	Professional development plan

**DISTRICT GOAL IIID**

Concerted, systemic supports for novice and beginning teachers are a core value of the district’s theory of action for teaching and learning.

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	The professional development system is focused on instructional excellence, collaborative teacher-to-teacher supports, and on-going mentoring.	<ul style="list-style-type: none"> <li>Offer a variety of staff development opportunities and supports based on district/campus student/faculty learning needs as well as the unique needs of novice, experienced, master, and struggling teachers.</li> <li>Implement systems of engagement/collaboration, in addition to the designated staff development days, to ensure opportunities for collaboration among colleagues on their respective campuses and beyond.</li> <li>Identify teachers who exhibit the qualities/skills desired by the district; invite them to serve as mentor teachers, professional development facilitators, teacher leaders and/or use their classrooms as models for other teachers (teacher-to-teacher observations, peer modeling, video lessons, etc.).</li> </ul>	Local District Funds, Title II Part A Funds, District Personnel Time	June 2015 (ongoing)	ASLI/ LIT	Professional development plan, documentation of collaboration opportunities, list of master teachers and ways in which they are being used to model master/ innovative teaching

317

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
	<ul style="list-style-type: none"> <li>Continue to provide access to professional development through online sources to allow flexibility in the completion schedule.</li> </ul>					
b	Novice and beginning year teachers are provided additional focused supports, time, and tools needed to be a successful early years' teacher.	<ul style="list-style-type: none"> <li>Evaluate, and enhance if needed, the district's mentoring program for novice and new-to-district teachers.</li> <li>Schedule through-the-school-year opportunities for these teachers to meet with each other, campus administrators, and/or district instructional personnel.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	ASLI LIT, DHRS	Mentoring program guidelines and schedule

### DISTRICT GOAL III E

Leadership development is a purposeful, ongoing, and explicit practice throughout the district at all levels.

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
a	Leadership development is designed to build capacity within the district.	<ul style="list-style-type: none"> <li>Institute leadership collaboration and mentoring practices that result in co-accountability for leading and learning throughout the system.</li> <li>Ensure that structures such as teacher leadership teams, master teacher/coach leaders, principal leadership groups, choice-based learning opportunities, etc. are in place for the purpose of leadership development within the district.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	ASLI LIT	Leadership development plan

### DISTRICT GOAL III F

Student assessment results are used in concert with other measures as one factor in personnel appraisal systems.

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
a	Teacher, principal, and/or support staff appraisals contain accountability for student learning that is measured by such things as meeting/exceeding passing standards, improvement over time, challenging learning tasks resulting in student work products, etc.	<ul style="list-style-type: none"> <li>Establish expectations/guidelines for the use of various assessment results in performance appraisals and program evaluations.</li> <li>Create a task force to investigate, adopt, and implement an aligned teacher and principal appraisal system by the 2015-2016 school year.</li> <li>Research/consider implementation of a PDAS alternative that more accurately aligns with the New Vision for Public Education in Texas and the vision of DSISD.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	DHRS ASLI	PDAS, Revision to/substitution of PDAS

# COMMUNITY ENGAGEMENT & COMMUNICATION

## STATEMENT OF PRINCIPLE IV

A school district relies heavily on support and involvement from the community wherein it resides. Therefore, it is critical that the school district cultivates positive communication systems and partnerships with the residents and businesses within.

## DISTRICT GOAL IVA

The district will foster effective community engagement, partnerships, and two-way communication.

	OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
a	Community partnerships that result in measurable student success will be created/managed.	<ul style="list-style-type: none"> <li>▪ Continue to develop/manage community partnerships that result in measurable student success.</li> <li>▪ Create a list of existing partnerships describing their intent and potential results by 02/01/14.</li> <li>▪ Present a report describing new partnerships and outcomes of existing partnerships to the Board.</li> </ul>	District Personnel Time	Ongoing 2014-2017	<b>Superintendent</b>	Partnerships' report, data re: student successes
b	Community trust and support will be built through open and transparent two-way communication with staff, parents, and the community.	<ul style="list-style-type: none"> <li>▪ Continue to build community trust/support through open and transparent two-way communication with staff, parents, and the community.</li> <li>▪ Ensure that there is formal transition communication between grade levels both internally within each campus and externally between campuses by May 2014.</li> <li>▪ Modify existing faculty, student, and parent surveys to include questions regarding the implementation of individualized plans for each student by May 2014.</li> <li>▪ Hold parent/community meetings to share information and gather feedback on variety of topics</li> <li>▪ Publicize student successes, accomplishments, events, and other newsworthy items</li> <li>▪ Maintain close lines of communication with PTAs and other parent organizations</li> <li>▪ Build active connections with local community organizations (YMCA, Senior Center, Rotary, etc.)</li> <li>▪ Create opportunities for input on new programs, key positions, etc. (comment e-mailboxes, meetings)</li> <li>▪ Share information through website, electronic newsletters, e-mail blasts, podcasts, etc.</li> </ul>	District Personnel Time	Ongoing 2014-2017	<b>Superintendent, VLT</b>	Community feedback, transition communication plan, surveys

319

# STATE & FEDERAL REQUIREMENTS

## GOAL I:

Continuously improve district performance on each state (TAPR) and federal (AYP) accountability rating systems' performance criteria.

OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS	
IA	Increase student performance on state required assessments to achieve/maintain federal & state accountability standards including the acquisition of state "Distinction Designations" at all levels.	<ul style="list-style-type: none"> <li>▪ Provide adequate professional development to insure effective and efficient coordination of the state assessment program, management of testing materials, and communication of state assessment requirements.</li> </ul>	District Personnel Time	August 2015	ASLI LIT, CAT	Testing Documentation
		<ul style="list-style-type: none"> <li>▪ Disaggregate data from state and local assessments on all student groups and plan for instructional improvement.</li> </ul>	Eduphoria; Local District Funds; District Personnel Time	August 2015	ASLI LIT, Teachers	Student performance data, TAKS, benchmarks, longitudinal data by objective
		<ul style="list-style-type: none"> <li>▪ Increase percent of students achieving Level III Academic Performance on state assessments.</li> </ul>	Eduphoria; Local District Funds; District Personnel Time	August 2015	ASLI LIT, Teachers	Student performance data, TAKS, STAAR, benchmarks, longitudinal data by objective
		<ul style="list-style-type: none"> <li>▪ Continue reading assessments in K-5 to determine reading levels as a diagnostic intervention tool.</li> </ul>	Early reading data; Eduphoria; Local District Funds; District Personnel Time	October 2014	ASLI LIT, Teachers	Student performance data, iStation, DRA, longitudinal data by objective
		<ul style="list-style-type: none"> <li>▪ Continue to monitor attendance.</li> </ul>	Skyward Software; District Personnel Time	June 2015 (ongoing)	CAT Teachers	Attendance data
		<ul style="list-style-type: none"> <li>▪ Provide intervention strategies or students not meeting SSI standards and/or making adequate yearly academic growth.</li> </ul>	District Personnel Time Campus Funds	June 2015	ASLI LIT, Teachers	Student performance data, iStation, DRA, longitudinal data by objective

320

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
		<ul style="list-style-type: none"> <li>Continue to use a district wide RtI approach for addressing the needs of all students.</li> </ul>	Campus Funds and Title I, Part A Funds	June 2015	DSS CAT	Student performance data, iStation, DRA, longitudinal data by objective
<b>GOAL II:</b>						
Continuously improve District performance on the Texas English Language Proficiency Assessment System (TELPAS).						
IIA	<p>AMAO 1 – At least 50% of LEP students will progress at least one proficiency level of progress during the 2014-2015 school year based on the TELPAS composite rating:</p> <p>AMAO 2 – Attainment of TELPAS composite rating of “Advanced High” during the 2014-2015 school year:</p> <ul style="list-style-type: none"> <li>15% Students LEP 1-4 years</li> <li>29% Students LEP 5+ years</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate curriculum for ESL students.</li> </ul>	State and Local Funds, Title III Funds	June 2015	ASLI LIT ESL Teachers,	ESL student performance data
		<ul style="list-style-type: none"> <li>Provide ESL services as needed on each campus.</li> </ul>	State and Local Funds, Title III Funds	June 2015	ASLI LIT ESL Teachers	ESL program per campus
		<ul style="list-style-type: none"> <li>Provide SIOP training for all elementary and secondary teachers.</li> </ul>	State and Local Funds	September 2014	ASLI LIT ESL Teachers,	Certificates of those who completed training
		<ul style="list-style-type: none"> <li>Provide TELPAS Rater System training.</li> </ul>	State and Local Funds	February 2015	SSC ESL Teachers,	Certificates of those who completed training
		<ul style="list-style-type: none"> <li>Provide training on ESL teaching strategies.</li> </ul>	State and Local Funds, Title III Funds	June 2015	ASLI LIT ESL Teachers,	Certificates of those who completed training
<b>GOAL III:</b>						
Efficiently and effectively use state compensatory education funds to improve the performance of special populations and at-risk students.						
IIIA	Monitor and adjust services, programs, and instruction for special populations to increase academic success.	<ul style="list-style-type: none"> <li>Review the effectiveness of past and present State Comp Ed funding expenditures to maximize the support for at-risk students.</li> </ul>	SCE Funding	TBA	ASB ASLI	Review of SCE funding and FTEs
		<ul style="list-style-type: none"> <li>Provide appropriate pregnancy related services for identified pregnant students.</li> </ul>	SCE Funding, Local District Funds	TBA	ASLI	Evidence of program availability
IIIB	Provide quality professional development opportunities.	<ul style="list-style-type: none"> <li>Provide training on strategies to meet the needs of all student populations including special education.</li> </ul>	SCE Funding	TBA	LIT CLI	Certificates of those trained

**GOAL IV:**

Continuously improve District programs for students with special or unique educational needs including students receiving services for Special Education, Gifted and Talented, Dyslexia, Section 504 and English Language Learning.

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
IVA	Monitor and adjust services, programs, and instruction for special populations to increase academic success	<ul style="list-style-type: none"> <li>Continue to provide dyslexic services as appropriate on each campus.</li> </ul>	San Marcos Civic Foundation Grants, Local District Funds	June 2015 (ongoing)	DSS LIT, Reading Specialists, Teachers	Benchmark results, TAKS results, ESL student performance data, ARI / AMI annual report, AP test data
		<ul style="list-style-type: none"> <li>Provide GT services as appropriate on each campus.</li> <li>Grasp the opportunity to refine and redevelop the GT program model and expectations for 2014-2015.</li> </ul>	Local District Funds, District Personnel Time, State GT Funds	June 2015 (ongoing)	ASLI LIT, CLI Teachers, GT Advisory Board, GT Parents, GT Students	RTI system and procedures in place
		<ul style="list-style-type: none"> <li>Provide ESL services as appropriate on each campus.</li> </ul>	Local District Funds; Federal Title III, Part A Funds, District Personnel Time	June 2015 (ongoing)	ASLI LIT, Teachers, CLI	Evidence of ESL student success
		<ul style="list-style-type: none"> <li>Provide intervention strategies for students not meeting SSI standards.</li> </ul>	Local District Funds, District Personnel Time	June 2015 (ongoing)	ASLI LIT, Teachers, DSS, ASLI	Documentation of interventions
		<ul style="list-style-type: none"> <li>Monitor progress of migrant students to increase their potential for success.</li> </ul>	District Personnel Time	June 2015 (ongoing)	ASLI LIT, Teachers,	Evidence of migrant student success
		<ul style="list-style-type: none"> <li>Provide AP courses and teacher training as appropriate.</li> </ul>	District Personnel Time, Local District Funds	August 2015	ASLI LIT	Evidence of AP course offerings and teacher training

322

OBJECTIVE		SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
IVB	Provide quality professional development opportunities to address the needs of all students.	<ul style="list-style-type: none"> <li>▪ Utilize DSISD Learning Model.</li> <li>▪ Provide GT training for all who teach GT students.</li> <li>▪ Provide SIOF training for all elementary and secondary teachers.</li> <li>▪ Provide training on strategies to meet the needs of all student populations including special education.</li> <li>▪ Provide FOCUS training and campus facilitator training.</li> <li>▪ Provide TBSI training to new administrators and teachers.</li> <li>▪ Provide parent education on dyslexia.</li> <li>▪ Provide training in strategies for teaching dyslexic students to ensure specialization per elementary campus.</li> </ul>	Federal Title I, Part A Funds, Federal Title II, Part A Funds, Federal Title III, Part A Funds, State Comp Ed Funds; State funding for AP; State funding for GT; San Marcos Civic Foundation Grants, Special Ed funds, Local District Funds	August 2015	ASLI LIT, Reading Specialists; Teachers Trained as Trainers;	Certificates of those who completed training; list of those who gain state certification
IVC	Implement an effective bilingual program at Dripping Springs Elementary School	<ul style="list-style-type: none"> <li>▪ Add a bilingual 5th grade class for the 2013-2014 school year.</li> <li>▪ Continue to improve the Parent Education Resource Center at DSES.</li> </ul>	Federal Title III, Part A Funds, Local District Funds	August 2014	ASLI LIT DSES CLT, BE Teachers	Bilingual student performance data
<b>GOAL V:</b>						
Continuously improve District Career and Technical Education (CTE) programs and efficiently and effectively use Carl Perkins Grants funds.						
VA	Monitor and adjust services, programs, and instruction for special populations to increase academic success	<ul style="list-style-type: none"> <li>▪ Monitor compliance of CTE program and provide more opportunities for CTE students.</li> <li>▪ Provide information to all district parents/students on higher education admissions, costs, scholarships, Texas Grant program, Teach for Texas, Early College Start, and other programs.</li> <li>▪ Expand and improve programs through the purchase of supplies and materials.</li> </ul>	Carl Perkins Grant Funds, Local District Funds, State CTE Funds	June 2015	ASLI LIT, DSHS CLT, DSHS Counselors	On-going review of CTE on a semester basis, College Night information

**GOAL VI:**

Effectively and efficiently use No Child Left Behind (NCLB) Title funds including Title I, Part A-School-Wide Program, Title I, Part C-Migrant Education, Title II, Part A- Teacher and Principal Training and Recruiting, and Title III- English as a Second Language

	OBJECTIVE	SUCCESS STRATEGIES	BUDGET IMPLICATION/ RESOURCES	EVALUATION TIME FRAME	SUCCESS MONITOR	EVIDENCE OF SUCCESS
VIA	Monitor and adjust services, programs, and instruction supported by Title I, Part A funds to increase academic success for students served.	<ul style="list-style-type: none"> <li>Accelerate student achievement in the Title I school wide program utilizing available funds (focus on reading and math intervention).</li> </ul>	Federal Title I, Part A Funds, Local District Funds	August 2015	ASLI LIT, ASBS, CAT	STAAR results
VIB	Monitor and adjust services, programs, and instruction supported by Title I, Part C funds to increase academic success for students served.	<ul style="list-style-type: none"> <li>Monitor progress of migrant students to increase their potential for success.</li> </ul>	Title I, Part C, Region XIII contracted services, District Personnel Time	August 2015	ASLI LIT	Report card grades, end of year promotion/course credit
VIC	Monitor and adjust services, programs, and instruction supported by Title II, Part A funds to increase academic success for students served.	<ul style="list-style-type: none"> <li>Effectively and efficiently use funds to provide high quality staff development for teachers and principals in the core academic areas.</li> </ul>	Federal Title II, Part A Funds, Local District Funds, District Personnel Time	August 2015	ASLI LIT, ASBS	Initial review for staffing, staff training opportunities
VID	Monitor and adjust services, programs, and instruction supported by Title III funds to increase academic success for students served.	<ul style="list-style-type: none"> <li>Monitor progress of ESL students to increase their potential for success.</li> </ul>	Federal Title III Funds, Local District Funds, District Personnel Time	August 2015	ASLI LIT, ASBS, ESL Teachers	ESL student performance data

324

*Goals to address the necessary PBMAS improvement areas will be added upon their completion.*

## DSISD & EDUCATION ACRONYMS

4X4	The Four by Four Curriculum – for a high school student to receive a Distinguished or Recommended diploma, they must complete 4 years of math and 4 years of science
AEA	Alternative Education Accountability – an accountability system for registered AECs
AEC	Alternative Education Center – a name given to alternative schools of choice
AEIS	Academic Excellence Indicator System – the name of report schools get in November of each year that contains information on test scores, demographics, budget, etc. It can also be synonymous with state accountability rating (sometimes called the “AEIS rating”) – Changed to Texas Performance Reporting System, 2013
AMAO	Annual Measurable Achievement Objectives -- the NCLB accountability measure to evaluate the progress of LEP students. TELPAS scores and TAKS scores are used to measure how well LEP students are learning the English language and mastering grade level content.
AP	Advanced Placement- The College Board Advanced Placement Program provides high school students to take college level courses while in high school and be tested to earn college course credit.
ASBS	Assistant Superintendent for Business Services
ASLI	Assistant Superintendent for Learning & Innovation
AU	Academically Unacceptable
AYP	Adequate Yearly Progress – the federal accountability rating
BE	Bilingual education is a full time program of instruction that uses the student primary language and English in the core content areas to teach the TEKS.
CAC	Campus Advisory Council - A campus based advisory committee composed to teachers, parents, business members, community members, other campus personnel, and a District level representative charged with advising campus administration on issues at the campus, campus plan development, staff development planning, etc.
CAM	Campus Administrator Mentor – principals of campuses in Stage 1 of School Improvement receive a CAM to mentor them
CAT	Campus Administrative Team - Campus Principals and Assistant Principals
CBA	Curriculum Based Assessment
CGC	Coordinator of Guidance and Counseling
CINA	Campus Improvement Needs Assessment – a document SIRC uses when conducting site visits on campus in School Improvement
CIP (1)	Campus Improvement Plan – a plan campuses write each year to focus improvement efforts
CIP (2)	Continuous Improvement Plan – a plan written to address interventions identified through PBMAS or data validation
CIT	Campus Intervention Team – a team assembled to advise an AU campus. This team must have at least one member from outside the district
CNA	Comprehensive Needs Assessment – review of district/campus data in order to establish goals and activities outlined in the district/campus improvement plan
CLT	Campus Leadership Team - A campus based team composed of the campus administrators and other campus leaders as determined by the principal.
CSS	Coordinator of Student Services (including district state assessment)
CTE	Career and Technical Education - Programming in technical and trade skills designed to support workforce needs and students interested in entry level job skills. These programs include Agriculture, Business, Technology, Building Trades and other vocational areas.

325

DAC	District Advisory Council - Composed of the Superintendent, Assistant Superintendent of Learning & Innovation, Learning & Innovation department staff, Principals, Assistant Principals, and Coordinators of Learning & Innovation
DAEP	District Alternative Education Placement - Special schools designed in compliance with TEC: Chapter 37 to deal with students removed from conventional school environments as a result of violations of the law or student code of conduct.
DAP	Distinguished Achievement Program – the highest diploma a student can receive
DC	Director of Communications
DCS	Director of Community Services
DEA	Director of Extracurricular Activities
DHRS	Director of Human Resource Services
DPOF	Director of Plant Operations & Facilities
DSES	Dripping Springs Elementary School
DSHS	Dripping Springs High School
DSMS	Dripping Springs Middle School
DSS	Director of Special Services - A member of the Learning & Innovation Department Staff who is the director in charge of special education, Response to Intervention, and Section 504 programming & services.
DT	Director of Technology
DTS	Director of Transportation Services
ELL	English Language Learners
EOC	End of Course assessments at High School level
ESC	Education Service Center – 20 regional centers across the state set up to provide technical assistance to school districts
ESL	English as a Second Language is an intensive program of instruction designed to develop proficiency in the comprehension, speaking, reading and composition in the English language using shelter instruction methodologies.
ESEA	Elementary and Secondary Education Act – legislation passed in 1965 as part of LBJ's War on Poverty, allocated money for Title I funding
FDA	Focused Data Analysis – a data analysis process for districts identified in a level of intervention under PBMAS or data validation
FLI	Facilitator of Learning & Innovation
GPC	Grade Placement Committee – the committee of persons who make placement decisions for students who do not pass the first or second administration of the TAKS reading tests in 3 <sup>rd</sup> , 5 <sup>th</sup> and 8 <sup>th</sup> grade and the TAKS math tests in 5 <sup>th</sup> and 8 <sup>th</sup> grade
HQCIP	Highly Qualified Continuous Improvement Plan – plan required for districts who have less than 100% of their core academic classes taught by teachers who meet highly qualified status
HQ	Highly Qualified – Status required of all teachers teaching core academic subject areas which is met through testing or HOUSE
HQT	Highly Qualified Teachers – designation of teachers in core academic subject areas who meet the HQ determination through testing or HOUSE
ILT	Instructional Leadership Team- District-wide team composed of principals, assistant principals, instructional facilitators, the director of instructional technology, and curriculum and instruction office personnel.
I1	State of Texas Accountability Target: Student Achievement

I2	State of Texas Accountability Target: Student Progress
I3	State of Texas Accountability Target: Closing Performance Gap
I4	State of Texas Accountability Target: Post-secondary Reading
ITBS	Iowa Test of Basic Skills – a standardized test that can be used in place of the TAKS test for the 3 <sup>rd</sup> administration of the 3 <sup>rd</sup> grade reading TAKS test
ITC	Instructional Technology Coordinators- DSISD has an elementary level ITC and a secondary level ITC
JJAEF	Juvenile Justice Alternative Education Placement - Designed under provisions of TEC: Chapter 37, these schools typically are operated by local juvenile probation departments to serve the needs of youth who have been expelled from schools districts for violations of the Texas Family Code or Texas Penal Code. Counties with more than 125,000 residents are required to provide these services. Counties with less than 125,000 residents may "elect" to provide this service.
LEA	Local Education Agency – the acronym used in most federal and state statute, policy, and guidance for entities such as ISDs, charter school districts, etc.
LIT	Learning & Innovation Team - District-wide team composed of Principals, Assistant Principals, the Director of Technology, and Learning & Innovation Department personnel.
MS	Met Standard
MTA	Master Teacher Academy- A series of professional development opportunities designed to meet the individual needs of the educators participating.
NCLB	No Child Left Behind – legislation passed in 2001 (a reauthorization of ESEA) that strengthened regulations for education issues such as parent involvement, highly qualified teachers, and federal accountability
PBMAS	Performance Based Monitoring Analysis System – A set of indicators used to evaluate student performance and program effectiveness as part of an overall TEA coordination strategy for the performance-based evaluation of school districts and charters
PBM	Performance Based Monitoring – a division of TEA that develops and implements PBMAS
PEIMS	Public Education Information Management System – a system used by LEAs that encompasses all data requested and received by TEA about public education including student demographic and academic performance, personnel, financial, and organization information.
PER	Program Effectiveness Review – set of indicators to be reviewed by LEAs in any stage of PBM Intervention
PEP	Personalized Education Plan - a customized education plan for each DSISD student which is specifically designed to accommodate/meet the unique learning needs of that student.
PET	PID Enrollment Tracking – a system used to track student enrollment in public education during a school year within the state of Texas.
PI	Parent Involvement
PID	Person Identification Database – a system used by TEA to manage and store identifying data on individuals who are reported to TEA including students and staff who are reported through PEIMS
PLC	Professional Learning Community- groups of staff on a campus or within the district working collaboratively to increase focus on learning rather than teaching, working to develop each other as educators, and holding the members accountable for results.
PJSA	Professional Judgment Special Analysis – a tool used in PBMAS to analyze the performance of districts and charters with small numbers of students that uses summary data for multiple years
PMI	Program Monitoring and Interventions – a division of TEA that reviews, monitors, acknowledges, sanctions, and intervenes with LEAs and campuses to ensure excellence in education for all students
PTA	Parent Teacher Association
RHSP	Recommended High School Program -- the second-highest diploma a student can receive

RI	Required Improvement – a tool used in most Texas accountability systems that involves analyzing improvement from one year to the next in order to meet performance standards
RPTE	Reading Proficiency Test in English – this test, given to LEP students to test their Reading abilities in English, has been phased out and the TELPAS reading is used in its place
RSES	Rooster Springs Elementary School
Rtl	Response to Intervention - an educational framework created to address the goals of limiting special education referrals based on inadequate instruction or limited English proficiency, and reducing the number of students identified for LD services
SA	Special Analysis – a tool used in PBMAS to analyze the performance of districts and charters with small numbers of students
SCC	Student Code of Conduct
SDFS	Safe and Drug Free Schools - refers to Title IV funding to support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and communities in prevention strategies
SEA	State Education Agency – the acronym used in most federal statute, policy, and guidance for entities such as TEA
SES	Supplemental Education Services – services provided to students free of charge who attend campuses in Stage 2 or higher of School Improvement. These services are provided by entities approved by SIRC.
SIOP	Sheltered Instruction Operation Protocol-
SIP (1)	School Improvement Program – Title I campuses who miss AYP for 2 consecutive years for the same indicator enter this program where funds are allocated for improvement and sanctions are implemented
SIP (2)	School Improvement Plan – a plan written by the CIT for AU campuses
SIRC	School Improvement Resource Center – housed at Region 13, this organization provides support to schools in the School Improvement Program
SLDR	Student Level Data Review – a process of analyzing student level data and used by districts who have been identified for intervention through data validation
SPP	State Performance Plan – a six-year plan that evaluates the State's efforts to implement the requirements and purposes of IDEA and how the State will continuously improve upon this implementation
SSI	Student Success Initiative – the state initiative that ties promotion to performance on state assessment in grades 3, 5, and 8
STAAR	State of Texas Assessment of Academic Readiness – general state assessment
SW	School wide – Title I, Part A Campus designation in which Title I funds may be used to upgrade the entire campus program; campuses must be at least 40% low socio-economic or qualify for an ed-flex waiver
TA	Targeted Assistance – Title I, Part A campus designation in which Title I funds can be used only for specifically identified students, their parents, and their teachers
TAKS	Texas Assessment of Knowledge and Skills -- general state assessment
TAC (1)	Technology Advisory Committee
TAC (2)	Texas Administrative Code
TAKS Acc	Texas Assessment of Knowledge and Skills, Accommodated -- an accommodated version of the general state assessment given to special education students
TAKS Alt	Texas Assessment of Knowledge and Skills, Alternate -- one of two alternate assessments given to special education students who are severely and profoundly disabled

TAKS M	Texas Assessment of Knowledge and Skills, Modified -- one of two alternate assessments given to special education students
TAP	Technical Assistance Provider -- campuses in Stage 2 and above of School Improvement receive a TAP to provide consultation and technical assistance
TAT	Technical Assistance Teams -- a team assembled to advise a campus considered at-risk of becoming AU.
TEA	Texas Education Agency
TELPAS	Texas English Language Proficiency Assessment System - a test that meets federal guidelines to annually test all LEP in the domains of Listening, Speaking, Reading and Writing.
TGI	Texas Growth Index – a measure developed to measure individual student growth from one year to the next on the TAKS
TPM	Texas Projection Measure- predictor of future student achievement on state assessments
TPRI	Texas Primary Reading Inventory – A K-2 assessment which focuses on the five essential components of learning to read: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.
TPRS	Texas Performance Reporting System- the name of report schools get in November of each year that contains information on test scores, demographics, budget, etc. It can also be synonymous with state accountability rating (formerly called AEIS)
TREx	Texas Records Exchange – a web-based software application designed for the exchange of electronic student records. By using the TREx application, school registrars have the capability to electronically request and receive student records for students who have attended or will be attending Texas public schools required as of 2008-09
VLT	Visionary Leadership Team - District-wide team composed of the superintendent, all campus administrators, all district administrators, all district directors, all district coordinators, and Facilitators of Learning & Innovation.
WSES	Walnut Springs Elementary School
USDE	United States Department of Education

# DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT



## COMPREHENSIVE NEEDS ASSESSMENT 2014-2015

### COMPREHENSIVE NEEDS ASSESSMENT DOCUMENTS

Click on the documents below to view as a PDF.

DSISD SAT, ACT, & ADVANCED PLACEMENT REPORT 2014

DSISD FITNESSGRAM SUMMARY REPORT 2013

DSISD AEIS & TAKS LONGITUDINAL DATA REPORT 2003-2013

DSISD SCHOOL REPORT CARDS 2013

DSISD AEIS SUMMARY REPORT 2013

DSISD AEIS PERFORMANCE SUMMARY 2013

DSISD AYP SUMMARY REPORT 2013

DSISD VIOLENT & CRIMINAL INCIDENTS REPORT 2013

NEWSWEEK TOP HIGH SCHOOLS REPORT 2013

WASHINGTON POST

US NEWS AND WORLD REPORT

DISTRICT DASHBOARD

TIGER PRIDE

331

**DRIPPING SPRINGS ISD  
2012-2013 ENROLLMENT**

	<b>05.12.14</b>		<b>% INCREASE or DECREASE</b>		<b>5.13.13</b>	
	<b>ENROLLED</b>	<b>ABSENT</b>			<b>ENROLLED</b>	<b>ABSENT</b>
<b>DRIPPING SPRINGS</b>						
EARLY EDUCATION	0	0	-100.0%	EE	30	1
PRE-KINDER	41	0	36.7%	PK	30	0
KINDERGARTEN	123	11	-15.8%	K	146	4
1ST	145	3	15.1%	1st	126	5
2ND	124	11	-12.7%	2nd	142	6
3RD	145	7	9.0%	3rd	133	5
4TH	141	8	4.4%	4th	135	9
5TH	145	4	-0.7%	5th	146	4
TOTAL EE-5	864	44	-2.7%		888	34
AVG DAILY ATT {ADA}	94.91%		-1.3%		96.17%	
<b>WALNUT SPRINGS</b>						
EARLY EDUCATION	36	3	#DIV/0!	EE	0	0
PRE-KINDER	24	3	-27.3%	PK	33	1
KINDERGARTEN	115	7	23.7%	K	93	4
1ST	109	6	2.8%	1st	106	4
2ND	132	8	1.5%	2nd	130	10
3RD	144	10	18.0%	3rd	122	4
4TH	138	6	24.3%	4th	111	5
5TH	130	2	4.0%	5th	125	5
TOTAL EE-5	828	45	15.0%		720	33
AVG DAILY ATT {ADA}	94.57%		-0.9%		95.42%	
<b>ROOSTER SPRINGS</b>						
EARLY EDUCATION	0	0	#DIV/0!	EE	0	0
PRE-KINDER	35	4	-10.3%	PK	39	2
KINDERGARTEN	125	9	8.7%	K	115	3
1ST	130	3	27.5%	1st	102	8
2ND	108	3	-16.3%	2nd	129	11
3RD	140	5	22.8%	3rd	114	8
4TH	119	2	-2.5%	4th	122	3
5TH	119	4	15.5%	5th	103	5
TOTAL EE-5	776	30	7.2%		724	40
AVG DAILY ATT {ADA}	96.13%		1.8%		94.48%	
<b>MIDDLE SCHOOL</b>						
6TH	390	9	4.6%	6th	373	11
7TH	401	21	7.8%	7th	372	24
8TH	393	15	-1.3%	8th	398	20
TOTAL 6-8	1184	45	3.6%		1143	55
AVG DAILY ATT {ADA}	96.20%		1.1%		95.19%	
<b>HIGH SCHOOL</b>						
9TH	418	17	8.0%	9th	387	1
10TH	371	18	13.5%	10th	327	2
11TH	341	20	5.9%	11th	322	15
12TH	324	34	2.2%	12th	317	18
TOTAL 9-12	1454	89	7.5%		1353	36
AVG DAILY ATT {ADA}	93.88%		-3.6%		97.34%	
<b>DISTRICT TOTAL</b>						
ENROLLMENT	5106		5.8%		4828	
ABSENT	253		27.8%		198	
AVG DAILY ATT {ADA}	95.05%				95.90%	



**NOTICE** is hereby given pursuant to the requirements of the Open Meetings Act Section 551.041 et. Seq. of the Texas Government Code, the **Board of Directors for the Hays Central Appraisal District** will hold a **Regular Meeting, Thursday, May 15, 2014 at 4:00 p.m.** at the Hays Central Appraisal District, 21001 North IH 35, Kyle, Texas.

The proposed agenda of the meeting will be as follows:

1. Call to Order.
2. Establishment of a Quorum.
3. Public Comments.
4. Approval of or Correction and Approval of the Minutes of the Regular Meeting held on April 17, 2014 at 4:00 p.m.
5. Adjourn to Executive Session pursuant to Texas Government Code Section: 551.071 and 551.074 of the Texas Open Meetings Act for the following purpose:

551.071 – Private Consultation with Legal Counsel on any or all subjects or matters authorized by law, including pending litigation.

551.074 – For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee.

#### **RETURN TO OPEN SESSION**

6. Action on items discussed in Executive Session.
7. Receive Taxpayer Liaison Officer Report.
8. Consider for Approval a Settlement Agreement in the CFT Development, LLC vs. Hays CAD Lawsuit Cause #13-993 and Necessary Action.
9. Review and Discuss the CAD Proposed Budget and Necessary Action.
10. Consider for Approval Monthly Budget Report and Balance Sheet for April 2014.

11. Chief Appraiser's Report.
  - 2014 Certified Estimates
  - Hays CAD Press Release
  - Lawsuits UpdateReceive and Answer Questions from the Board.
12. Set date, time and location for the next Board of Directors meeting.
13. Board of Directors Report.
14. Citizen Communications.
15. Adjourn

\_\_\_\_\_ David Valle, Chief Appraiser, RPA

The above notice was posted \_\_\_\_\_, 2014 at \_\_\_\_\_  
at the North Door of the Hays County Courthouse.

\_\_\_\_\_  
Hays County Clerk/Deputy Chief



### Taxable Property Values – Certified Estimated 2014

**Background:**

Certified estimated property values were received from the Hays Central Appraisal District on April 24, 2014. Certified estimates are provided to assist districts with a July 1 fiscal year in preparing their budgets and tax rates. Certified values are to be received no later than July 25, 2014.

The certified estimated values show an increase in net taxable values of 4.86% above the July 2013 certified values. HCAD is certifying the estimates at 94% of totals due to incomplete appraisals. The July certified values should be higher than the certified estimates once these incomplete appraisals are received.

The Travis Central Appraisal District issued certified estimates on April 21, 2014. The 2014 freeze adjusted taxable value was listed at \$5,676,560. This is a decrease from the 2013 values of \$8,320,053. However TCAD has stated this is a conservative estimate so again this value should come in higher in July.

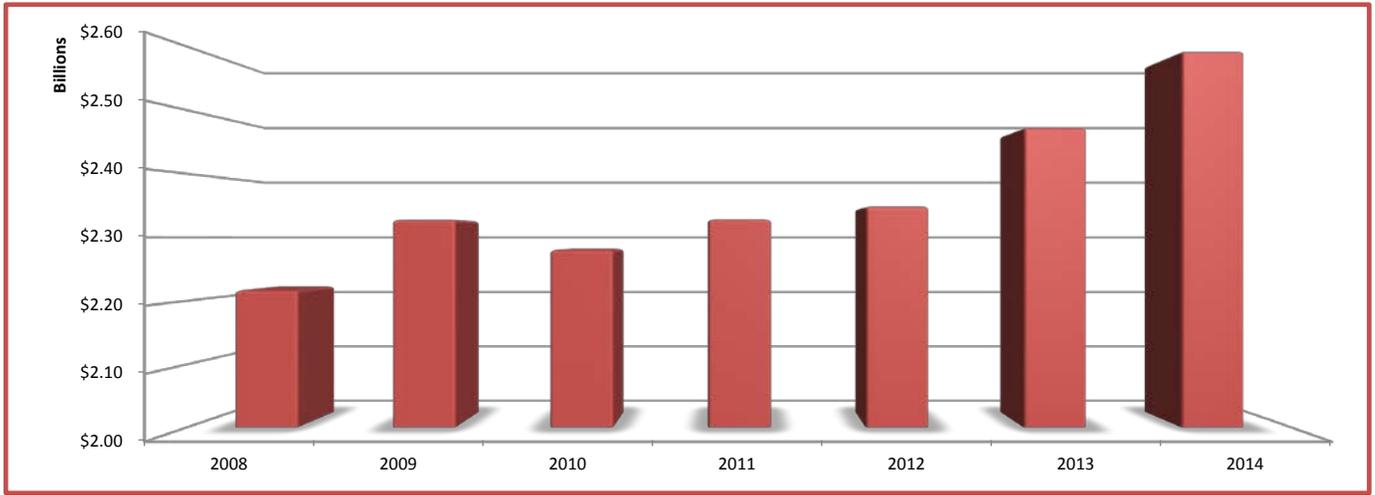
For budget purposes, we were estimating an increase of 3.56% in property values. Attached are documents showing the change in state and local revenues based on the certified estimated values and the trend in property values since 2008.

**Recommendation:** Action is not required. This item is for informational purposes only.

Motion by:	_____
Second by:	_____
Vote:	<i>For</i> _____
	<i>Against</i> _____

**Dripping Springs Independent School District  
History of Certified Property Values  
Hays and Travis County Combined**

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>6% "Unfinished"</u>	<u>w/6% Added Back</u>
							<u>2014</u>	<u>2014</u>
Assessed Value	\$ 2,532,455,643	\$ 2,702,100,610	\$ 2,694,557,211	\$ 2,790,622,068	\$ 2,852,151,379	\$ 2,993,843,939	\$ 3,359,059,557	\$ 3,359,059,557
Less Exemptions	\$ 101,406,027	\$ 128,090,776	\$ 142,948,993	\$ 157,521,929	\$ 164,920,337	\$ 147,183,823	\$ 331,281,616	\$ 138,381,528
Net Taxable Before Freeze	\$ 2,431,049,616	\$ 2,574,009,834	\$ 2,551,608,218	\$ 2,633,100,139	\$ 2,687,231,042	\$ 2,846,660,116	\$ 3,027,777,941	\$ 3,220,678,029
Less Freeze Value	\$ 214,596,164	\$ 246,123,454	\$ 271,321,434	\$ 304,714,490	338,239,046	373,161,271	434,153,619	434,153,619
Net Taxable After Freeze	\$ 2,216,453,452	\$ 2,327,886,380	\$ 2,280,286,784	\$ 2,328,385,649	\$ 2,348,991,996	\$ 2,473,498,845	\$ 2,593,624,322	\$ 2,786,524,410
<b>% increase (decrease)</b>		<b>5.03%</b>	<b>-2.04%</b>	<b>2.11%</b>	<b>0.89%</b>	<b>5.30%</b>	<b>4.86%</b>	<b>12.66%</b>



**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT  
IMPACT OF PROPERTY VALUES UNDER TARGET REVENUE SYSTEM  
PRELIMINARY 2014 -2015 BUDGET**

Projected 2014-15	Certified Estimate 2014-15	Difference 2014-15
----------------------	-------------------------------	-----------------------

**FUNDING DATA ELEMENTS**

a	Actual Enrollment/PASA Projected Enrollment	5,441	5,441	-
b	Student Growth - PASA	334	334	-
c	Enrollment for Staffing	5,332	5,332	-
d	ADA for Funding (98% enrollment at 95.5% attendance)	5,092.23	5,092.23	-
e	District WADA	5,896.77	5,896.77	-
f	HS ADA	1,485	1,485	-
g	Local Tax Roll (Freeze Adjusted Net Taxable)	\$ 2,561,510,056	\$ 2,593,624,322	\$ 32,114,266
h	Tax Roll Growth	3.56%	4.86%	1.30%

**STATE FUNDING**

1	Tier I	\$ 31,400,355	\$ 31,400,355	\$ -	<i>Tier I is student driven; values have no effect</i>
2	Local Share	(27,949,522)	(27,949,522)	-	
3	State Share	\$ 3,450,833	\$ 3,450,833	\$ -	
4	Greater of State Share or Available School Fund (ASF)	\$ 3,042,499	\$ 3,042,499	\$ -	
5	High School Allotment	408,334	408,334	-	
6	Tier II	349,353	354,188	4,835	<i>Tier II is tax collection driven; values DO effect funding</i>
7	Additional State Aid for Tax Reduction (ASATR)	911,444	515,360	(396,084)	<i>ASATR was created to "restore" tax lost due to tax compression</i>
8	Staff Allotment	150,565	150,565	-	
9	State School Deaf	(35,044)	(35,044)	-	
10	Other State	-	-	-	
11	TRS Surcharge Offset (2014-15 only)	343,980	343,980	-	
12	TRS On Behalf	1,759,872	1,759,872	-	
	<b>TOTAL STATE REVENUES:</b>	<b>\$ 6,931,003</b>	<b>\$ 6,539,754</b>	<b>\$ (391,249)</b>	

**LOCAL FUNDING**

13	Tax Collections (current, delinquent)	\$ 29,769,455	\$ 30,181,383	\$ 411,928	<i>Higher property values generate more tax collections</i>
14	Recapture Payment to State	-	-	-	
15	Penalty & Interest	190,000	190,000	-	
16	Investment Earnings	20,000	20,000	-	
17	Rental Income	15,000	15,000	-	
18	Donations	40,000	40,000	-	
19	Athletics	166,000	166,000	-	
20	Participation Fees	119,000	119,000	-	
21	eRate	40,000	40,000	-	
22	Insurance Recovery	-	-	-	
23	Other Local Revenue	324,000	324,000	-	
	<b>TOTAL LOCAL REVENUES:</b>	<b>\$ 30,683,455</b>	<b>\$ 31,095,383</b>	<b>\$ 411,928</b>	
	<b>TOTAL REVENUES:</b>	<b>\$ 37,614,458</b>	<b>\$ 37,635,137</b>	<b>\$ 20,679</b>	<i>Even though higher property values generate more in tax revenues, ASATR offsets the gain</i>



### 2013-2014 Budget Update

**Background:**

Projections of revenues and expenditures are critical for monitoring the financial position of the district. Attached is a summary of the projections for 2013-2014 based on ten months' of actual data. The Finance Department will project revenues and expenditures on a monthly basis for the remainder of the current fiscal year. In summary, the projections reflect the following:

- Revenues are projected to be \$899,105 more than budgeted. This increase is due to property tax collections surpassing budget estimates and state funding increases due to attendance rates. Tax collections are projected to exceed 99% and were budgeted at 98%. Student attendance was projected at 95% and is running just over 96%.
- The current expenditure projections are just right under the approved budget as of April 2014. There are a couple of May budget amendments that will increase the budget for the cost of the SRO agreement and to cover the rental charge of a chiller at the High School. Pending a determination from TASB regarding insurance coverage, an amendment may be necessary to cover the repairs of this chiller.

Overall, current projections show that actual revenues will exceed expenditures by \$57,699 (inclusive of transfers in/out) which is a break-even scenario. The projections for the 2013-2014 fiscal year will continue to be reviewed each month.

**Recommendation:** Action is not required. This item is for informational purposes only.

Motion by:	_____
Second by:	_____
Vote:	For _____
	Against _____

**Dripping Springs Independent School District  
Summary of Revenue and Expenditure Projections as of April 30, 2014  
2013-2014**

	<b>Original Budget</b>	<b>Current Budget</b>	<b>Projections April 2014</b>	<b>Variance</b>	<b>Explanation of Variances</b>
<b>Revenues:</b>					
Taxes (Current & Delinquent)	\$ 28,203,354	\$ 28,203,354	\$ 28,696,250	\$ 492,896	Budgeted at 98% collections/projected to be 99.2%
Taxes (P&I)	180,000	180,000	180,000	-	
Other Local	416,000	680,160	847,808	167,648	
State - ASF & FSP	4,394,032	4,394,032	4,564,577	170,545	Attendance running at 96%/budgeted at 95%
State - Other	1,364,638	1,397,238	1,407,446	10,208	
Federal	-	8,000	65,808	57,808	
Other Sources	-	-	-	-	
Recapture	-	-	-	-	
<b>Total Revenues</b>	<b>\$ 34,558,024</b>	<b>\$ 34,862,784</b>	<b>\$ 35,761,889</b>	<b>\$ 899,105</b>	
<b>Expenditures:</b>					
Payroll Costs	\$ 28,022,955	\$ 28,347,023	\$ 28,347,023	\$ -	
Contracted Services	2,228,497	1,798,980	1,935,801	(136,821)	SRO costs not budgeted/rental on chiller at DSHS
Utilities	1,812,725	1,593,676	1,331,243	262,433	
Supplies and Materials	1,864,170	2,511,419	2,294,226	217,193	
Other Operating Costs	284,677	365,011	571,292	(206,281)	
Capital Outlay	285,000	1,044,667	1,164,605	(119,938)	Items purchased for Career/Tech; budget still in supplies
Other Uses	-	-	-	-	
<b>Total Expenditures</b>	<b>\$ 34,498,024</b>	<b>\$ 35,660,776</b>	<b>\$ 35,644,190</b>	<b>\$ 16,586</b>	
<b>Fund Balance Increase (Decrease)</b>	<b>60,000</b>	<b>(797,992)</b>	<b>117,699</b>	<b>915,691</b>	
Transfers In/(Out)	(60,000)	(60,000)	(60,000)		
<b>Beginning Fund Balance</b>	<b>20,664,687</b>	<b>20,664,687</b>	<b>20,664,687</b>		



### Financial Statements: April 2014

**Background:**

Each month, the Administration compiles financial statements from general ledger balances after month-end closing is complete. This month, the financials for April 2014 are presented. The reports reflect year-to-date totals for revenues and expenditures with a comparison to the previous fiscal year through the same period.

Financial Statements as of April 30, 2014, include:

- General Fund Financial Statement
- Child Nutrition Financial Statement
- Special Revenue Funds (*excluding Child Nutrition*) Financial Statement
- Debt Service Fund Financial Statement
- Capital Projects Fund Financial Statement
- Enterprise Funds Detailed Financial Statement

**Recommendation:** Action is not required. This item is for informational purposes only.

Motion by:	_____
Second by:	_____
Vote:	<i>For</i> _____
	<i>Against</i> _____

# DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT

## GENERAL FUND FINANCIAL STATEMENT

As of April 30, 2014

	CURRENT YEAR 2013-2014				PRIOR YEAR 2012-2013				
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget	
<b>REVENUES:</b>									
Local and Intermediate Sources	\$ 28,799,354	\$ 29,063,514	\$ 29,426,557	101.25%	\$ 27,152,380	\$ 27,752,380	\$ 27,963,743	100.76%	
State Program Revenues	5,758,670	5,791,270	3,367,769	58.15%	6,072,520	6,072,520	5,055,728	83.26%	
Federal Program Revenues	-	8,000	7,808	97.60%	10,000	10,000	6,363	63.63%	
Other Financing Sources	-	-	35,971	-	-	-	32,179	-	
<b>Total Revenues</b>	<b>\$ 34,558,024</b>	<b>\$ 34,862,784</b>	<b>\$ 32,838,105</b>	<b>94.19%</b>	<b>\$ 33,234,900</b>	<b>\$ 33,834,900</b>	<b>\$ 33,058,013</b>	<b>97.70%</b>	
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>									
11 - Instructional	\$ 18,810,433	\$ 19,536,901	\$ 16,146,018	82.64%	\$ 18,316,403	\$ 18,316,403	\$ 13,919,803	76.00%	
12 - Instructional Resources and Media Services	484,559	402,506	343,376	85.31%	353,706	353,706	295,827	83.64%	
13 - Curriculum and Instructional Staff Development	345,049	514,952	357,734	69.47%	353,699	401,699	307,587	76.57%	
21 - Instructional Leadership	363,638	373,484	292,701	78.37%	354,390	354,390	298,326	84.18%	
23 - School Leadership	1,883,904	1,892,696	1,576,470	83.29%	1,720,249	1,720,249	1,485,825	86.37%	
31 - Guidance, Counseling and Evaluation	884,798	736,684	601,516	81.65%	725,278	860,078	659,130	76.64%	
33 - Health Services	290,495	296,050	256,886	86.77%	228,881	228,881	199,930	87.35%	
34 - Student Transportation	1,782,885	1,882,313	1,466,240	77.90%	1,694,666	1,694,666	1,096,804	64.72%	
36 - Cocurricular/Extra Curricular Activities	1,072,342	1,427,992	1,221,076	85.51%	1,042,363	1,066,160	967,308	90.73%	
41 - General Administration	1,342,117	1,335,569	1,126,787	84.37%	1,213,724	1,344,254	1,168,413	86.92%	
51 - Plant Maintenance and Facility Services	5,243,709	5,322,947	4,038,028	75.86%	5,380,625	5,380,625	3,923,393	72.92%	
52 - Security and Monitoring Services	91,460	82,691	133,391	161.31%	17,498	36,049	33,707	93.50%	
53 - Data Processing Services	752,635	854,651	679,477	79.50%	640,878	692,765	531,435	76.71%	
61 - Community Services	-	2,838	3,073	108.29%	-	-	655	-	
81 - Facilities and Acquisition & Construction	-	598,502	598,501	100.00%	-	236,808	236,807	100.00%	
91 - Contracted Instructional Services between schools	750,000	-	-	0.00%	1,900,000	850,000	1,145,184	134.73%	
99 - Other intergovernmental Charges	400,000	400,000	293,562	73.39%	400,000	400,000	292,217	73.05%	
Other Financing Uses	60,000	60,000	62,900	104.83%	60,000	60,000	60,400	100.67%	
<b>Total Expenditures</b>	<b>\$ 34,558,024</b>	<b>\$ 35,720,776</b>	<b>\$ 29,197,736</b>	<b>81.74%</b>	<b>\$ 34,402,360</b>	<b>\$ 33,996,733</b>	<b>\$ 26,622,749</b>	<b>78.31%</b>	
<b>EXPENDITURE SUMMARY BY OBJECT CODE:</b>									
61XX - Payroll Costs	\$ 28,022,955	\$ 28,347,023	\$ 23,631,967	83.37%	\$ 26,584,623	\$ 26,817,080	\$ 21,050,803	78.50%	
62XX - Professional and Contracted Services	4,041,222	3,392,656	2,425,199	71.48%	5,547,475	4,171,694	3,251,576	77.94%	
63XX - Supplies and Materials	1,864,170	2,511,419	1,600,983	63.75%	1,765,685	1,969,815	1,392,361	70.68%	
64XX - Other Operating Expenses	284,677	365,011	515,480	141.22%	159,577	182,890	303,008	165.68%	
66XX - Capital Outlay Expenses	285,000	1,044,667	961,208	92.01%	285,000	795,254	564,602	71.00%	
Other Financing Uses	60,000	60,000	62,900	104.83%	60,000	60,000	60,400	100.67%	
<b>Total Expenditures</b>	<b>\$ 34,558,024</b>	<b>\$ 35,720,776</b>	<b>\$ 29,197,736</b>	<b>81.74%</b>	<b>\$ 34,402,360</b>	<b>\$ 33,996,733</b>	<b>\$ 26,622,749</b>	<b>78.31%</b>	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>\$ -</b>	<b>\$ (857,992)</b>	<b>\$ 3,640,369</b>		<b>\$ (1,167,460)</b>	<b>\$ (161,833)</b>	<b>\$ 6,435,264</b>		

**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**  
**SPECIAL REVENUE FUNDS FINANCIAL STATEMENT**  
**Funds 200 - 499 Excluding Child Nutrition Fund 240**  
**As of April 30, 2014**

	CURRENT YEAR 2013-2014				PRIOR YEAR 2012-2013			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	\$ 207	\$ 83,790	\$ 752,782	898.42%	\$ 9,842	\$ 56,577	\$ 639,147	1129.69%
State Program Revenues	-	-	76,476	-	8,538	8,538	207,203	2426.84%
Federal Program Revenues	916,257	1,298,113	351,673	27.09%	995,287	1,468,768	686,526	46.74%
<b>Total Revenues</b>	<b>\$ 916,464</b>	<b>\$ 1,381,903</b>	<b>\$ 1,180,931</b>	<b>85.46%</b>	<b>\$ 1,013,667</b>	<b>\$ 1,533,883</b>	<b>\$ 1,532,877</b>	<b>99.93%</b>
<b>EXPENDITURES:</b>								
11 - Instructional	\$ 626,151	\$ 907,467	\$ 986,787	108.74%	\$ 786,826	\$ 1,013,782	\$ 960,408	94.74%
12 - Instructional Resources and Media Services	-	6,979	61,111	875.64%	-	3,980	58,295	1464.71%
13 - Curriculum and Instructional Staff Development	42,407	69,737	37,705	54.07%	94,213	114,017	39,230	34.41%
21 - Instructional Leadership	32,319	28,128	8,334	29.63%	7,066	9,152	9,164	100.13%
23 - School Leadership	-	636	18,707	2941.37%	-	1,765	21,483	1217.16%
31 - Guidance, Counseling and Evaluation	209,587	361,302	270,013	74.73%	114,794	380,269	262,415	69.01%
33 - Health Services	5,000	5,000	30	0.60%	3,000	3,150	1,246	39.56%
34 - Student Transportation	-	582	514	88.32%	2,240	2,240	-	0.00%
36 - Cocurricular/Extra Curricular Activities	-	352	305,784	86870.42%	500	500	313,169	62633.88%
41 - General Administration	-	-	285	-	-	-	-	-
51 - Plant Maintenance and Facility Services	-	720	13,437	1866.18%	1,760	1,760	-	0.00%
52 - Security and Monitoring Services	-	-	559	-	-	-	339	-
53 - Data Processing Services	-	-	-	-	-	-	-	-
61 - Community Services	1,000	1,000	1,035	103.46%	3,268	3,268	70	2.14%
81 - Facilities and Acquisition & Construction	-	-	-	-	-	-	-	-
91 - Contracted Instructional Services between schools	-	-	-	-	-	-	-	-
95 - Payments to Juvenile Justice Alternative Program	-	-	-	-	-	-	-	-
97 - Payments to Tax Increment Fund	-	-	-	-	-	-	-	-
99 - Other intergovernmental Charges	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 916,464</b>	<b>\$ 1,381,903</b>	<b>\$ 1,704,300</b>	<b>123.33%</b>	<b>\$ 1,013,667</b>	<b>\$ 1,533,883</b>	<b>\$ 1,665,820</b>	<b>108.60%</b>
<b>EXPENDITURE SUMMARY BY OBJECT CODE:</b>								
61XX - Payroll Costs	\$ 561,408	\$ 835,089	\$ 607,197	72.71%	\$ 583,267	\$ 942,195	\$ 591,694	62.80%
62XX - Professional and Contracted Services	196,099	186,192	213,131	114.47%	244,759	256,702	178,717	69.62%
63XX - Supplies and Materials	108,425	275,882	635,897	230.50%	146,304	254,378	640,416	251.76%
64XX - Other Operating Expenses	50,532	84,740	235,358	277.74%	39,337	80,608	254,993	316.34%
66XX - Capital Outlay Expenses	-	-	12,717	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 916,464</b>	<b>\$ 1,381,903</b>	<b>\$ 1,704,300</b>	<b>123.33%</b>	<b>\$ 1,013,667</b>	<b>\$ 1,533,883</b>	<b>\$ 1,665,820</b>	<b>108.60%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (523,369)</b>	<b>-</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (132,943)</b>	<b>-</b>

**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**  
**CHILD NUTRITION FUND FINANCIAL STATEMENT**  
**Fund 240**  
**As of April 30, 2014**

	CURRENT YEAR 2013-2014				PRIOR YEAR 2012-2013			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	\$ 1,727,000	\$ 1,727,000	\$ 1,731,178	100.24%	\$ 1,700,000	\$ 1,700,000	\$ 1,633,111	96.07%
State Program Revenues	-	-	6,916	-	7,000	7,000	-	0.00%
Federal Program Revenues	389,740	389,740	262,555	67.37%	343,000	343,000	248,036	72.31%
Other Financing Sources	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 2,116,740</b>	<b>\$ 2,116,740</b>	<b>\$ 2,000,649</b>	<b>94.52%</b>	<b>\$ 2,050,000</b>	<b>\$ 2,050,000</b>	<b>\$ 1,881,146</b>	<b>91.76%</b>
<b>EXPENDITURES:</b>								
35 - Food Services	\$ 2,116,740	\$ 2,176,659	\$ 1,764,084	81.05%	\$ 1,900,000	\$ 1,900,000	\$ 1,617,491	85.13%
51 - Plant Maintenance and Facility Services	-	-	-	-	150,000	150,000	-	0.00%
Other Financing Uses	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 2,116,740</b>	<b>\$ 2,176,659</b>	<b>\$ 1,764,084</b>	<b>81.05%</b>	<b>\$ 2,050,000</b>	<b>\$ 2,050,000</b>	<b>\$ 1,617,491</b>	<b>78.90%</b>
<b>EXPENDITURE SUMMARY BY OBJECT CODE:</b>								
61XX - Payroll Costs	\$ 876,225	\$ 876,225	\$ 669,462	76.40%	\$ 925,285	\$ 925,285	\$ 621,231	67.14%
62XX - Professional and Contracted Services	114,300	124,164	80,014	64.44%	89,350	114,043	91,312	80.07%
63XX - Supplies and Materials	1,041,590	1,048,138	919,547	87.73%	965,850	995,773	875,403	87.91%
64XX - Other Operating Expenses	6,625	6,625	2,557	38.60%	3,250	6,825	5,821	85.29%
66XX - Capital Outlay Expenses	78,000	121,507	92,503	76.13%	66,265	8,074	23,725	0.00%
<b>Total Expenditures</b>	<b>\$ 2,116,740</b>	<b>\$ 2,176,659</b>	<b>\$ 1,764,084</b>	<b>81.05%</b>	<b>\$ 2,050,000</b>	<b>\$ 2,050,000</b>	<b>\$ 1,617,491</b>	<b>78.90%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>\$ -</b>	<b>\$ (59,919)</b>	<b>\$ 236,565</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 263,655</b>	

# DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT

## DEBT SERVICE FUND FINANCIAL STATEMENT

As of April 30, 2014

	CURRENT YEAR 2013-2014				PRIOR YEAR 2012-2013			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	\$ 12,230,201	\$ 12,230,201	\$ 12,377,403	101.20%	\$ 11,557,568	\$ 11,557,568	\$ 11,767,612	101.82%
Other Financing Sources	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 12,230,201</b>	<b>\$ 12,230,201</b>	<b>\$ 12,377,403</b>	<b>101.20%</b>	<b>\$ 11,557,568</b>	<b>\$ 11,557,568</b>	<b>\$ 11,767,612</b>	<b>101.82%</b>
<b>EXPENDITURES:</b>								
71 - Debt Services	\$ 9,910,247	\$ 9,910,247	\$ 9,709,241	97.97%	\$ 10,636,000	\$ 10,636,000	\$ 10,616,002	99.81%
Other Financing Uses	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 9,910,247</b>	<b>\$ 9,910,247</b>	<b>\$ 9,709,241</b>	<b>97.97%</b>	<b>\$ 10,636,000</b>	<b>\$ 10,636,000</b>	<b>\$ 10,616,002</b>	<b>99.81%</b>
<b>EXPENDITURE SUMMARY BY OBJECT CODE:</b>								
61XX - Payroll Costs	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
62XX - Professional and Contracted Services	-	-	-	-	-	-	-	-
63XX - Supplies and Materials	-	-	-	-	-	-	-	-
64XX - Other Operating Expenses	-	-	-	-	-	-	-	-
65XX - Debt Services	9,910,247	9,910,247	9,709,241	97.97%	10,636,000	10,636,000	10,616,002	99.81%
Other Uses	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>9,910,247</b>	<b>9,910,247</b>	<b>9,709,241</b>	<b>97.97%</b>	<b>10,636,000</b>	<b>10,636,000</b>	<b>10,616,002</b>	<b>99.81%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>\$ 2,319,954</b>	<b>\$ 2,319,954</b>	<b>\$ 2,668,162</b>		<b>\$ 921,568</b>	<b>\$ 921,568</b>	<b>\$ 1,151,610</b>	

344

**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**  
**CAPITAL PROJECTS FUND FINANCIAL STATEMENT**  
**FUNDS 608, and 691 through 699**  
**As of April 30, 2014**

	CURRENT YEAR 2013-2014				PRIOR YEAR 2012-2013			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	\$ -	\$ -	\$ 302	-	\$ -	\$ -	\$ 1,642	-
Other Financing Sources	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 302</b>	<b>-</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,642</b>	<b>-</b>
<b>EXPENDITURES:</b>								
11 - Instructional	\$ -	\$ -	\$ 84,908	-	\$ -	\$ -	\$ -	-
51 - Plant Maintenance and Facility Services	-	-	-	-	-	-	542	-
52 - Security and Monitoring Services	-	-	-	-	-	-	131,747	-
53 - Data Processing Services	-	-	41,519	-	-	-	171,927	-
71 - Debit Services	-	-	-	-	-	-	-	-
81 - Facilities and Acquisition & Construction	-	-	193,491	-	-	-	270,408	-
Other Financing Uses	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 319,919</b>	<b>-</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 574,625</b>	<b>-</b>
<b>EXPENDITURE SUMMARY BY OBJECT CODE:</b>								
61XX - Payroll Costs	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
62XX - Professional and Contracted Services	-	-	-	-	-	-	2,332	-
63XX - Supplies and Materials	-	-	116,177	-	-	-	164,107	-
64XX - Other Operating Expenses	-	-	-	-	-	-	-	-
65XX - Debt Principal	-	-	-	-	-	-	-	-
66XX - Capital Outlay Expenses	-	-	203,741	-	-	-	408,185	-
<b>Total Expenditures</b>	<b>-</b>	<b>-</b>	<b>319,919</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>574,625</b>	<b>-</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (319,617)</b>	<b>0.00%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (572,983)</b>	<b>0.00%</b>

**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**  
**ENTERPRISE FUNDS FINANCIAL STATEMENT**  
**As of April 30, 2014**

	CHILD DEVELOPMENT	COMMUNITY EDUCATION	SCHOOL STORE	TOTAL
<b>REVENUES:</b>				
Local & Intermediate	\$ 236,530	\$ 966,139	\$ 29,621	\$ 1,232,290
State Programs	12,974	35,239	-	\$ 48,213
Other Financing Uses		62,900	-	62,900
<b>Total Revenues</b>	<b>\$ 249,504</b>	<b>\$ 1,064,278</b>	<b>\$ 29,621</b>	<b>\$ 1,343,403</b>
<b>EXPENDITURES:</b>				
36 - Cocurricular/Extra Curricular Activities	\$ -	\$ -	\$ 2,574	\$ 2,574
51 - Plant Maintenance and Facility Services	-	30,416	-	\$ 30,416
61 - Community Services	242,324	783,029	-	1,025,353
Other Financing Uses	-	35,971	-	35,971
<b>Total Expenditures</b>	<b>\$ 242,324</b>	<b>\$ 849,416</b>	<b>\$ 2,574</b>	<b>\$ 1,094,314</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>\$ 7,180</b>	<b>\$ 214,862</b>	<b>\$ 27,047</b>	<b>\$ 249,089</b>
Beginning Fund Balance*	\$ (8,435)	\$ 436,603	\$ (7,362)	
Ending Fund Balance	\$ (1,255)	\$ 651,465	\$ 19,686	

\*Beginning fund balances unaudited and subject to change.



### Report of Cash and Investments: April 2014

**Background:**

Each month, the Administration compiles an investment report reflecting the District's investments at a point in time. This report presents a better picture of the district's cash and investments by fund. The total portfolio for each fund is grouped together and includes a comparison to market value and the interest rate earned for the month.

This month the report of the District's investments as of April 30, 2014 is presented.

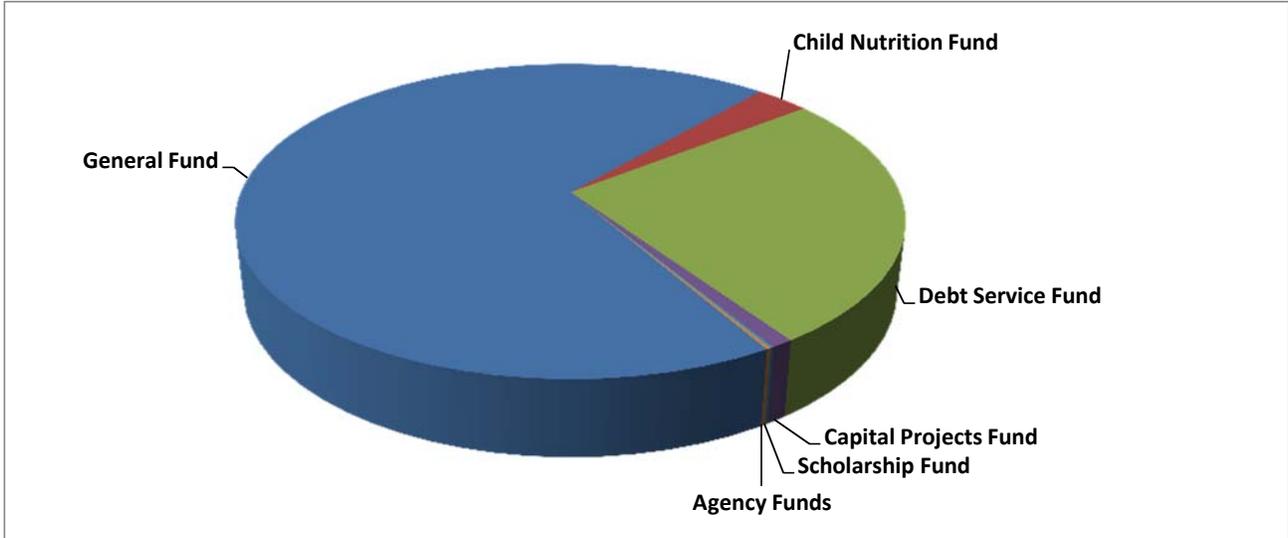
**Recommendation:** Action is not required. This item is for informational purposes only.

Motion by:	_____
Second by:	_____
Vote: For	_____
Against	_____

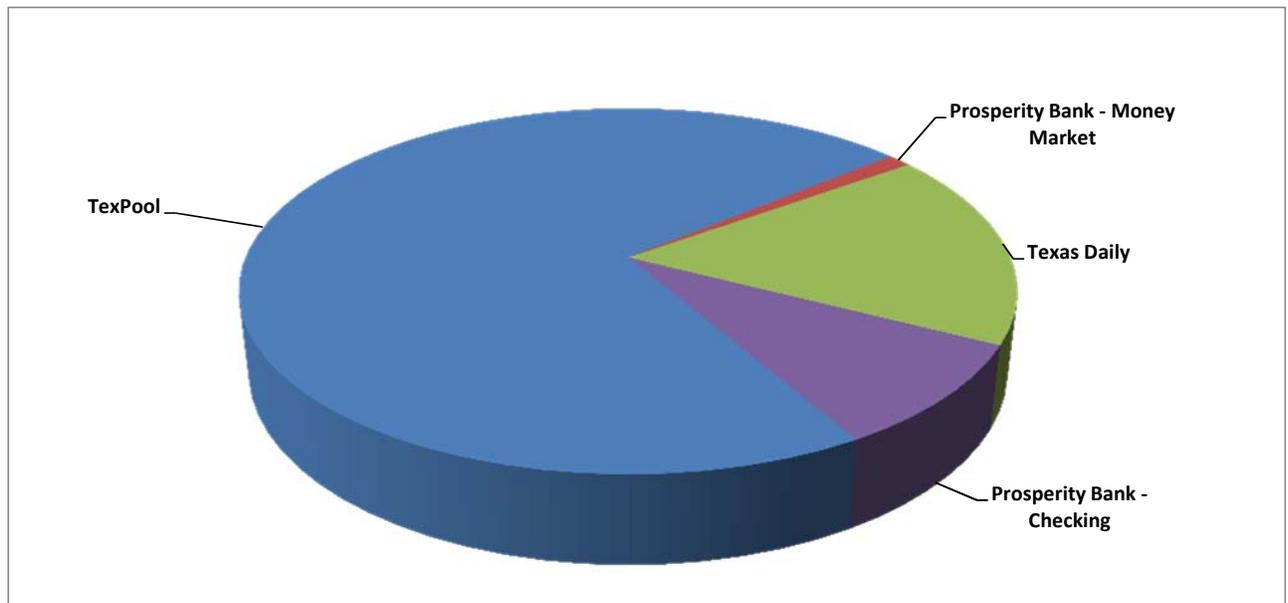
**Dripping Springs Independent School District**  
**Report of Investments and Cash**  
**Book and Market Values**  
**As of April 30, 2014**

		Balance				Interest	Balance	Market Value	Avg Monthly
		March 31, 2014	Deposits	Withdrawals	Transfers In/(Out)	Earnings	April 30, 2014	4/30/2014	Rate
<b>General Fund</b>									
TexPool	(investment pool)	\$ 20,784,172.50	\$ 430,902.80	\$ -	\$ (2,719,759.07)	\$ 556.39	\$ 18,495,872.62	\$ 18,495,872.62	0.0336%
Texas Daily	(investment pool)	7,439,164.71	-	-	-	222.15	7,439,386.86	7,439,386.86	0.0400%
Prosperity Bank	(money market account)	487,677.41	9,313.16	-	-	121.46	497,112.03	497,112.03	0.3000%
Prosperity Bank	(bank account)	3,442,652.49	408,719.14	(3,220,038.77)	2,679,000.00	815.44	3,311,148.30	3,311,148.30	0.3000%
<b>Total General Fund</b>		<b>\$ 32,153,667.11</b>	<b>\$ 848,935.10</b>	<b>\$ (3,220,038.77)</b>	<b>\$ (40,759.07)</b>	<b>\$ 1,715.44</b>	<b>\$ 29,743,519.81</b>	<b>\$ 29,743,519.81</b>	
<b>Child Nutrition Fund</b>									
TexPool	(investment pool)	\$ 866,007.52	\$ -	\$ -	\$ 40,759.07	\$ 24.35	\$ 906,790.94	\$ 906,790.94	0.0336%
Texas Daily	(investment pool)	-	-	-	-	-	-	-	0.0400%
Prosperity Bank	(money market account)	-	-	-	-	-	-	-	0.3000%
Prosperity Bank	(bank account)	349,964.97	243,661.37	(183,528.31)	-	95.21	410,193.24	410,193.24	0.3000%
<b>Total Child Nutrition Fund</b>		<b>\$ 1,215,972.49</b>	<b>\$ 243,661.37</b>	<b>\$ (183,528.31)</b>	<b>\$ 40,759.07</b>	<b>\$ 119.56</b>	<b>\$ 1,316,984.18</b>	<b>\$ 1,316,984.18</b>	
<b>Debt Service Fund</b>									
TexPool	(investment pool)	\$ 10,948,861.60	\$ 110,266.84	\$ -	\$ -	\$ 304.04	\$ 11,059,432.48	\$ 11,059,432.48	0.0336%
Texas Daily	(investment pool)	-	-	-	-	-	-	-	0.0400%
Prosperity Bank	(money market account)	-	-	-	-	-	-	-	0.3000%
Prosperity Bank	(bank account)	4,318.67	-	(500.00)	-	0.97	3,819.64	3,819.64	0.3000%
<b>Total Debt Service Fund</b>		<b>\$ 10,953,180.27</b>	<b>\$ 110,266.84</b>	<b>\$ (500.00)</b>	<b>\$ -</b>	<b>\$ 305.01</b>	<b>\$ 11,063,252.12</b>	<b>\$ 11,063,252.12</b>	
<b>Capital Projects Fund</b>									
TexPool	(investment pool)	\$ 296,783.66	\$ -	\$ -	\$ -	\$ 8.21	\$ 296,791.87	\$ 296,791.87	0.0336%
Texas Daily	(investment pool)	-	-	-	-	-	-	-	0.0400%
Prosperity Bank	(money market account)	-	-	-	-	-	-	-	0.3000%
Prosperity Bank	(bank account)	106,804.49	-	-	-	26.34	106,830.83	106,830.83	0.3000%
<b>Total Capital Projects Fund</b>		<b>\$ 403,588.15</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 34.55</b>	<b>\$ 403,622.70</b>	<b>\$ 403,622.70</b>	
<b>Activity Funds</b>									
TexPool	(investment pool)	\$ 8,234.26	\$ -	\$ -	\$ -	\$ 0.30	\$ 8,234.56	\$ 8,234.56	0.0336%
Texas Daily	(investment pool)	-	-	-	-	-	-	-	0.0400%
Prosperity Bank	(money market account)	-	-	-	-	-	-	-	0.3000%
Prosperity Bank	(bank account)	36,376.97	27,665.50	(3,583.42)	-	10.91	60,469.96	60,469.96	0.3000%
<b>Total Activity Fund</b>		<b>\$ 44,611.23</b>	<b>\$ 27,665.50</b>	<b>\$ (3,583.42)</b>	<b>\$ -</b>	<b>\$ 11.21</b>	<b>\$ 68,704.52</b>	<b>\$ 68,704.52</b>	
<b>Scholarship Fund</b>									
TexPool	(investment pool)	\$ 59,056.94	\$ -	\$ -	\$ -	\$ 1.74	\$ 59,058.68	\$ 59,058.68	0.0336%
Texas Daily	(investment pool)	-	-	-	-	-	-	-	0.0400%
Prosperity Bank	(money market account)	-	-	-	-	-	-	-	0.3000%
Prosperity Bank	(bank account)	-	-	-	-	-	-	-	0.3000%
<b>Total Scholarship Fund</b>		<b>\$ 59,056.94</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1.74</b>	<b>\$ 59,058.68</b>	<b>\$ 59,058.68</b>	
<b>Total All Funds</b>		<b>\$ 44,830,076.19</b>	<b>\$ 1,230,528.81</b>	<b>\$ (3,407,650.50)</b>	<b>\$ 0.00</b>	<b>\$ 2,187.51</b>	<b>\$ 42,655,142.01</b>	<b>\$ 42,655,142.01</b>	

**Dripping Springs Independent School District  
Report of Investments and Cash  
Investments by Fund  
As of April 30, 2014**



**Dripping Springs Independent School District  
Report of Investments and Cash  
Investments by Type  
As of April 30, 2014**





**Tax Collections: April 2014**

***Background:***

Section 31.10(a) of the Texas Property Tax Code states, "The collector of taxes for a taxing unit shall prepare and submit to the governing body of the unit a monthly written report made under oath accounting for all taxes collected for the unit during the preceding month."

The Hays County Appraisal District (HCAD) submits to the district a monthly report of tax collections. Information from that report has been consolidated to provide a summary of tax collections information to the Board. Attached is the report for April 2014. This report groups collections between Maintenance and Operations (M&O) and Interest and Sinking (I&S). The report also includes information regarding outstanding tax collections and the percentage of total collections to the current year levy. For property tax collections, the fiscal year runs October through September.

***Recommendation:*** Action is not required. This item is for informational purposes only.

Motion by:	_____
Second by:	_____
Vote:	<i>For</i> _____
	<i>Against</i> _____

**Dripping Springs Independent School District  
Tax Collections Report  
2013 Tax Year**

**As of April 30, 2014**

<b>M &amp; O Collections</b>	<b>Collections to Date</b>	<b>Current Month</b>	<b>Total Collections</b>
Current Year Collections	\$ 27,781,250.28	\$ 201,411.11	\$ 27,982,661.39
Delinquent Collections	119,141.83	9,077.87	128,219.70
Rollbacks	4,170.33	3,483.67	7,654.00
Penalty & Interest	86,528.80	20,958.74	107,487.54
CED	(43.74)	-	(43.74)
Attorney Fees	16,848.79	2,316.22	19,165.01
	<b>\$ 28,007,896.29</b>	<b>\$ 237,247.61</b>	<b>\$ 28,245,143.90</b>

<b>I &amp; S Collections</b>			
Current Year Collections	\$ 12,018,160.91	\$ 87,144.38	\$ 12,105,305.29
Delinquent Collections	51,262.30	3,913.26	55,175.56
Rollbacks	1,682.25	1,507.36	3,189.61
Penalty & Interest	37,160.27	9,052.27	46,212.54
CED	(71.91)	-	(71.91)
Attorney Fees	7,204.65	997.59	8,202.24
	<b>\$ 12,115,398.47</b>	<b>\$ 102,614.86</b>	<b>\$ 12,218,013.33</b>

<b>Total Collections</b>			
Current Year Collections	\$ 39,799,411.19	\$ 288,555.49	\$ 40,087,966.68
Delinquent Collections	170,404.13	12,991.13	183,395.26
Rollbacks	5,852.58	4,991.03	10,843.61
Penalty & Interest	123,689.07	30,011.01	153,700.08
CED	(115.65)	-	(115.65)
Attorney Fees	24,053.44	3,313.81	27,367.25
	<b>\$ 40,123,294.76</b>	<b>\$ 339,862.47</b>	<b>\$ 40,463,157.23</b>

<b>2013 Original Tax Levy</b>	<b>\$ 40,863,560.35</b>
<b>Adjustments to Date</b>	<b>274,809.01</b>
<b>2013 Adjusted Tax Levy</b>	<b>\$ 41,138,369.36</b>

<b>Current Year Collections Percentage</b>	<b>97.45%</b>
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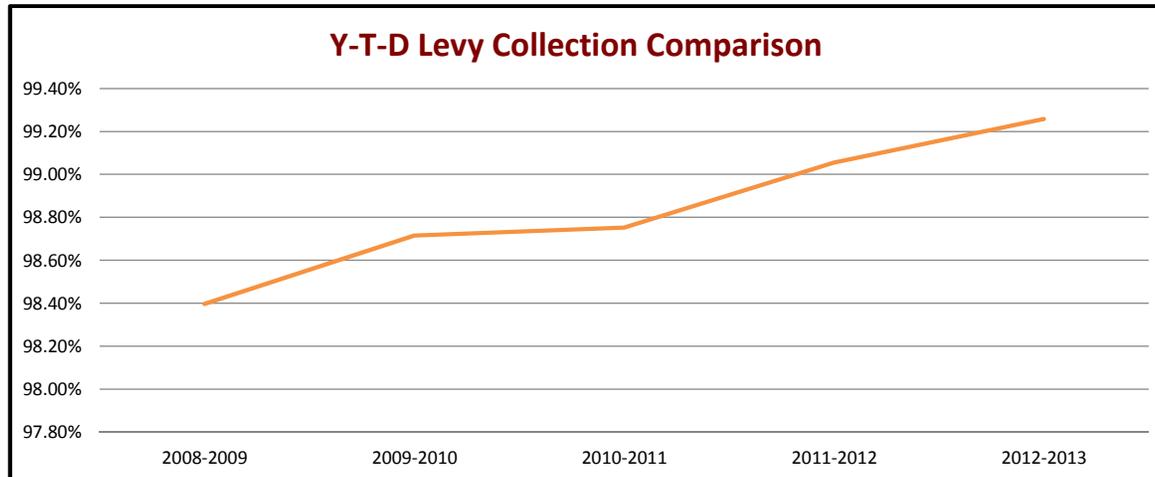
<b>Taxes Outstanding</b>	
Current Year Uncollected	\$ 1,051,877.05
Delinquent Taxes	457,014.14
Rollbacks	144,010.76
	<b>\$ 1,652,901.95</b>

**Dripping Springs Independent School District  
Tax Collections Report  
2013 Tax Year**

**12 Month Collection Comparison**

Monthly Collections	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
October	\$ 267,104	\$ 532,132	\$ 62,175	\$ -	\$ 214,241	\$ 643,010
November	1,301,723	3,771,771	2,083,445	134,091	2,651,983	2,011,399
December	17,789,399	17,137,158	20,060,487	15,901,038	18,699,804	22,205,966
January	10,462,550	11,383,640	10,035,837	16,896,668	13,285,696	11,571,526
February	2,844,443	2,042,991	2,821,464	3,153,392	2,446,568	2,887,538
March	519,259	609,818	548,397	622,155	389,209	479,970
April	344,768	472,054	331,094	277,136	365,568	288,555
May	314,097	372,992	293,213	305,857	326,090	-
June	419,000	290,868	231,650	178,415	151,884	-
July	288,334	236,910	192,675	258,283	301,525	-
August	145,508	129,203	97,219	101,612	102,159	-
September	-	-	-	-	53,190	-
<b>TOTAL</b>	<b>\$ 34,696,186</b>	<b>\$ 36,979,537</b>	<b>\$ 36,757,655</b>	<b>\$ 37,828,648</b>	<b>\$ 38,987,916</b>	<b>\$ 40,087,966</b>
<b>Collection Rate</b>	<b>98.40%</b>	<b>98.71%</b>	<b>98.75%</b>	<b>99.05%</b>	<b>99.26%</b>	<b>98.10%</b>

**Original Levy \$ 35,261,658 \$ 37,460,964 \$ 37,222,267 \$ 38,189,716 \$ 39,279,281 \$ 40,863,560**



CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99011	04/03/2014	HAMPTON INN COLLEGE STATION	HOTEL FOR AG JUDGING CLINIC - APR 4-5 COLLEGE STATION	588.28
99012	04/03/2014	HAMPTON INN AUSTIN-ROUND ROCK	HOTEL / NATIONAL FORENSIC LEAGUE NATIONAL QUALIFIER - APR 4-5, ROUND ROCK	421.83
99013	04/03/2014	HEART OF TEXAS NFL	ENTRY FEE FOR NATIONAL FORENSIC LEAGUE QUALIFIER - APR 4-5	355.00
99014	04/03/2014	GODSEY, KENNEDY	DSMS VS HILL COUNTRY MS - GS 12/16/13 ****THIS REPLACES LOST CHECK #97835 DATED 12/20/13****	75.00
99015	04/04/2014	GARNETT'S PROPANE INC	PROPANE FUEL FOR MIDDLE SCHOOL	19,516.64
99015	04/04/2014	GARNETT'S PROPANE INC	PLUMBING CONTRACTOR & TGPI TECH TO REPAIR DSE LINE	1,430.15
99015	04/04/2014	GARNETT'S PROPANE INC	PROPANE FOR CUSTODIAL PROPANE BURNISHERS - INVOICE #'S: 1175423, 1775424	60.00
99016	04/04/2014	PEC	DISTRICT ELECTRICAL USAGE - 2/22/14 TO 3/22/14	70,831.71
99017	04/04/2014	SCHLITTERBAHN GROUP SALES	ENTRY FEES & TICKETS - SOUNDWAVES MUSICAL FESTIVAL, MAY 17	11,227.95
99018	04/04/2014	WEST TRAVIS COUNTY PUA	96 LUE RESERVATION FEES FOR DARDEN HILL PROPERTY - 9/2/13 TO 9/1/14	54,635.52
99019	04/04/2014	A-LINE AUTO PARTS	MISC MAINTENANCE SUPPLIES FOR FEB 2014 - INVOICE #'S: 1759135, 1771735, 1794509	21.07
99020	04/04/2014	ALERT SERVICES INC	TRAINER SUPPLIES	773.75
99021	04/04/2014	AMERICAN CHALLENGE ENTERPRISES INC	CUSTOM SOCCER BALLS	284.50
99022	04/04/2014	AMERICAN CLASSIC TOURS & FESTIVALS	FESTIVAL REGISTRATION FEE (DEPOSIT) - MS CHOIR ENSEMBLE PERFORMANCE, MAY 17	300.00
99023	04/04/2014	APPLE COMPUTER INC	IPADS FOR SPECIAL SVCS	3,370.00
99023	04/04/2014	APPLE COMPUTER INC	MACBOOK AIR FOR BONNIE DRANE - INVOICE #'S: 4278500213, 4278670771	1,497.00
99023	04/04/2014	APPLE COMPUTER INC	MACBOOK PRO FOR MD THEATER DEPT - LARIN HINSON	239.00
99023	04/04/2014	APPLE COMPUTER INC	MACBOOK PRO FOR MS THEATER DEPT - LARIN HINSON	1,871.00
99023	04/04/2014	APPLE COMPUTER INC	APPLE VOUCHER FOR MS ELA DEPT	1,000.00
99024	04/04/2014	AQUA-TECH LABORATORIES INC	YEARLY SOIL SAMPLES & ANALYSIS / FEB 2014 - MS WASTEWATER PLANT	390.00
99024	04/04/2014	AQUA-TECH LABORATORIES INC	BIOCHEMICAL OXYGEN DEMAND PROBE SAMPLES / JAN 2014 ANALYSIS - MS WASTEWATER PLANT	112.00
99025	04/04/2014	AQUAPONIC SOURCE INC	WSE / CURRICULUM & SUPPLEMENTAL BOOKS	125.00
99025	04/04/2014	AQUAPONIC SOURCE INC	WSE / AQUAPONICS SYSTEM FOR STUDENT GRANT	2,412.21
99025	04/04/2014	AQUAPONIC SOURCE INC	WSE / AQUAPONICS SYSTEM COMPONENT	95.85
99026	04/04/2014	ARMADILLO CLAY & SUPPLIES	MS / CLAY SUPPLIES	581.60
99026	04/04/2014	ARMADILLO CLAY & SUPPLIES	HS ART SUPPLIES	92.25
99026	04/04/2014	ARMADILLO CLAY & SUPPLIES	DSE / CLAY	451.66
99027	04/04/2014	BAMBERGER RANCH PRESERVE	WALNUT SPRINGS ELEM FIELDTRIP / 142 STUDENTS & 8 TEACHERS - MAY 2014	1,200.00
99028	04/04/2014	BERNERO, DIANE	REIMBURSEMENT FOR OFFICE PRINTER INK CARTRIDGES	67.49
99029	04/04/2014	BSN SPORTS INC	BASEBALL EQUIPMENT	193.75
99030	04/04/2014	CATO	TECH RESOURCE MANUAL - 2012 EDITION (SEE ORDER FORM ATTACHED)	45.00
99031	04/04/2014	CDW GOVERNMENT INC	SUPPLIES FOR HS ADMIN OFFICE	227.69
99031	04/04/2014	CDW GOVERNMENT INC	SUPPLIES FOR HS COMPUTER LAB	284.92
99031	04/04/2014	CDW GOVERNMENT INC	HS TECHNOLOGY SUPPLIES	56.08
99031	04/04/2014	CDW GOVERNMENT INC	HS / TONER CARTRIDGES	279.18
99031	04/04/2014	CDW GOVERNMENT INC	HS SCIENCE DEPARTMENT SUPPLIES	145.28
99031	04/04/2014	CDW GOVERNMENT INC	HS SCIENCE DEPARTMENT SUPPLIES	145.28
99031	04/04/2014	CDW GOVERNMENT INC	HS / TEACHING MATERIALS	581.12
99031	04/04/2014	CDW GOVERNMENT INC	BATTERIES, CABLES AND HARDDRIVES	430.81
99031	04/04/2014	CDW GOVERNMENT INC	BATTERIES	127.05

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99031	04/04/2014	CDW GOVERNMENT INC	TABLET W/ COVER & WARRANTY FOR STUDENT RESOURCE OFFICER - INVOICE #'S: JH62266, KT17389, KV03844	1,708.88
99031	04/04/2014	CDW GOVERNMENT INC	WII CONSOLE W/ GAMES & CONTROLLERS, SKYPE CAMERA, AND MOBILE PROJECTOR / CL&I MS W MIDDLETON - INVOICE #'S: JF06463, JF70772, JG30641, JJ94344, JQ34085, JW09411, KT78370	1,253.90
99031	04/04/2014	CDW GOVERNMENT INC	TRNSP / PRINTER CARTRIDGES AND KINGSTON DATA TRAVELER	546.15
99032	04/04/2014	COLUMBUS PERCUSSION INC	PERCUSSION EQUIPMENT PART	110.00
99033	04/04/2014	CONTRERAS, RENE	DS VS VANDEGRIFT - 3/12/14	115.00
99034	04/04/2014	CONVENTION HOUSING MANAGEMENT	HOTEL FOR SUMMER INSTITUTE - SUPERINTENDENT & 7 BOARD MEMBERS, JUN 2014, SAN ANTONIO	1,736.56
99035	04/04/2014	COOK LEARN GROW	SPRING 14 KIDZ KOLLEGE CLASS - RSE / 11 STUDENTS	1,322.75
99036	04/04/2014	CURREY, ELIZABETH	REFUND OF PARTICIPATION FEE	125.00
99037	04/04/2014	CURTAIN CALL COSTUMES	COSTUMES	371.88
99038	04/04/2014	DELL MARKETING LP	2 DELL FAN KITS FOR KIM GRAVELL'S COMPUTERS @ HS	83.98
99039	04/04/2014	DELTA EDUCATION	DSE 2ND GRADE SCIENCE MATERIALS	41.55
99040	04/04/2014	DEMCO INC	DSE CL&I FURNITURE: TABLES AND CHAIRS	4,480.00
99041	04/04/2014	DRIPPING SPRINGS WATER SUPPLY CORP	DISTRICT WATER SERVICES FOR 2/20/14 TO 3/18/14 - ACCT. #'S: 313, 475, 492, 509, 510, 642, 672, 779, 883, 884, 918, 955, 1362	7,243.89
99042	04/04/2014	EANES ISD	REGISTRATION FEE - IPADPALOOZA WORKSHOP - D COX JUNE 17-19	295.00
99043	04/04/2014	EDUCATION SERV CENTER - R. 4	REGISTRATION FOR TX ASSISTIVE TECH REGIONAL CONFERENCE - T FAW, K MARTINI, JUNE 10-12, HOUSTON	150.00
99044	04/04/2014	EDUCATION SERV CENTER - R. 18	HUMAN CAPITAL MANAGEMENT SYMPOSIUM REGISTRATION - B GEARING, G JUNG, K NEWTON, E COGBURN; APR 28, AUSTIN	700.00
99045	04/04/2014	EUROSPORT	BOYS WHITE SOCCER JERSEYS 2014 - INVOICE #'S: 55713348, 55713348*1	2,290.43
99045	04/04/2014	EUROSPORT	GK JERSEYS AND PLAYER TRAINING PANTS	82.67
99046	04/04/2014	FERGUSON, BRITTANY	HS CHEER JUDGE - 3/28/14	100.00
99047	04/04/2014	FRIENDS OF TX PUBLIC SCHOOLS	FRIENDS NETWORK MEMBERSHIP - VALID THRU SY 2014-2015	300.00
99048	04/04/2014	GEORGETOWN SPORTING GOODS	HOODIES & SWEAT PANTS	1,688.00
99048	04/04/2014	GEORGETOWN SPORTING GOODS	EQUIPMENT	599.50
99048	04/04/2014	GEORGETOWN SPORTING GOODS	COACH CLOTHES - TRACK	212.50
99048	04/04/2014	GEORGETOWN SPORTING GOODS	TRACK SUPPLIES	646.15
99048	04/04/2014	GEORGETOWN SPORTING GOODS	TRACK SUPPLIES	322.65
99049	04/04/2014	GOMEZ, ROBERT	DS VS VANDEGRIFT - 3/12/14	115.00
99050	04/04/2014	HEDGES, KATHRYN	TRAVEL REIMBURSEMENT - STATE SCIENCE FAIR COMPETITION 3/21-22/14	128.85
99051	04/04/2014	HOOK, CHRISTOPHER	REFUND FOR INFANT/CHILD & ADULT CPR CLASS	65.00
99052	04/04/2014	JERRY'S SPORTING GOODS	COACH SHOES	225.00
99053	04/04/2014	JOB TARGET	EMPLOYMENT AD	250.00
99054	04/04/2014	JP EVERHART & COMPANY	NOTARY PUBLIC BOND SUPPLY PACKAGE - S HILLOCK	159.99
99055	04/04/2014	LANSFORD, REMA	MILEAGE REIMBURSEMENT - HOMEBOUND SERVICES 1/30, 2/4, 2/6, 2/7, 2/12, 2/13, 2/17, 2/19, 2/26, 2/28, 3/5, 3/7, 3/17, 3/19	27.32
99056	04/04/2014	LARSON, ERIK	DS VS BELTON - GIRLS 2/28/14	60.00
99057	04/04/2014	LUMBRERAS, BERT	DS VS VANDEGRIFT - 3/11/14	75.00
99058	04/04/2014	MCHALE, KEVIN	DS VS SAN MARCOS - JV1/JV2 3/12/14	115.00
99059	04/04/2014	MIHALCIK, GEORGE	DS VS KYLE LEHMAN - BOYS 3/7/14	45.00
99060	04/04/2014	MINOR, JAMES	DS VS VANDEGRIFT - 3/11/14	75.00
99061	04/04/2014	MORE THAN A TEACHER	SAT PREP CLASS - 2/6/14 TO 3/6/14	4,672.85

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
99062	04/04/2014	MT OLIVE LUTHERAN CHURCH	DONATION FOR KYNDALS BLANKETS FROM WALNUT SPRINGS ELEM 5TH GRADE ENTREPRENEUR FAIR	564.05
99063	04/04/2014	MUYSHONDT, GABRIEL	DS VS BELTON - GIRLS 2/28/14	60.00
99064	04/04/2014	NEWS-DISPATCH	PRINTING OF FEB PAM PRINT @ HIGH SCHOOL	625.00
99065	04/04/2014	OFFICE DEPOT (ACCOUNT #45881020)	SUPPLIES FOR HS CLASSROOMS	197.50
99065	04/04/2014	OFFICE DEPOT (ACCOUNT #45881020)	PORTFOLIOS FOR FRESHMAN STUDENTS	231.99
99065	04/04/2014	OFFICE DEPOT (ACCOUNT #45881020)	SUPPLIES FOR CORDELL	41.61
99065	04/04/2014	OFFICE DEPOT (ACCOUNT #45881020)	SUPPLIES FOR ENGINEERING CLASSES	131.61
99066	04/04/2014	PROJECT H.O.B.O.	DONATION FROM WALNUT SPRINGS ELEM 5TH GRADE ENTREPRENEUR FAIR	564.05
99067	04/04/2014	PRYOR, JULIE	REIMBURSEMENT FOR TREE MEMORIAL PLAQUES	109.90
99068	04/04/2014	RANK ONE SPORT LP	YEARLY SOFTWARE SUBSCRIPTION	800.00
99069	04/04/2014	REALLY GOOD STUFF	WSE TEACHER SUPPLIES	142.13
99069	04/04/2014	REALLY GOOD STUFF	WSE / TEACHER SUPPLIES/ESL	83.88
99069	04/04/2014	REALLY GOOD STUFF	WSE / TEACHER SUPPLIES	127.67
99070	04/04/2014	REINHARDT, WALT	DS VS KYLE LEHMAN - BOYS 3/7/14	45.00
99071	04/04/2014	ROBERTS, DEBRA	MILEAGE REIMBURSEMENT - R 13 WORKSHOP 3/25/14	37.41
99072	04/04/2014	ROURKE EDUCATIONAL MEDIA	WSE / NON-FICTION EBOOK COLLECTION	2,998.20
99073	04/04/2014	SAMUEL FRENCH INC	ROYALTIES FOR ONE-ACT PLAY PERFORMANCES	125.00
99074	04/04/2014	SANCHEZ, RUBEN	DS VS SAN MARCOS JVI/JV2 3/12/14	115.00
99075	04/04/2014	SAT RADIO COMMUNICATIONS LTD	NEW WALKIES FOR RSE OFFICE FOR USE TO CONTACT TEACHERS FOR STUDENTS	827.84
99076	04/04/2014	SCHAERTL, LAURINDA	REIMBURSEMENT FOR ONLINE TRAINING REGISTRATION	147.00
99077	04/04/2014	SKYWARD INC	SKYWARD WEB FINANCIAL MGT TRAINING - P SCHUH, APR 15-16, DALLAS	550.00
99078	04/04/2014	SOLUTION TREE	CURRICULUM DEVELOPMENT RESOURCES	1,628.80
99079	04/04/2014	SPECTRUM CORPORATION	SERVICE TO REPAIR SOFTBALL SCOREBALL @ SPORTS PARK	974.08
99080	04/04/2014	TEXAS COUNCIL ON ECONOMIC EDUCATION	DSE / STOCK MARKET GAME ENTRY FEE	170.00
99081	04/04/2014	TFE	SMARTNET RENEWAL, SUPPORT/WARRANTY FOR PHONE SYSTEM	5,264.17
99082	04/04/2014	THERAPY PET PALS OF TEXAS	DONATION FROM WALNUT SPRINGS ELEM 5TH GRADE ENTREPRENEUR FAIR	564.05
99083	04/04/2014	TILLER, KAREN	TRAVEL REIMBURSEMENT - TCEA CONFERENCE 2/3-6/14; SXSW CONFERENCE 3/4-6/14	189.73
99084	04/04/2014	TORRES, SEAN	HS CHEER HEAD JUDGE - 3/28/14	144.78
99085	04/04/2014	TROWBRIDGE, JOHN	DS VS KYLE LEHMAN - BOYS 3/7/14	60.00
99086	04/04/2014	UT ARLINGTON AP SUMMER INSTITUTE	AP INSTITUTE SUMMER CONFERENCE - TRACY COOPER, JUNE 23-26, ARLINGTON TX	450.00
99088	04/04/2014	VALDEZ, RUEBEN	HS CHEER JUDGE - 3/28/14	100.00
99089	04/04/2014	WELLS FARGO FINANCIAL LEASING	COPIER @ DSE & ATHL FLDHS - 3/7/14 TO 4/6/14	312.74
99090	04/04/2014	WOODWIND & BRASSWIND	BASS CLARINET MOUTHPIECE	120.00
99090	04/04/2014	WOODWIND & BRASSWIND	CLARINET	7,660.00
99090	04/04/2014	WOODWIND & BRASSWIND	BASS CLARINET LIGATURE & PLASTIC CAP	63.00
99090	04/04/2014	WOODWIND & BRASSWIND	MOUTHPIECES FOR SCHOOL OWNED INSTRUMENTS	126.00
99090	04/04/2014	WOODWIND & BRASSWIND	MS / LARSON - SUPPLIES	252.00
99090	04/04/2014	WOODWIND & BRASSWIND	MS / LARSON - INSTRUMENT DETERMINATION SUPPLIES	292.50
99090	04/04/2014	WOODWIND & BRASSWIND	MS / LARSON - INSTRUMENT MUTES -INVOICE #'S: 20781189, 20796467	744.00
99091	04/04/2014	AUS-TEX PRINTING & MAILING	NON-PROFIT BULK RATE POSTAGE FOR BOND INFORMATION TARGETING OVER-65 VOTERS	216.17
99092	04/09/2014	HENDRICKSON HIGH SCHOOL THEATRE	AREA ONE ACT PLAY FEES - APR 11, HENDRICKSON HS	350.00
99093	04/09/2014	LONG CENTER	STUDENT TICKETS TO GREATER AUSTIN HIGH SCHOOL MUSICAL THEATRE AWARDS	280.00
99094	04/09/2014	SEIBEL, GEOFF	DS VS ROUSE - BV 12/20/13 *****THIS REPLACES LOST CHECK #97988 DATED 1/10/14*****	70.00

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
99095	04/11/2014	CDW GOVERNMENT INC	SECURITY CAMERA SERVER REPLACEMENTS - TECH DEPT, JASON GROGAN, MATT BALLANGEE	34,175.60
99096	04/11/2014	KOETTER FIRE PROTECTION OF AUSTIN LLC	SAFETY / FIRE SPRINKLER REPLACEMENT AT WSE	19,541.29
99097	04/11/2014	TRIPLE S PETROLEUM CO	FUEL	21,221.53
99098	04/11/2014	WEST TRAVIS COUNTY PUA	64 LUE RESERVATION FEES FOR SAWYER RANCH ROAD PROPERTY - 4/8/14 TO 4/7/15	36,423.68
99099	04/11/2014	ABEL, GREG	DS VS FISHER CANYON LAKE - BOYS 3/18/14	80.00
99100	04/11/2014	ALVAREZ, FRED	BUS DRIVER MEAL REIMBURSEMENT- FFA TRIP TO TEXAS A & M, APR 4-5, COLLEGE STATION	27.03
99101	04/11/2014	APPLE COMPUTER INC	RECORDING MICROPHONE AND ACCESSORY	147.00
99101	04/11/2014	APPLE COMPUTER INC	TUDENT USE MACBOOK PRO / MS CLI - INVOICE #'S: 4278934199, 4279045962	1,274.00
99101	04/11/2014	APPLE COMPUTER INC	10 PACK OF IPAD MINIS - CLI RSE	3,580.00
99102	04/11/2014	APPLIED PRACTICE LTD	HS / AP MATERIALS	57.44
99103	04/11/2014	AT&T LONG DISTANCE	LONG DISTANCE SERVICE FOR DISTRICT - THRU 3/16/14	784.18
99104	04/11/2014	ATHLETIC SUPPLY INC	RECONDITIONING OF MIDDLE SCHOOL HELMETS	3,380.00
99105	04/11/2014	AUSTIN AMERICAN-STATESMAN	DISTRICT NEWSPAPER SUBSCRIPTION - MAR 2014	11.97
99106	04/11/2014	AUSTIN NATURE & SCIENCE CENTER	DSE / 1ST GRADE FIELDTRIP - MAY 9, SALE #'S: 266217, 266218	511.00
99107	04/11/2014	BATES, JAY	TRAVEL REIMBURSEMENT - STATE VASE COMPETITION 4/5/14	163.87
99108	04/11/2014	BEN NYE COMPANY INC	MS / MAKE UP BEGINNING OF THE YEAR UNITS AND MAKE UP MORGUE	198.58
99109	04/11/2014	BETH MUZNY - PETTY CASH CUSTODIAN	REPLENISH PETTY CASH - MAR 2014	146.71
99110	04/11/2014	BLICK ART MATERIALS	HS ART SUPPLIES - INVOICE #'S: 2845829, 2868375	740.66
99111	04/11/2014	BRAGDON, TIMOTHY	MILEAGE REIMBURSEMENT - JOB COACHING MAR 2014	57.12
99112	04/11/2014	BROWN, MITCHELL	DS VS VISTA RIDGE - 3/17/14	75.00
99113	04/11/2014	CANTU, MARIA	WSE TRANSLATING SERVICES	10.00
99113	04/11/2014	CANTU, MARIA	TRANSLATION FOR DSE PRINCIPAL'S & CLI NEWSLETTER - APR 2014	80.00
99114	04/11/2014	CAPSTONE PRESS INC	WSE / PEBBLEGO SUBSCRIPTION RENEWAL	945.25
99114	04/11/2014	CAPSTONE PRESS INC	RSE / PEBBLE GO RENEWAL	945.25
99114	04/11/2014	CAPSTONE PRESS INC	DSE / PEBBLEGO SUBSCRIPTION RENEWAL	945.25
99115	04/11/2014	CAROLINA BIOLOGICAL SUPPLY CO INC	MS GENERAL SUPPLIES - SCIENCE	153.80
99116	04/11/2014	CAROLYN HILL, CUSTODIAN	REPLENISH PETTY CASH - MAR 2014	40.00
99117	04/11/2014	CDW GOVERNMENT INC	TECHN SUPPLIES FOR PLANT OPS	489.32
99117	04/11/2014	CDW GOVERNMENT INC	TECHN SUPPLIES FOR PLANT OPS	358.38
99117	04/11/2014	CDW GOVERNMENT INC	CREDIT NOT TAKEN IN A PRIOR YEAR / COMMUNITY EDUCATION OFFICE	-452.00
99117	04/11/2014	CDW GOVERNMENT INC	CREDIT NOT TAKEN IN A PRIOR YEAR / COMMUNITY EDUCATION OFFICE	-252.00
99117	04/11/2014	CDW GOVERNMENT INC	BELKIN TABLET STANDS FOR IPADS	352.78
99117	04/11/2014	CDW GOVERNMENT INC	CASIO LED PROJECTOR FOR ROOM #301	1,039.49
99117	04/11/2014	CDW GOVERNMENT INC	OTTERBOXES FOR IPAD MINIS / RSE CLI	388.80
99117	04/11/2014	CDW GOVERNMENT INC	USB HEADPHONES - WSE COMPUTER LAB 304	58.04
99117	04/11/2014	CDW GOVERNMENT INC	EPSON PROJECTOR REPLMNT LAMP FOR BOARDROOM	486.53
99117	04/11/2014	CDW GOVERNMENT INC	EPSON PROJECTOR FOR BOARDROOM	1,979.01
99118	04/11/2014	CHILDREN'S PLUS INC	WSE / BOOKS (INDIAN)	179.95
99118	04/11/2014	CHILDREN'S PLUS INC	WSE / BOOKS (PENZ-MORGAN)	276.10
99118	04/11/2014	CHILDREN'S PLUS INC	WSE / LIBRARY BOOKS	410.13
99119	04/11/2014	CITY OF DRIPPING SPRINGS	SEWER SERVICES / HS, DSE, WSE, ADMIN 3/1/14 TO 3/31/14 - ACCT. #'S: 1362-1, 313-1, 475-1, 492-1, 779-1, 884-1, 955-1	4,204.27
99120	04/11/2014	CITY OF DRIPPING SPRINGS	REIMBURSEMENT TO CITY OF DS FOR HALF SECURITY OFFICER AT SEXTON GUN SHOW 3/28/14	87.50
99121	04/11/2014	CLAY EWELL EDUCATIONAL SERVICES INC	ENTRY FEES FOR CDE EVENTS - FEB 2014	1,170.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99122	04/11/2014	COMFORT SUITES AIRPORT NORTH	HOTEL - REGIONAL TENNIS, APR 14-15, SAN ANTONIO	521.52
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	36.75
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	28.44
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	31.86
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	259.71
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	233.12
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	163.72
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	209.70
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	491.61
99123	04/11/2014	DANCEWEAR SOLUTIONS	MS / COSTUMES	127.72
99124	04/11/2014	DENISE LADNER, PETTY CASH CUSTODIAN	REPLENISH PETTY CASH - MAR 2014	7.00
99125	04/11/2014	DISCOUNT DANCE SUPPLY	MS / COSTUMES	104.40
99126	04/11/2014	DOWLING, DANIEL	PERCUSSION TECHNICIAN	150.00
99127	04/11/2014	DRANE, BONNIE	REIMBURSEMENT FOR SURFACE TABLET CASE	39.95
99128	04/11/2014	DREAMBOX LEARNING	WSE / BUNDLED STUDENT LICENSES	3,000.00
99128	04/11/2014	DREAMBOX LEARNING	RSE / BUNDLED STUDENT LICENSES	3,000.00
99128	04/11/2014	DREAMBOX LEARNING	DSE / DREAMBOX LEARNING	3,000.00
99129	04/11/2014	EAN HOLDINGS LLC	VAN RENTAL STATE TOURNAMENT - CUST. #TXS1054	481.79
99129	04/11/2014	EAN HOLDINGS LLC	RENTAL CAR FOR AG COMPETITION ON MARCH 27TH	53.73
99130	04/11/2014	EDUCATION TO GO	ED2GO ONLINE COURSES - INVOICE #'S: 1111092, 1112618, 1114527, 1116087	336.25
99131	04/11/2014	ERIC ARMIN INC	SUPPLIES AND MANIPULATIVES FOR MS MATH CLASSROOMS	116.09
99132	04/11/2014	EVERBIND/MARCO BOOK BINDERY	HS / SUPPLEMENTAL READING	271.19
99133	04/11/2014	FOLLETT LIBRARY RESOURCES	READING MATERIAL FOR HS LIBRARY	1,293.76
99134	04/11/2014	FRANCIS, S LSSP	FULL INDIVIDUAL EVALUATION, TESTING & REPORT - [REDACTED] THRU 3/31/14	1,012.50
99135	04/11/2014	GANN, JAKOB	DS VS SA JOHNSON - 3/28/14	115.00
99136	04/11/2014	GARNETT'S PROPANE INC	MAR 2014 PROPANE FOR DSE, WSE, ADMIN BLDGS & SERV CENTER - INVOICE #'S: 1175391, 1175317, 1175318, 1175319, 1175320	2,909.72
99136	04/11/2014	GARNETT'S PROPANE INC	PROPANE DELIVERED TO FOUNDERS POOL FOR MAR 2014 - INVOICE #: 1175402	456.79
99136	04/11/2014	GARNETT'S PROPANE INC	PROPANE DELIVERED TO MIDDLE SCHOOL - 1/23/14	6,148.48
99137	04/11/2014	HAMPTON INN DALLAS-IRVING-LAS COLINAS	HOTEL FOR TRAINING - P SCHUH, APR 14-16, DALLAS	259.86
99138	04/11/2014	HAWKINS, GENE	DS VS VISTA RIDGE - 3/18/14	115.00
99139	04/11/2014	HAYNES, MICHAEL	MASTERCLASSES AT MS	350.00
99140	04/11/2014	HERTZ FURNITURE SYSTEMS	FURNITURE FOR COACH MCBRIDES OFFICE & WHITE BOARDS FOR FOOTBALL STAFF	3,983.00
99141	04/11/2014	HIGH IMPACT ENTERTAINMENT	STARR ASSEMBLY @ RSE / 3RD, 4TH, 5TH GRADERS - APR 18	300.00
99142	04/11/2014	HILL COUNTRY KARATE INC	HILL COUNTRY KARATE WINTER 2014 SESSION - 1/15/14 TO 3/16/14	4,777.00
99143	04/11/2014	HOPKIN, ETHAN	DS VS FISHER CANYON LAKE - BOYS 3/18/14	95.00
99144	04/11/2014	IMAGE MAKER 4U INC	BASEBALL SUPPLY	52.50
99145	04/11/2014	J W PEPPER & SON INC	CHOIR MUSIC RETURNED	88.99
99145	04/11/2014	J W PEPPER & SON INC	CREDIT FOR RETURNED CHOIR MUSIC	-88.99
99145	04/11/2014	J W PEPPER & SON INC	HS CHOIR MUSIC	31.79
99146	04/11/2014	JANIE CHAVEZ - PETTY CASH CUSTODIAN	REPLENISH PETTY CASH - MAR 2014	55.88
99147	04/11/2014	JOHNSON, RAY	DS VS VISTA RIDGE - 3/18/14	65.00
99148	04/11/2014	JUNG, GREGORY	LUNCH FOR WORKERS @ KINDERGARTEN REGISTRATION	86.00
99149	04/11/2014	KELLY COWAN, CUSTODIAN	REPLENISH PETTY CASH - MAR 2014	191.71
99150	04/11/2014	LABATT FOOD SERVICE	MAR 2014 KIDZ KLUB SNACKS - INVOICE #: 03195181	1,030.59
99150	04/11/2014	LABATT FOOD SERVICE	MAR 2014 DAYCARE SNACKS - INVOICE #: 03195182	206.95
99151	04/11/2014	LAMB, SHEILA	FOOD FOR COMMUNITY LEADERS BREAKFAST	76.21
99152	04/11/2014	LATREACE HAWKINS, CUSTODIAN	REPLENISH PETTY CASH - MAR 2014	380.13
99153	04/11/2014	LATTEO, CHRISTINE	EVALUATIONS & REPORTS - [REDACTED] THRU	1,200.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
			3/30/14	
99154	04/11/2014	LEDFORD, RYAN	TRAVEL REIMBURSEMENT - BOYS STATE POWERLIFTING	91.38
			3/21-22/14	
99154	04/11/2014	LEDFORD, RYAN	TRAVEL REIMBURSEMENT - GIRLS POWERLIFTING MEET	90.97
			3/14-15/14	
99155	04/11/2014	LEWIS, PENNY	REFUND OF GEOMETRY A&B CBE	100.00
99156	04/11/2014	LONE STAR AUDIOMETRICS	HS & DSE AUDIOMETER CALIBRATION	100.00
99156	04/11/2014	LONE STAR AUDIOMETRICS	MS AUDIOMETER CALLIBRATION	50.00
99156	04/11/2014	LONE STAR AUDIOMETRICS	WSE ANNUAL CALIBRATION	50.00
99157	04/11/2014	LULO, SHANNON	GENERAL SUPPLIES / CHILD DEVELOPMENT CENTER	30.96
99158	04/11/2014	MACGILL DISCOUNT SCHOOL NURSE SUPPLIES	MS CLINIC MEDICAL SUPPLIES	250.04
99159	04/11/2014	MARQUEZ, ENRIQUE	DS VS VISTA RIDGE - 3/18/14	115.00
99160	04/11/2014	MCCLAFERTY, JOHN JR	DS VS VISTA RIDGE - 3/21/14	75.00
99161	04/11/2014	MIHALCIK, GEORGE	DS VS SEGUIN - GIRLS 3/21/14	80.00
99162	04/11/2014	MORENO, MARIO	DS VS VISTA RIDGE - 3/21/14	75.00
99163	04/11/2014	MOYER, DONALD	BUS DRIVER MEAL EXPENSES - HS COLOR GUARD TRIP - MAR 29-30, COLLEGE STATION	50.53
99164	04/11/2014	NAT'L MATH & SCIENCE INITIATIVE	NMSI LAYING THE FOUNDATION - A GIBBS, JULY 22-25, LEANDER	595.00
99165	04/11/2014	NAT'L MATH & SCIENCE INITIATIVE	NMSI LAYING THE FOUNDATION FOR MS/HS ENGLISH - S WENDEL, D RAIMOND, M HUNDL, H FONTENOT - JULY 8-11, SAN ANTONIO	2,380.00
99165	04/11/2014	NAT'L MATH & SCIENCE INITIATIVE	NMSI LAYING THE FOUNDATION FOR MS/HS ENGLISH - K DONHAM, JULY 8-11, SAN ANTONIO	595.00
99166	04/11/2014	NCS PEARSON INC	OT TESTING MATERIALS	94.34
99167	04/11/2014	NORCOSTCO INC	MS / SPIKE TAPE AND STAGE MAKE-UP	127.20
99168	04/11/2014	NORTON, MICHAEL	MILEAGE REIMBURSEMENT - 3/26-3/27	73.02
99169	04/11/2014	OFFICE DEPOT (ACCOUNT #45881020)	HR OFFICE SUPPLIES	81.69
99169	04/11/2014	OFFICE DEPOT (ACCOUNT #45881020)	HR OFFICE SUPPLIES	16.78
99169	04/11/2014	OFFICE DEPOT (ACCOUNT #45881020)	SUPT OFFICE SUPPLIES	49.99
99169	04/11/2014	OFFICE DEPOT (ACCOUNT #45881020)	COMM OFFICE SUPPLIES	6.99
99170	04/11/2014	OFFICEMAX INC	CLASSROOM SUPPLIES FOR KAATZ	351.58
99171	04/11/2014	OROZOV, BORISLAV	DS VS FISHER CANYON LAKE - BOYS 3/18/14	95.00
99172	04/11/2014	PADGETT, SAMUEL	DS VS VISTA RIDGE - 3/17/14	65.00
99173	04/11/2014	PATTY DEES, CUSTODIAN	REPLENISH PETTY CASH - MAR 2014	84.98
99174	04/11/2014	POLLACK, CINDY	REIMBURSEMENT FOR OT MATERIALS	106.71
99175	04/11/2014	PRINT PLUS	RSE / 10 IPAD PRINTOUTS FOR STUDENT AND STAFF ACTIVITY	50.00
99175	04/11/2014	PRINT PLUS	TIGER TIMES STUDENT NEWSLETTER	160.00
99176	04/11/2014	REGENT COACH LINE LTD	CHARTER BUS FOR DRUMLINE	1,535.00
99177	04/11/2014	ROSZEL, NATALIE	DS VS SEGUIN - GIRLS 3/21/14	95.00
99178	04/11/2014	SCHOOL SPECIALTY INC	HS TEACHING MATERIALS	305.60
99178	04/11/2014	SCHOOL SPECIALTY INC	SUPPLIES FOR 8TH GRADE AWARDS CEREMONY	115.07
99178	04/11/2014	SCHOOL SPECIALTY INC	MS SCIENCE SUPPLIES	664.45
99178	04/11/2014	SCHOOL SPECIALTY INC	MS / SUPPLIES FOR MATH CLASSROOMS	388.55
99178	04/11/2014	SCHOOL SPECIALTY INC	WSE TEACHER SUPPLIES	51.97
99178	04/11/2014	SCHOOL SPECIALTY INC	WSE TEACHER SUPPLIES	62.04
99178	04/11/2014	SCHOOL SPECIALTY INC	DSE / HEADPHONE	77.22
99178	04/11/2014	SCHOOL SPECIALTY INC	DSE / PENCIL GRIPS	37.45
99179	04/11/2014	SCOTT EQUIPMENT INC	ADDL SERVICE CALL AT MS / INCLUDING PARTS	388.14
99180	04/11/2014	SERNA, BERT	DS VS SA JOHNSON - 3/28/14	115.00
99181	04/11/2014	SIMPSON, MELISSA	MILEAGE REIMBURSEMENT - MAR 2014	97.61
99182	04/11/2014	SMITH, REGINA	BUS DRIVER MEAL EXPENSES - FFA TRIP MAR 25-27, MCCLENNAN COLLEGE AND TARLENTON STATE UNIV	40.33
99183	04/11/2014	SOLUTION TREE	READING MATERIAL	99.85
99184	04/11/2014	TASB PRINTING SERVICES	BUSINESS CARDS - M SARGENT, T BALLARD	66.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99185	04/11/2014	TEAM EXPRESS DISTRIBUTING LLC	EQUIPMENT AND COACHES CLOTHES FOR SOFTBALL	4,131.32
99186	04/11/2014	TENNIS OUTLET	TENNIS SUPPLIES	140.95
99187	04/11/2014	TEXAS COUNCIL ON ECONOMIC EDUCATION	STOCK MARKET GAME - STUDENT TEAM 2014 / WSE	60.00
99188	04/11/2014	TEXAS DEPT OF MOTOR VEHICLES	LICENSE TAG USAGE FEE - MAR 2014 (1 INQUIRIES)	23.12
99189	04/11/2014	TEXAS STATE MATHEMATICS LEAGUE	6TH GRADE CONTEST MATERIALS / MATHEWS	40.00
99190	04/11/2014	TEXAS VETERINARY MEDICAL ASSOCIATION	CVA LEVEL 1 EXAM - [REDACTED]	125.00
99191	04/11/2014	THEATREFOLK	UIL OAP ROYALTIES	59.95
99192	04/11/2014	THINKERY	DSE / PRE-K FIELDTRIP - MAY 23, AUSTIN	210.00
99192	04/11/2014	THINKERY	DSE / 3RD GRADE FIELDTRIP - MAY 2, AUSTIN	730.00
99193	04/11/2014	TORRES, JORGE	BUS DRIVER MEAL EXPENSES - FFA TRIP MAR 28-29, COLLEGE STATION	18.38
99194	04/11/2014	TOYS "R" US INC	DIAPER PAIL AND REFILLS	57.98
99195	04/11/2014	TRACTOR SUPPLY CREDIT PLAN	WELDING AND SHOP SUPPLIES FOR FEB 2014 - INVOICE #'S: 312728, 313633, 166270	536.51
99195	04/11/2014	TRACTOR SUPPLY CREDIT PLAN	MISC SUPPLIES FOR FEB 2014 - 10 INVOICES FROM 1/31/14 TO 2/25/14	113.15
99196	04/11/2014	TROWBRIDGE, JOHN	DS VS SEGUIN - GIRLS 3/21/14	95.00
99197	04/11/2014	TRUSSELL, CHRISTY	REIMBURSEMENT FOR MEALS & GAS - NFL DISTRICT TOURNAMENT	79.46
99199	04/11/2014	UNIV OF TX @ AUSTIN/AP SUMMER INSTITUTE	AP SUMMER INSTITUTE FOR AP US HISTORY- A TENNISON	499.00
99200	04/11/2014	UNIV OF TX @ AUSTIN/AP SUMMER INSTITUTE	PRE-AP ENGLISH COURSE FOR NEW AP TEACHERS - SANCHEZ, JUNE 23-26, AUSTIN	499.00
99201	04/11/2014	UNIV OF TX @ SAN ANTONIO/EXTENDED EDUCAT	AP SUMMER INSTITUTE STATISTICS - CARY JACKSON, AUG 5-8, SAN ANTONIO	475.00
99202	04/11/2014	UNIVERSITY OF TX - K-16 EDUC CENTER	TEST BOOKLETS FOR WALNUT SPRINGS 4TH GRADE STUDENT - [REDACTED] (SEE ATTACHED FORM)	200.00
99203	04/11/2014	VICKERY, MARISA	REIMBURSEMENT FOR ALAMO STORY BOOK	29.95
99204	04/11/2014	WALSH, ANDERSON, GALLEGOS, GREEN	LEGAL SERVICES THRU MAR 15 - INVOICE #'S: 442631, 442633, 442635, 442636, 442637, 442638	4,270.49
99204	04/11/2014	WALSH, ANDERSON, GALLEGOS, GREEN	SYMPOSIUM WEBINAR - MAR 25	250.00
99205	04/11/2014	WELDON, WILLIAMS, & LICK INC	ROLL TICKETS FOR 2014-2015	971.10
99205	04/11/2014	WELDON, WILLIAMS, & LICK INC	SEASON TICKETS FOR 2014-2015	773.46
99206	04/11/2014	WHITTLESEY, BRAD	STUDENT MEAL MONEY - REGIONAL TENNIS, APR 14-15, SAN ANTONIO	170.00
99207	04/11/2014	YANEZ, MIKE	DS VS VISTA RIDGE - 3/18/14	65.00
99208	04/14/2014	RG'S MUSIC REPAIR	HS BAND / INSTRUMENT REPAIR	3,240.00
99209	04/14/2014	EMBASSY SUITES SAN ANTONIO NW	HOTEL FOR REGIONAL UIL TOURNAMENT - MAY 1-2, SAN ANTONIO	2,145.22
99210	04/14/2014	HAMPTON INN & SUITES BOERNE	HOTEL FOR REGIONAL GOLF - APR 16-17, BOERNE	233.26
99211	04/14/2014	MONTOPOLIS SUPPLY COMPANY LP	SUPPLIES FOR GROUNDS	152.00
99212	04/14/2014	TECHSHOP AUSTIN LLC	ARDUINO, SHOPBOT & SHEET METAL WORKSHOP FOR 18 STUDENTS - APR 16	1,440.00
99213	04/14/2014	WAHLERS, FREDERICK	STUDENT MEAL MONEY - REGIONAL GOLF, APR 16-17, BOERNE	25.50
99214	04/18/2014	ENGAGE EDUCATIONAL TECHNOLOGIES	MIMIO TEACH INTERACTIVE SYSTEMS FOR DSE / 4TH & 5TH GRADE	11,186.00
99215	04/18/2014	ABC HOME & COMMERCIAL SERVICES	PEST CONTROL SERVICES FOR MAR 2014	1,272.00
99216	04/18/2014	AQUA-TECH LABORATORIES INC	WASTEWATER PLANT / SAMPLES FOR RENEWAL OF PERMIT OF MS PLANT	462.00
99216	04/18/2014	AQUA-TECH LABORATORIES INC	WASTEWATER PLANT / FREIGHT CHARGE FOR SHIPPING RUSH SAMPLES	46.00
99216	04/18/2014	AQUA-TECH LABORATORIES INC	WASTEWATER / BOD SAMPLES FOR MS PLANT - FEB 2014 ANALYSIS	91.00
99217	04/18/2014	AT&T	PHONE SERVICES AT RSE - 4/3/14 THRU 5/2/14	147.00
99217	04/18/2014	AT&T	DIRECTORY LISTING FOR APR 1 THRU APR 30	36.00
99217	04/18/2014	AT&T	PHONE SERVICES / DISTRICT - 3/23/14 THRU 4/22/14	609.80

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99218	04/18/2014	AUS-TEX PRINTING & MAILING	PRINTING - BOND INFO FACT SHEET FOR VOTERS OVER 65	434.25
99218	04/18/2014	AUS-TEX PRINTING & MAILING	MAILING/POSTAGE - BOND INFO FACT SHEET FOR VOTERS OVER 65	205.93
99218	04/18/2014	AUS-TEX PRINTING & MAILING	PRINTING - BOND INFO FACT SHEET	844.77
99218	04/18/2014	AUS-TEX PRINTING & MAILING	MAILING/POSTAGE - BOND INFO FACT SHEET	444.17
99219	04/18/2014	AUSTIN ARMATURE WORKS LP	HVAC / MOTOR FOR MS	265.21
99220	04/18/2014	AUSTIN OUTHOUSE	PORT-A-POTS FOR BASEBALL & SOFTBALL FIELDS AT SPORTSPLEX - 2/17/14 TO 3/8/14	373.06
99220	04/18/2014	AUSTIN OUTHOUSE	PORT-A-POTS FOR BASEBALL & SOFTBALL FIELDS - 3/9/14 TO 3/16/14	481.94
99220	04/18/2014	AUSTIN OUTHOUSE	PORT-A-POTS FOR BASEBALL & SOFTBALL FIELDS - 3/17/14 TO 4/5/14	397.06
99221	04/18/2014	AUSTIN PLANT DESIGN INC	PLANT MAINTENANCE AT HS FOYER & AUDITORIUM - APR 2014	50.00
99222	04/18/2014	BLAKEY, KATHRYN	HIPAA TRAINING & MILEAGE REIMBURSEMENT	74.48
99223	04/18/2014	BUCKEYE CLEANING CENTERS	CUSTODIAL / HAND SOAP FOR DISTRICT USE	591.30
99224	04/18/2014	CAMT	CAMT 2014 - M LINDNER, S FREEMAN - JULY 20-23 , FT WORTH	465.00
99225	04/18/2014	CAMT	CAMT CONFERENCE REGISTRATION - S THOMAS, JUL 21-23, FT WORTH	155.00
99226	04/18/2014	CDW GOVERNMENT INC	MS COUNSELORS / TONER	395.95
99226	04/18/2014	CDW GOVERNMENT INC	CHROMEBOOKS & OTTERBOXES FOR SPECIAL SVCS - INVOICE #'S: KR88722, KS52515, KS72647	2,965.40
99226	04/18/2014	CDW GOVERNMENT INC	HS SCIENCE DEPT SUPPLIES	403.50
99227	04/18/2014	CHALK'S TRUCK PARTS INC	PARTS FOR MAR 2014 - INVOICE #'S: 813265, 812900, 813640, 814870	724.05
99228	04/18/2014	CITY ELECTRIC SUPPLY CO	ELECTRICAL / LAMPS FOR OUTSIDE WALL PACKS AT WSE, MS & HS	332.31
99229	04/18/2014	CLARK, JOSH	REFUND FOR PAVILION NOT USED ON 4/6/14	40.00
99230	04/18/2014	CONTINENTAL BATTERY COMPANY	CUSTODIAL / BATTERIES FOR AUTO SCRUBBER AT WSE	145.90
99231	04/18/2014	CRAWFORD ELECTRIC SUPPLY CO INC	ELECTRICAL / WIRE FOR ATHLETIC FIELD HOUSE	121.27
99231	04/18/2014	CRAWFORD ELECTRIC SUPPLY CO INC	ELECTRICAL / WIRE FOR ATHLETIC FIELD HOUSE	384.20
99231	04/18/2014	CRAWFORD ELECTRIC SUPPLY CO INC	ELECTRICAL / BALLAST FOR LIGHT (STOCK)	264.60
99232	04/18/2014	CULLIGAN OF SAN MARCOS	WATER SOFTNER / ADMIN BLDG KITCHEN - 3/1/14 TO 3/31/14	26.75
99233	04/18/2014	CUMMINGS, MARY	MILEAGE REIMBURSEMENT - R 13 WORKSHOP: PREPARING FOR SUCCESS AFTER STAAR MODIFIED	27.78
99234	04/18/2014	DAHILL INDUSTRIES INC	CURR (ID #63281) & CURR/SP SERV (ID #63265) - 2/1 TO 3/1	272.63
99234	04/18/2014	DAHILL INDUSTRIES INC	SPEC SERV (ID #86707) - 2/2 TO 3/2	16.57
99234	04/18/2014	DAHILL INDUSTRIES INC	ADM WRKRM (ID 86371) - 2/2 TO 3/2	18.46
99234	04/18/2014	DAHILL INDUSTRIES INC	RSE (ID #'S E2106 & E2108) 2/1 TO 3/1	424.14
99234	04/18/2014	DAHILL INDUSTRIES INC	WSE (ID 86506) - 2/2 TO 3/2	368.43
99234	04/18/2014	DAHILL INDUSTRIES INC	DSE ADMIN (ID F3428) - 2/1 TO 3/1	72.43
99234	04/18/2014	DAHILL INDUSTRIES INC	WSE (ID F3430) 2/1 TO 3/1	247.15
99234	04/18/2014	DAHILL INDUSTRIES INC	ADMIN #2 (ID F3431) 2/1 TO 3/1	51.83
99234	04/18/2014	DAHILL INDUSTRIES INC	HS COUNSELORS (ID F3429) 2/1 TO 3/1	35.17
99234	04/18/2014	DAHILL INDUSTRIES INC	B OPS (ID F1541) 2/1 TO 3/1	57.76
99234	04/18/2014	DAHILL INDUSTRIES INC	MS WRKRM (ID F2479 & F2481) 2/1 TO 3/1	1,295.82
99234	04/18/2014	DAHILL INDUSTRIES INC	DSE WRKRM (ID F2480) 2/1 TO 3/1	327.04
99234	04/18/2014	DAHILL INDUSTRIES INC	HS WRKRM (ID F2476 & F2478) 2/1 TO 3/1	1,282.72
99234	04/18/2014	DAHILL INDUSTRIES INC	WSE (ID F2473) 2/1 TO 3/1	401.11
99234	04/18/2014	DAHILL INDUSTRIES INC	RSE (ID F2475) 2/1 TO 3/1	195.13
99234	04/18/2014	DAHILL INDUSTRIES INC	ATHLETICS (ID #E2096) 2/1 TO 3/1	6.95
99234	04/18/2014	DAHILL INDUSTRIES INC	DSE WRKRM (ID #E2107) 2/1 TO 3/1	347.56

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99234	04/18/2014	DAHILL INDUSTRIES INC	HS (ID 86624) 2/2 TO 3/2	35.12
99234	04/18/2014	DAHILL INDUSTRIES INC	HS OFC (ID 86314) 2/2 TO 3/2	74.53
99235	04/18/2014	DANCEWEAR SOLUTIONS	MS COSTUMES	388.69
99235	04/18/2014	DANCEWEAR SOLUTIONS	MS COSTUMES - SOLID SWEATPANTS	414.74
99236	04/18/2014	DEALERS ELECTRICAL SUPPLY	ELECTRICAL / SENSOR POWER PACK FOR RSE, MS & HS	59.74
99237	04/18/2014	DEMCO INC	WSE LIBRARY CATALOGING SUPPLIES	238.71
99238	04/18/2014	EAN HOLDINGS LLC	VAN RENTAL FOR POWERLIFTING - 3/21-24/14	161.19
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427161 WORKSHOP - GOHLKE, HUGHES, FEB 26	300.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1426913 WORKSHOP - KOKEMOOR, MULVAHILL, MARTINEZ, FEB 27	255.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427784 WEBINAR - T FAW, FEB 21	10.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427881 WORKSHOP - J EGBY, MAR 3	40.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427022 WORKSHOP - L KISSINGER, MAR 25	70.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1428881 WORKSHOP - LINKER, LEINNEWEBER, SIX, CUMMINGS, ROBERTS, K HAYDON, MAR 25 / INVOICE #'S: 187958, 187961	240.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427325 WORKSHOP - K HAYDON, A GARRINGER, K ALLEY - FEB 27- 28	270.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	BUS DRIVER CERTIFICATION - W SCHUBERT 1/13/14	85.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	BUS DRIVER RE-CERTIFICATION - J STRILZUK 2/22/14	40.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	BUS DRIVER RE-CERTIFICATION - F FODOR 3/8/14	40.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427266 WORKSHOP - K SHEPERD, FEB 15	50.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427266 WORKSHOP - H LLOYD & J MAENIUS, FEB 15	100.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427266 CONFERENCE - T COOPER, A NEVIN, T BALLARD, M SARGENT, FEB 15	80.00
99239	04/18/2014	EDUCATION SERV CENTER - R. 13	SP1427160 WORKSHOP - MOCZYGEMBA, NORTHRUP, HAAS, DUNN, SMITH, THOMAS, HURST, LATEO, HAMILTON, FEB 10 / INVOICE #'S: 187223, 187224	1,350.00
99240	04/18/2014	FERGUSON ENTERPRISES INC	PLUMBING / MISC PARTS FOR DISTRICT USE	1,390.30
99241	04/18/2014	FLINN SCIENTIFIC INC	HS SCIENCE DEPARTMENT SUPPLIES	98.53
99242	04/18/2014	FLOYD, RICHARD	CLINICIAN FOR WIND ENSEMBLE - MAR 27	350.00
99243	04/18/2014	FOWLER, DANNY	DS VS LEANDER - 4/5/14	115.00
99244	04/18/2014	FRENCH, ANNETTE	REFUND FOR DRIVER EDUCATION CLASS	130.00
99245	04/18/2014	GOPHER SPORT	MS PE SUPPLIES / MILLIE HOGG	324.91
99245	04/18/2014	GOPHER SPORT	MS PE SUPPLIES / MILLIE HOGG	665.73
99246	04/18/2014	GRAINGER INC	ELECTRICAL / DIMMABLE PLUG-IN FOR WSE, MS & HS	111.80
99246	04/18/2014	GRAINGER INC	ELECTRICAL / BATTERY PK FOR DISTRICT USE	568.60
99247	04/18/2014	GULF COAST PAPER CO INC	TRANSPORTATION / KLEENEX	50.71
99248	04/18/2014	HACKLEMAN, GARRY	DS VS REGENTS - 3/29/14	65.00
99250	04/18/2014	HAMPTON INN & SUITES STEPHENVILLE	HOTEL FOR TSU STATE JUDGING - APR 22-24, STEPHENVILLE	1,380.30
99251	04/18/2014	HERTZ FURNITURE SYSTEMS	ATHLETICS / CONFERENCE TABLE FOR ATHLETIC DIRECTOR	1,125.00
99252	04/18/2014	HOFMANN'S SUPPLY	MAINTENANCE PICKUPS AND TRAILERS	235.96
99253	04/18/2014	HOME DEPOT CREDIT SERVICES	SUPPLIES FOR PORTABLE RESTROOM TRAILER - INVOICE #'S: 20270, 6014984, 4015439	157.61
99253	04/18/2014	HOME DEPOT CREDIT SERVICES	TRANSPORTATION SUPPLIES FOR MAR 2014 - INVOICE #'S: 5140002, 6011015, 14196, 14232, 2010228	106.88
99254	04/18/2014	HOOK, SHAWNA	REFUND FOR CANCELLED POSTNATAL BABY YOGA CLASS	130.00
99255	04/18/2014	HOUGHTON MIFFLIN HARCOURT PUBL CO	TESTING MATERIALS	157.08
99256	04/18/2014	INSCO DISTRIBUTING INC	HVAC / THERMAL CUT-OFF FOR ADMIN BLDG & DAY CARE	27.28
99257	04/18/2014	INTERSTATE BATTERIES	BATTERIES FOR AUTO SCRUBBER AT HS FIELD HOUSE	443.90
99257	04/18/2014	INTERSTATE BATTERIES	CREDIT FOR CORES / TRANSP DEPT	-120.00
99257	04/18/2014	INTERSTATE BATTERIES	TRANSPORTATION PARTS FOR MAR 2014	635.70
99258	04/18/2014	JONES SCHOOL SUPPLY INC	PINS FOR 8TH GRADE END OF YEAR AWARDS ASSEMBLY	141.96
99259	04/18/2014	KOCH, AMY	REFUND FOR DRIVER EDUCATION CLASS	130.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99260	04/18/2014	LAKE TRAVIS ISD	ENTRY FEE MS GOLF TOURNAMENT - APR 17, HUDSON BEND MIDDLE SCHOOL	380.00
99261	04/18/2014	LANGFORD, RODNEY	DS VS LEANDER - 4/4/14	75.00
99262	04/18/2014	LONE STAR AUDIOMETRICS	RSE / AUDIOMETER CALIBRATION	50.00
99263	04/18/2014	LONGHORN INTL TRUCKS LTD	NEW DPF FOR BUS #70	2,182.45
99263	04/18/2014	LONGHORN INTL TRUCKS LTD	DPF CLEANING FOR BUS #70	100.00
99263	04/18/2014	LONGHORN INTL TRUCKS LTD	TRNSP PARTS FOR MAR 2014 - INVOICE #'S: 890253, 888546, 892086, 892182, 892206, 892419	799.45
99263	04/18/2014	LONGHORN INTL TRUCKS LTD	EGR COOLER - EXHAUST SIDE BUS 58	1,121.27
99263	04/18/2014	LONGHORN INTL TRUCKS LTD	DPFT CLEANING FOR BUS #55	399.00
99264	04/18/2014	LUMBRERAS, BERT	DS VS LEANDER - 4/4/14	75.00
99265	04/18/2014	LYON LLC	CREDIT FOR TAX	-3.96
99265	04/18/2014	LYON LLC	ATHLETICS / MISC PARTS FOR HS FIELD HOUSE LOCKERS	52.01
99265	04/18/2014	LYON LLC	ATHLETICS / MISC PARTS FOR HS FIELD HOUSE LOCKERS	158.97
99266	04/18/2014	LYONS, MICHELLE	MILEAGE REIMBURSEMENT - TSB BUYBOARD TRAINING 4/10/14	36.18
99267	04/18/2014	MARBLE FALLS ISD	ENTRY FEE FOR MS GOLF - APR 28, MARBLE FALLS	380.00
99268	04/18/2014	MATHEWS, MARK	DS VS MARBLE FALLS - 4/7/14	65.00
99269	04/18/2014	MATHEWS, PAULA	MILEAGE REIMBURSEMENT - HOMEBOUND SERVICES 2/13, 2/20, 3/6, 3/18	51.07
99270	04/18/2014	MATHESON TRI-GAS INC	MAINTENANCE / CYLINDER RENTAL FOR OXYGEN, ETC - MAR 2014	7.20
99270	04/18/2014	MATHESON TRI-GAS INC	OXYGEN & ACETYLENE FOR MAINTENANCE DEPT	56.45
99271	04/18/2014	MCNETT, CALEN-ROYAL	REIMBURSEMENT FOR MATERIALS FOR PORTABLE RESTROOM	122.75
99272	04/18/2014	MEGAMATION LLC	MAINTENANCE SOFTWARE - 4/10/14 TO 5/9/14	609.00
99273	04/18/2014	MOORE SUPPLY COMPANY	WASTEWATER PLANT / REPAIR KIT FOR SHUT-OFF VALVE	160.22
99273	04/18/2014	MOORE SUPPLY COMPANY	PLUMBING / FAUCETS FOR DSE	204.61
99274	04/18/2014	MUSIC IN MOTION	MS CLASSROOM SUPPLIES AND INCENTIVES	76.90
99275	04/18/2014	NATIONAL INSTRUMENTS CORPORATION	HS / ON-LINE TRAINING (LESS SALES TAX OF \$12.29)	149.00
99276	04/18/2014	O'REILLY AUTOMOTIVE INC	CUST. #474389 / PARTS FOR FEB 2014 - INVOICE #'S: 118418, 118431, 119388, 119603, 120279, 120457, 120560, 120587, 120598	345.79
99277	04/18/2014	OFFICE DEPOT (ACCOUNT #45881020)	MS CHOIR CLASSROOM SUPPLIES	22.11
99277	04/18/2014	OFFICE DEPOT (ACCOUNT #45881020)	MS CHOIR CLASSROOM SUPPLIES	4.86
99277	04/18/2014	OFFICE DEPOT (ACCOUNT #45881020)	MS CHOIR CLASSROOM SUPPLIES	5.07
99278	04/18/2014	ORIENTAL TRADING COMPANY INC	OBJECTS TO USE FOR KINESTHETIC LEARNING IN CLASSROOM	53.21
99279	04/18/2014	OZARK PUBLISHING	WSE / BOOKS PURCHASED FROM VISITNG AUTHOR	75.00
99280	04/18/2014	PADGETT, SAMUEL	DS VS MARBLE FALLS - 4/7/14	65.00
99281	04/18/2014	PEDERNALES STONE & LANDSCAPING SUPPLY	FILL DIRT TO FILL THE TANK VOIDS AT DSE - RECEIPT DATED 3/14/14	1,320.00
99282	04/18/2014	POWELL & LEON LLP	LEGAL SERVICES - MAR 2014	550.00
99283	04/18/2014	PREMIER HEALTH & OCCUPATIONAL	DOT EXAMS AND PRE-EMPLOYMENT DRUG SCREENING	315.00
99284	04/18/2014	PRO ACOUSTICS LLC	SPEAKER FOR INTERCOM & FIRE ALARM FOR MS	94.67
99285	04/18/2014	PRO SERVE ENTERPRISE INC	CUSTODIAL / TILE CLEANER FOR MS & HS	465.00
99286	04/18/2014	RECTOR, STEVEN	SOUND CONSULTANT FOR HS EVENTS	540.00
99287	04/18/2014	RG'S MUSIC REPAIR	HS / INSTRUMENT REPAIR	85.00
99287	04/18/2014	RG'S MUSIC REPAIR	HS / INSTRUMENT REPAIR	125.00
99288	04/18/2014	SCHOOL SPECIALTY INC	SCISSORS CLASS SET FOR 2 MS TEACHERS	119.28
99288	04/18/2014	SCHOOL SPECIALTY INC	CREDIT FOR RETURNED ITEMS / RSE	-83.72
99288	04/18/2014	SCHOOL SPECIALTY INC	DSE ART SUPPLIES	428.87
99288	04/18/2014	SCHOOL SPECIALTY INC	CREDIT / DSE ART SUPPLIES	-84.99
99288	04/18/2014	SCHOOL SPECIALTY INC	WSE TEACHER SUPPLIES	231.36
99288	04/18/2014	SCHOOL SPECIALTY INC	MS ART SUPPLIES	2,619.15
99289	04/18/2014	SHUTTLESWORTH, KIM	CLINICIAN FOR SYMPHONIC BAND - MAR 26	150.00
99290	04/18/2014	SOUTHERN TIRE MART LLC	FLOW THROUGH VALVE CAPS FOR BUS TIRES	110.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99291	04/18/2014	SOUTHWEST ENGINEERS INC	WASTEWATER / PROFESSIONAL ENGINEERING SERVICES FOR TPDES PERMIT RENEWAL FOR PLANT AT DSMS	4,381.25
99292	04/18/2014	SULLIVAN SUPPLY SOUTH INC	LIVESTOCK SHOW SUPPLIES & BLADE SHARPENING	242.50
99293	04/18/2014	TASB INC	ONSITE ANNUAL MEMBERSHIP - D DAVIS, SEP 1 2013 THRU AUG 31, 2014	1,825.00
99294	04/18/2014	TASBO	WORKSHOP REGISTRATION - S LAMB, MAY 13, SAN MARCOS	240.00
99294	04/18/2014	TASBO	ATTENDANCE ACCOUNTING PROCEDURES REGISTRATION - D HIGGS, WEBINAR, FEB 6	70.00
99295	04/18/2014	THOMAS, JUDY	TESTING AND FIE'S FOR RSE AND DSE STUDENTS - 3/24/14 TO 4/9/14	1,200.00
99296	04/18/2014	THYSSENKRUPP ELEVATOR CORPORATION	RSE ELEVATOR MAINTENANCE & PHONE MONITORING - 4/1/14 TO 6/30/14	1,302.36
99296	04/18/2014	THYSSENKRUPP ELEVATOR CORPORATION	MS ELEVATOR MAINTENANCE SERVICE - 4/1/14 TO 6/30/14	644.36
99296	04/18/2014	THYSSENKRUPP ELEVATOR CORPORATION	MS ELEVATOR TELEPHONE MONITORING - 4/1/14 TO 6/30/14	108.12
99297	04/18/2014	TRANE	HVAC / EXPANSION VALVE FOR HS RM D151	93.94
99298	04/18/2014	TRI-ED / NORTHERN VIDEO DISTRIBUTION	SAFETY / WIRE & HORNS FOR FIRE PANEL AT MS (SALES TAX OF \$25.07 DEDUCTED)	313.23
99298	04/18/2014	TRI-ED / NORTHERN VIDEO DISTRIBUTION	SAFETY / PARTS FOR CARD READERS ON DOORS AT RSE	357.58
99298	04/18/2014	TRI-ED / NORTHERN VIDEO DISTRIBUTION	SAFETY / PARTS FOR CARD READERS ON DOORS AT RSE	42.00
99299	04/18/2014	TRIARCO ARTS & CRAFTS LLC	MS ART SUPPLIES	1,737.65
99300	04/18/2014	TRUSSELL, CHRISTY	REIMBURSEMENT FOR UIL DISTRICT CONCESSION STAND, HOSPITALITY, ETC	52.55
99301	04/18/2014	ULINE INC	TRNSP / ENVELOPES	88.50
99302	04/18/2014	UNIFIRST CORPORATION	TRANSPORTATION UNIFORMS - MAR 2014	259.20
99303	04/18/2014	THE UPS STORE	UPS CHARGE FOR PLANT OPS - 3/1/14	29.23
99303	04/18/2014	THE UPS STORE	UPS CHARGE FOR PLANT OPS - 3/21/14	12.48
99303	04/18/2014	THE UPS STORE	UPS CHARGE FOR TECHNOLOGY - 3/27/14	24.30
99304	04/18/2014	VERIZON SOUTHWEST	DISTRICT PHONE SERVICE - 4/1/14 TO 4/30/14	3,982.77
99305	04/18/2014	WAGONER TIRE DRIPPING SPRINGS	MOUNTING 12 TIRES FOR BUS #15 AND BUS #23	500.00
99306	04/18/2014	WALSTON, LISA	ACCOMPANIST FOR UIL CHOIR CONTEST, CONCERT, REHEARSALS - MAR 2014	400.00
99307	04/18/2014	WHITAKER, DALE	REIMBURSEMENT FOR YARD SIGNS WITH BOND VOTING INFO FOR CAMPUSES	256.00
99308	04/18/2014	WOMACK, WADE	TRAVEL REIMBURSEMENT - SOFTBALL 2/27/14	13.83
99309	04/18/2014	WORLD'S FINEST CHOCOLATE INC	CANDY BAR FUNDRAISER - INVOICE #'S: 90809223, 90814195-CM	1,400.00
99310	04/23/2014	RICH, ROBERT	REIMBURSEMENT FOR DAMAGED PARTICLE BOARD - BUS #60, APR 10	150.00
99311	04/23/2014	SUBWAY	SHATTERED DREAMS PROGRAM MEAL - APR 23	350.00
99312	04/24/2014	GREENE, WILLIAM	MEAL MONEY FOR TRACK REGIONALS - 19 STUDENTS - APR 24-25, SAN ANTONIO	807.50
99313	04/24/2014	HOLIDAY INN SAN ANTONIO-INT'L AIRPORT	HOTEL FOR 7 COACHES & 19 STUDENTS - TRACK REGIONALS - APR 24-25, SAN ANTONIO	2,192.94
99314	04/25/2014	APPLE COMPUTER INC	32 STUDENT MACBOOKS, 10 PACK OF MINI IPADS / DSE - INVOICE #'S: 4279792129, 4280020758, 4280137602, 4280137690	46,347.92
99315	04/25/2014	CENERGISTIC INC	ENERGY CONSERVATION SERVICES - MAY FEE	13,300.00
99316	04/25/2014	SCHOOL TECHNOLOGY ASSOCIATES INC	STAI TIME CLOCKS FOR TRUE TIME	18,070.22
99317	04/25/2014	TASB INC	SERVICE AGREEMENT FOR PAY SYSTEMS REVIEW & TRAVEL	12,610.88
99318	04/25/2014	AIRGAS USA LLC	AG DEPARTMENT CYLINDER RENTAL - JAN 2014	160.21
99318	04/25/2014	AIRGAS USA LLC	AG DEPARTMENT CYLINDER RENTAL - FEB 2014	145.96
99318	04/25/2014	AIRGAS USA LLC	AG DEPARTMENT CYLINDER RENTAL - MAR 2014	160.21
99319	04/25/2014	ANDERSON'S	7TH GRADE STUDENT AWARDS	287.89

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99320	04/25/2014	APPLE COMPUTER INC	ETHERNET ADAPTER / TECH DEPT & DISPLAYPORT TO HDMI ADAPTER / HS ATHLETICS	68.00
99320	04/25/2014	APPLE COMPUTER INC	HARD DRIVE FOR WSE COMPUTER LAB 304	159.00
99320	04/25/2014	APPLE COMPUTER INC	SHIPPING / HARD DRIVE FOR WSE COMPUTER LAB 304	6.95
99320	04/25/2014	APPLE COMPUTER INC	BELKIN DISPLAY PORT TO HDMI CABLE / MIDDLETON MS	41.00
99320	04/25/2014	APPLE COMPUTER INC	APPLE CARE - MAC MINI SERVER / TAMI COOK, TECH DEPT	99.00
99320	04/25/2014	APPLE COMPUTER INC	MAC MINI SERVER / TAMI COOK, TECH DEPT	1,195.00
99320	04/25/2014	APPLE COMPUTER INC	IPADS / HS ATHLETICS	1,732.00
99320	04/25/2014	APPLE COMPUTER INC	IMAC COMPUTERS FOR HS COUNSELORS & L COLBORNE	5,975.00
99320	04/25/2014	APPLE COMPUTER INC	POWER SUPPLY FOR STUDENT IMAC IN BUCHANAN'S CLASSROOM / WSE	75.95
99321	04/25/2014	APPLIED PRACTICE LTD	HS TEACHING SUPPLIES	268.46
99321	04/25/2014	APPLIED PRACTICE LTD	HS TEACHING SUPPLIES	223.72
99322	04/25/2014	ASPEX SOLUTIONS	APPLITRACK HR FILES AND APPLITRACK RECRUITING	1,131.00
99323	04/25/2014	BARNES & NOBLE INC	WSE / REFERENCE BOOKS	121.50
99323	04/25/2014	BARNES & NOBLE INC	RSE / WORM COMPOSTING BOOKS FOR STUDENT LEADERSHIP GRANT	27.00
99324	04/25/2014	BARNETT, DARIN	REFUND FOR RETURNED LIBRARY BOOK	13.21
99325	04/25/2014	BROWN, MITCHELL	DS VS MARBLE FALLS - JV 4/8/14	115.00
99326	04/25/2014	CAROLINA BIOLOGICAL SUPPLY CO INC	RSE / MEAL WORM CULTURE KITS FOR SECOND GRADE TEACHERS	178.20
99327	04/25/2014	CAUSEY, LADONNA	MILEAGE REIMBURSEMENT - HOMEBOUND SERVICES 2/18, 2/28	82.22
99328	04/25/2014	CDW GOVERNMENT INC	USB CARDS - TECHNOLOGY DEPT	71.26
99328	04/25/2014	CDW GOVERNMENT INC	ADOBE ACROBAT PRO - MICHELLE LYONS	71.61
99328	04/25/2014	CDW GOVERNMENT INC	IPAD MINI COVER - KELLIE MARTINI	81.49
99328	04/25/2014	CDW GOVERNMENT INC	ADOBE PHOTOSHOP CS6 SINGLE LICENSE - RDSE	167.48
99328	04/25/2014	CDW GOVERNMENT INC	OTTERBOXES FOR IPAD MINI 10 PACK - DSE	388.80
99329	04/25/2014	CRABILL, MIKE	DS VS MARBLE FALLS - 4/11/14	75.00
99330	04/25/2014	D&S COMMUNICATIONS INC	REPAIR FOR 7 CISCO IP PHONES	480.78
99331	04/25/2014	DRAMATIC PUBLISHING	SCRIPTS / MS	82.46
99332	04/25/2014	EAN HOLDINGS LLC	ACCT. #TXS1054 - RENTAL CAR FOR NFL DISTRICT SPEECH / DEBATE TRIP	322.19
99333	04/25/2014	EDUCATION TO GO	ED2GO ONLINE COURSES - INVOICE #'S: 1108277, 1109544	201.75
99334	04/25/2014	FARONICS TECHNOLOGIES	DEEP FREEZE LICENSE FOR 90 NEW STUDENT COMPUTERS AT HS	2,160.00
99335	04/25/2014	FIRKSER, PATRICIA	REIMBURSEMENT FOR FAMILY TRAINING - GIVEN AUTISM CONF - APR 12, AUSTIN	100.00
99336	04/25/2014	FRANCIS, S LSSP	FULL INDIVIDUAL EVALUATION, TESTING & REPORT - [REDACTED] THRU 3/31/14	825.00
99337	04/25/2014	FRANKLIN COVEY CLIENT SALES INC	DSE / THE LEADER IN ME BOOK	926.30
99337	04/25/2014	FRANKLIN COVEY CLIENT SALES INC	RSE / BOOKS FOR LEADER IN ME PROGRAM FOR STAFF	185.43
99338	04/25/2014	FREY SCIENTIFIC	HS SCIENCE DEPARTMENT SUPPLIES	172.80
99339	04/25/2014	FRIENDS OF THE POUND HOUSE FOUNDATION	WALNUT SPRINGS ELEM 2ND GRADE FIELDTRIP - 3/20/14	195.00
99340	04/25/2014	FRONTLINE TECHNOLOGIES INC	2013-2014 AESOP MID YEAR ADJUSTMENT	535.50
99341	04/25/2014	FRONTERA, PAIGE	TRAVEL REIMBURSEMENT - NATL GEOGRAPHIC BEE STATE COMPETITION 4/3-4/14	527.05
99342	04/25/2014	GARNETT'S PROPANE INC	PROPANE DELIVERED TO FOUNDERS POOL FOR APR 2014 - INVOICE #: 1175482	1,250.20
99343	04/25/2014	GLASER, SUZANNE	MS INSTRUMENT DETERMINATION SPECIALIST - 4/17	125.00
99344	04/25/2014	GOLF IN SCHOOLS LLC	KIDZ KOLLEGE SPRING 2014 CLASSES - WSE & RSE	2,808.00
99345	04/25/2014	HANDWRITING WITHOUT TEARS	PRE-K READINESS & WRITING WORKSHOP - CANDY WAHLERS - MAY 2, AUSTIN	250.00
99346	04/25/2014	HAPPY TALK LLC	SPEECH EVALUATIONS & THERAPY SERVICES - MAR 2014	4,403.75

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99347	04/25/2014	HART INTERCIVIC INC	ANNUAL SOFTWARE LICENSE & SUPPORT RENEWAL - 6/30/14 TO 6/29/15	1,082.00
99348	04/25/2014	HASSELL, TRICIA	LUNCH FOR INTERVIEW COMMITTEE - APR 14	51.50
99349	04/25/2014	HAYS COUNTY WCID #1	WATER/SEWER SERVICES @ RSE - 3/7/14 TO 4/7/14	1,716.74
99349	04/25/2014	HAYS COUNTY WCID #1	WATER SERVICES @ RSE - 3/7/14 TO 4/7/14	170.10
99350	04/25/2014	HOME DEPOT CREDIT SERVICES	GENERAL SUPPLIES - 59 INVOICES 2/3/14 TO 2/28/14	1,153.17
99351	04/25/2014	HOPKINS, STEVEN	BAND LEADERSHIP AUDITION JUDGE	150.00
99352	04/25/2014	HOWARD, STEPHEN	BAND LEADERSHIP AUDITION JUDGE	150.00
99353	04/25/2014	INTERQUEST DETECTION CANINES	CANINE CONTRABAND DETECTION - HS / MAR 2014	500.00
99354	04/25/2014	IXL LEARNING	MS / QUIA ONLINE SUBSCRIPTION	98.00
99355	04/25/2014	J W PEPPER & SON INC	MS CHOIR / SHEET MUSIC	94.84
99355	04/25/2014	J W PEPPER & SON INC	MS CHOIR / SHEET MUSIC	8.95
99356	04/25/2014	KANSAS STATE BANK	DISTRICT COPIERS LEASE - MAY 2014	4,429.19
99357	04/25/2014	KLASSEN, GAY	REIMBURSEMENT FOR STUDENT TREATS FOR END OF TUTORING	31.06
99358	04/25/2014	KOSKE, RACHAEL	COSTUME & MAKEUP SUPPLIES FOR ONE-ACT PLAY	999.37
99359	04/25/2014	LADNER, DENISE	LUNCH FOR INTERVIEW COMMITTEE - APR 11	56.25
99360	04/25/2014	LONE STAR PERCUSSION	DRUM HEADS	435.77
99360	04/25/2014	LONE STAR PERCUSSION	PERCUSSION EQUIPMENT	42.52
99361	04/25/2014	LYNDA.COM INC	LYNDA MEMBERSHIP FOR ONLINE TRAINING - BONNIE DRANE	375.00
99361	04/25/2014	LYNDA.COM INC	LYNDA MEMBERSHIP FOR ONLINE TRAINING - KALLIE MADDOX	375.00
99362	04/25/2014	MAGNETO POWER LLC	SMALL ENGINE FOR LAWN MOWER REPLACEMENT	160.95
99363	04/25/2014	MALIK, JAMES	BAND LEADERSHIP AUDITION JUDGE	150.00
99363	04/25/2014	MALIK, JAMES	MS INSTRUMENT DETERMINATION SPECIALIST - 4/14 & 4/15	250.00
99364	04/25/2014	MCNETT, CALEN-ROYAL	ITEMS NEEDED FOR PORTABLE RESTROOM & BBQ TRAILER	153.24
99365	04/25/2014	MITCHELL, SUSAN	MILEAGE REIMBURSEMENT FOR TUTORING & TEACHER CONFERENCES - MAR 2014	238.12
99366	04/25/2014	MOUSER ELECTRONICS INC	SUPPLIES FOR ROBOTICS / PROGRAMMING / ENGINEERING CLASSES	106.91
99367	04/25/2014	MUSIC FOR ALL INC	FINAL PAYMENT FOR ENTRY FEES - BANDS OF AMERICA	400.00
99368	04/25/2014	NASCO - FORT ATKINSON	HEALTH SCIENCE TECHNOLOGY CLASSES	5,200.86
99368	04/25/2014	NASCO - FORT ATKINSON	HEALTH SCIENCE TECHNOLOGY CLASSES	173.55
99368	04/25/2014	NASCO - FORT ATKINSON	HEALTH SCIENCE TECHNOLOGY CLASSES	157.63
99368	04/25/2014	NASCO - FORT ATKINSON	HEALTH SCIENCE TECHNOLOGY CLASSES	3,614.29
99368	04/25/2014	NASCO - FORT ATKINSON	HEALTH SCIENCE TECHNOLOGY CLASSES	380.25
99369	04/25/2014	NAT'L MATH & SCIENCE INITIATIVE	NMSI'S LAYING THE FOUNDATION - T CROWELL - JULY 22-25, LEANDER	595.00
99370	04/25/2014	NATIONAL INSTRUMENTS CORPORATION	HS TEXTBOOKS	1,233.52
99371	04/25/2014	NELCO	SKYWARD LASER BLANK CHECK STOCK	671.80
99372	04/25/2014	NISD ATHLETICS, DIRECTOR GENERAL	ENTRY FEE FOR REGION UIL ONE-ACT PLAY - MAY 3, SAN ANTONIO	475.00
99373	04/25/2014	O'REILLY AUTOMOTIVE INC	TRANSPORTATION PARTS FOR MAR 2014 / CUST. #474389 - INVOICE #'S: 121304, 121311, 121312, 121653, 121876, 122336, 123327, 123455, 124662, 125559	395.90
99373	04/25/2014	O'REILLY AUTOMOTIVE INC	LATE PAYMENT CHARGE FOR FEB 2014 - INVOICE #SC02104037	14.34
99373	04/25/2014	O'REILLY AUTOMOTIVE INC	MARCH 2014 - INVOICE #'S: 121795 (\$132.55), 129191 (CREDIT \$99.30)	33.25
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	PLASTIC TWIST TIES - JASON GROGAN	51.98
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	OFFICE CHAIR - JASON GROGAN	266.23
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	HS CLASSROOM SUPPLIES	57.68
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	SUPPLIES FOR HS ATTENDANCE OFFICE	62.69
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	HS TEACHING MATERIALS	125.35

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	OFFICE SUPPLIES - CAMPBELL	387.44
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	OFFICE SUPPLIES - CAMPBELL	452.54
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	OFFICE SUPPLIES - CAMPBELL	9.99
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	ACADEMIC INCENTIVES / MS	29.98
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	WSE TEACHER SUPPLIES	53.15
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	WSE TEACHER SUPPLIES	5.99
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	LINKER - ELECTRONIC DICTIONARIES	119.96
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	SUPPLIES / LINKER	182.11
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	MS / ART & OFC SUPPLIES	33.66
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	COMMUNITY ED SUPPLIES	64.55
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	CMTY ED SUPPLIES	614.00
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	CMTY ED SUPPLIES	2.64
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	CMTY ED SUPPLIES	136.99
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	MS / ART & OFFICE SUPPLIES	272.91
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	MS / ART & OFFICE SUPPLIES	10.40
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	MS / ART & OFFICE SUPPLIES	37.90
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	TRNSP OFFICE SUPPLIES	105.67
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	TRNSP OFFICE SUPPLIES	179.07
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	TRNSP OFFICE SUPPLIES	17.61
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	TRNSP OFFICE SUPPLIES	10.32
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	B OPER OFFICE SUPPLIES	52.29
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	B OPER OFFICE SUPPLIES	21.98
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	EQUIPMENT FOR COACH MCBRIDE / TRAINER	3.96
99374	04/25/2014	OFFICE DEPOT (ACCOUNT #45881020)	EQUIPMENT FOR COACH MCBRIDE / TRAINER	59.43
99375	04/25/2014	OFFICEMAX INC	HS / CALCULATORS	563.68
99376	04/25/2014	ORIENTAL TRADING COMPANY INC	CAMP VENTURE SUMMER SUPPLIES	1,384.13
99377	04/25/2014	OROZCO, JAMES	CASH BOX FOR HI-STEPPERS SPRING SHOW	1,000.00
99378	04/25/2014	OROZCO, JAMES	SCENIC SUPPLIES FOR ONE-ACT PLAY EURYDICE	236.45
99379	04/25/2014	PALO ALTO COLLEGE	ENTRY FEE REGION SWIM MEET - FEB 7-8 , SAN ANTONIO	228.00
99380	04/25/2014	PENGUIN GROUP USA LLC	STUDENT BOOK ORDERS FOR AUTHOR NIKKI LOFTIN	164.86
99381	04/25/2014	RAPTOR TECHNOLOGIES INC	CAMPUS SECURITY VISITOR ID SYSTEM RENEWAL	2,400.00
99382	04/25/2014	RBC MUSIC CO INC	LARSON - SPRING MUSIC	229.28
99382	04/25/2014	RBC MUSIC CO INC	LARSON - SPRING MUSIC	286.89
99383	04/25/2014	REALLY GOOD STUFF	WSE TEACHER SUPPLIES	121.59
99384	04/25/2014	ROBERTS, J	DS VS MARBLE FALLS - JV 4/8/14	115.00
99385	04/25/2014	ROUND ROCK ISD - ATHLETIC DEPT	REGIONAL QUARTERFINAL SOCCER PLAY-OFF EXPENSES, APR 7 ROUND ROCK	184.00
99386	04/25/2014	SATROM, SHAUNA	MS INSTRUMENT DETERMINATION SPECIALIST - 4/15 & 4/17	250.00
99387	04/25/2014	SCHOOL SPECIALTY INC	OFFICE SUPPLIES - TECHNOLOGY	53.28
99387	04/25/2014	SCHOOL SPECIALTY INC	HS SCIENCE DEPARTMENT SUPPLIES	67.50
99387	04/25/2014	SCHOOL SPECIALTY INC	WSE TEACHER SUPPLIES	287.64
99387	04/25/2014	SCHOOL SPECIALTY INC	CL&I SUPPLIES	104.88
99387	04/25/2014	SCHOOL SPECIALTY INC	ART SUPPLIES - DSE / MCFEE	749.70
99387	04/25/2014	SCHOOL SPECIALTY INC	GLOVES / LIFE SKILLS CLASS & TARDY BOOKS RSE / FRONT DESK	152.30
99387	04/25/2014	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES - DSE / SHOOPMAN	94.05
99387	04/25/2014	SCHOOL SPECIALTY INC	MANIPULATIVE FOR INSTRUCTIONAL ENHANCEMENT	34.59
99388	04/25/2014	SCHUH, PAMELA	TRAVEL REIMBURSEMENT - SKYWARD WEB FINANCE TRAINING 4/14-16/14	288.65
99389	04/25/2014	SHORELINE CHURCH INC	BALANCE DUE FOR FACILITY USE FOR GRADUATION 2014	3,652.50
99390	04/25/2014	SIGMA-ALDRICH INC	1ST TIME PREPAY ORDER #3012012879 - PREVIOUSLY PO 0011400327 - SUPPLIES FOR K HENRY'S BIO - TECH CLASS	1,245.90
99391	04/25/2014	SOUTHERN TIRE MART LLC	TIRES FOR BUSES	9,942.00

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
99392	04/25/2014	SOUTHERN CALIFORNIA AP INSTITUTE INC	AP SPANISH LANG & CULTURE WORKSHOP - KATIE PRYOR, AUG 4-7, ROLLING HILLS ESTATES, CA	725.00
99393	04/25/2014	STUDICA INC	ROBOTICS SUPPLIES	7,102.96
99394	04/25/2014	SWAIN, MICHELLE	GT PROGRAMING CONSULTING - APR 22	300.00
99395	04/25/2014	TASB INC	TASB SUMMER LEADERSHIP INSTITUTE - A ATWOOD FOR JUNE 26-28 FT WORTH / C KROLL, T KURPIEWSKI, S REEVES, B STROUD, C PEKAREK, J THOMPSON, JUNE 19-21, SAN ANTONIO	3,050.00
99395	04/25/2014	TASB INC	TASB SUMMER LEADERSHIP INSTITUTE - B GEARING, JUNE 19 - 21, SAN ANTONIO	500.00
99396	04/25/2014	TEAMS OF TOMORROW	TINY TOT BASKETBALL - KIDZ KOLLEGE SPRING 2014 (RSE - 5 STUDENTS)	520.00
99397	04/25/2014	TEXAS INSTRUMENTS	IMPLEMENTING THE TEKS MATH PROCESS STANDARDS WORKSHOP - P MATHEWS, D DAILY, L HUGHES, T SIX - JUNE 18-20 , AUSTIN	1,400.00
99398	04/25/2014	TEXAS WATER SYSTEMS	PARTS & LABOR FOR WATER SOFTNER AT DSE	618.00
99399	04/25/2014	TFE	RSE INSTALL 3 INTERIOR CAMERAS TO COVER BATHROOM ENTRANCES	2,504.97
99400	04/25/2014	THEIS, DEBRA	REIMBURSEMENT FOR SUPPLIES - BIBS FOR CDC	25.94
99401	04/25/2014	TRUWEST INC	HS TEACHING SUPPLIES	253.61
99402	04/25/2014	TX DEPARTMENT OF PUBLIC SAFETY	CRIMINAL HISTORY INQUIRIES - 3/1/14 TO 3/31/14	44.00
99403	04/25/2014	UNIVERSITY OF TX - UIL STATE MUSIC OFC	CHOIR ENTRY FEES SOLO & ENSEMBLE - AUSTIN	217.50
99404	04/25/2014	VANTAGE APPAREL	NEW SPRING ORDERS FOR TIGER SHACK	1,261.85
99405	04/25/2014	WELLS FARGO FINANCIAL LEASING	COPIERS @ ADM, PLNT OP, HS, WSE - 3/30/14 TO 4/29/14	1,185.00
99405	04/25/2014	WELLS FARGO FINANCIAL LEASING	RSE COPIERS - 3/29/14 TO 4/28/14	952.54
99405	04/25/2014	WELLS FARGO FINANCIAL LEASING	HR COPIER (XEROX 7545) - 3/29/14 TO 4/28/14	447.41
99406	04/25/2014	WHITAKER, DALE	MILEAGE REIMBURSEMENT - 4/4/14	49.68
99407	04/25/2014	YANKEE CANDLE FUNDRAISING	MS DANCE FUNDRAISER	4,769.28
99408	04/25/2014	BILTMORE HOTEL	HOTEL FOR NATIONAL FFA LAND JUDGING CONTEST - APR 28-MAY 2, OKLAHOMA CITY	1,300.48
99409	04/25/2014	MCNETT, CALEN-ROYAL	MEAL MONEY FOR NATIONAL FFA LAND JUDGING TEAM COMP - APR 28-MAY 2, OKLAHOMA CITY	510.00
99410	04/25/2014	OKLAHOMA ASSC OF CONSERV DISTRICTS	REGISTRATION & CERTIFICATION FOR NATIONAL LAND JUDGING CONTEST - APR 29-MAY 1, OKLAHOMA CITY	150.00
99411	04/28/2014	WHITMAN, RHONDA	TRAVEL REIMBURSEMENT - TASA ASSESSMENT CONFERENCE 2/17-19/14 *****THIS REPLACES LOST CHECK #98779 DATED 3/7/14*****	30.00

Totals for checks 725,131.15

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
98	ATHLETIC FUND	2,144.56	125.00	32,740.45	35,010.01
99	GENERAL FUND	1,300.00	40.00	538,687.12	540,027.12
11	ESEA TITLE I, PART A, IMPRV BS	0.00	0.00	48,722.12	48,722.12
24	IDEA PART B FORMULA	0.00	0.00	16,116.17	16,116.17
44	VOCATIONAL ED CARL PERKINS	0.00	0.00	149.00	149.00
55	ESEA TITLE II PRT A TEAC/PRIN	0.00	0.00	11,392.80	11,392.80
97	ADVANCED PLACEMENT INCENTIVES	0.00	0.00	949.00	949.00
61	CAMPUS ACTIVITY FUND	0.00	1,792.15	45,109.18	46,901.33
83	EDUCATION FOUNDATION GRANT	0.00	0.00	3,693.11	3,693.11
11	DSISD DAY CARE	0.00	0.00	263.85	263.85
12	DSISD COMMUNITY EDUCATION FUND	0.00	455.00	20,189.79	20,644.79
15	DSHS TIGER SHACK	1,261.85	0.00	0.00	1,261.85
*** Fund Summary Totals ***		4,706.41	2,412.15	718,012.59	725,131.15

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

**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**  
**Legal Fees Summary**  
**For Years ending June 30**

<u>LAW FIRM</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
WALSH, ANDERSON	\$ 99,327.23	\$ 153,956.04	\$ 63,765.32
POWELL & LEON LLP	-	7,845.50	2,127.00
PERDUE BRANDON FIELDER	331.00	-	-
HENSLEE SCHWARTZ, LLP	26,840.84	1,327.50	-
FULBRIGHT & JAWORSKI LLP	13,140.52	-	-
GUNTER & BENNETT PC	4,440.00	-	-
<b>TOTAL</b>	<b><u>\$ 144,079.59</u></b>	<b><u>\$ 163,129.04</u></b>	<b><u>\$ 65,892.32</u></b>

The Washington Post High School Challenge 2014  
Texas' Most Challenging High Schools  
Texas List

National Rank	Texas Rank	School	Location	Size	School Classification	Equity & Excellence % Percent of Students Scoring 3 or Higher on an AP Exam During High School	Percent Subsidized Lunch	Index
2	1	Uplift Education North Hills Preparatory	Irving	NA	Charter	88	5.4	15.696
4	2	Talented and Gifted	Dallas	NA	Magnet	100	28	15.515
5	3	Science/Engineering Magnet	Dallas	NA	Magnet	100	63.1	14.171
11	4	Carnegie Vanguard	Houston	NA	Charter	100	25	11.787
16	5	Uplift Education Summit Preparatory	Arlington	NA	Charter	46	67	10.885
20	6	Rangoli Young Women's Leadership School	Dallas	NA	Magnet	38	72	10.455
23	7	South Texas Academy of Med Tech	San Benito	NA	Magnet	55	92	9.753
25	8	Hamony Science Academy - North Austin	Pflugerville	NA	Charter	NA	NA	9.452
29	9	Uplift Education Williams Preparatory	Dallas	NA	Charter	22	93	8.711
30	10	Hamony Science Academy Brownsville	Brownsville	NA	Charter	25	80	8.375
31	11	Science Academy of South Texas	Mercedes	NA	Magnet	85	43	8.356
32	12	Energized for STEAM	Houston	NA	Charter	22	56	6.761
35	13	Dallas International School (P)	Dallas	Private	NA	100	NA	7.625
36	14	Westlake Academy	Westlake	NA	Charter	87.8	1	7.61
42	15	Hamony Science Academy-Waco	Waco	NA	Charter	36	74	7.455
51	16	Hamony Science Academy Houston	Houston	NA	Charter	85	73	6.775
52	17	High School for Law Enforcement and Criminal Justice	Houston	NA	Magnet	25	79	6.761
54	18	Keystone (P)	San Antonio	Private	NA	100	NA	6.719
56	19	South Texas Business, Education and Technology Academy	Edinburg	NA	Magnet	50	70	6.608
57	20	YES College Prep-North Central	Houston	NA	Charter	86	83	6.593
59	21	Hamony School of Innovation - Fort Worth	Fort Worth	NA	Charter	64	41	6.519
68	22	South Texas High School for Health Professions	Mercedes	NA	Magnet	69.2	60.2	6.307
72	23	Judge Barefoot Sanders Law Magnet	Dallas	NA	Magnet	64.9	75	6.189
74	24	YES College Prep-East End	Houston	NA	Charter	78	84	6.014
79	25	Communications Arts	San Antonio	NA	Magnet	83.9	27	5.958
85	26	Liberal Arts and Science Academy	Austin	NA	Magnet	96	17	5.878
94	27	Highland Park	Dallas	4A	Open Enrollment	77	62	5.688
97	28	Challenge Early College	Houston	NA	Charter	77	62	5.626
106	29	Hamony Science Academy-Beaumont	Beaumont	NA	Charter	20	51	5.4
112	30	Hamony School of Advancement	Houston	NA	Charter	84	48	5.308
120	31	International School of the Americas	San Antonio	NA	Magnet	50	23	5.202
128	32	M.E. Dobbins High School for Health Professions	Houston	NA	Magnet	98	48	5.04
131	33	YES College Prep-Southwest	Houston	NA	Charter	13	86.9	5.015
133	34	Westwood	Austin	5A	Open Enrollment	89	11	5.009
135	35	Westlake	Austin	5A	Open Enrollment	64.6	7	4.948
157	36	Uplift Education Peak Preparatory	Dallas	NA	Charter	24	93	4.686
172	37	Eastwood	Houston	NA	Charter	86	87	4.559
185	38	M.B. Lamar	Houston	5A	Open Enrollment	13	47	4.482
190	39	High School for the Performing and Visual Arts	Houston	NA	Magnet	65	19	4.444
195	40	YES College Prep-Southeast	Houston	NA	Charter	83.7	77	4.345
203	41	School of Health Professions	Dallas	NA	Magnet	40	70	4.289
259	42	Houston Academy of International Studies	Houston	NA	Magnet	27	73	3.987
261	43	Bellaire	Bellaire	5A	Open Enrollment	46	47	3.972
281	44	KIPP Houston	Houston	NA	Charter	56.6	88	3.878
347	45	Glenda Dawson	Pearland	4A	Open Enrollment	31	25	3.538
350	46	J.J. Pearce	Richardson	4A	Open Enrollment	46.9	32.5	3.527
356	47	Northside Health Careers	San Antonio	NA	Magnet	50	32	3.486
369	48	Colleyville Heritage	Colleyville	5A	Open Enrollment	54.4	13	3.419
371	49	Stratford	Houston	4A	Open Enrollment	68	26	3.417
392	50	Memorial	Houston	5A	Open Enrollment	64.8	12	3.336
403	51	Academy of Irving ISD	Irving	NA	Magnet	35.9	77.1	3.297
412	52	Westchester Academy for International Studies	Houston	NA	Magnet	50	53	3.275
414	53	Hamony Science Academy Dallas	Dallas	NA	Charter	60	77	3.271
418	54	McKinney North	McKinney	4A	Open Enrollment	30	25	3.265
420	55	Warren I. White	Dallas	5A	Open Enrollment	30	45	3.248
432	56	The Woodlands College Park	The Woodlands	5A	Open Enrollment	40.8	14	3.221
434	57	Grapevine	Grapevine	5A	Open Enrollment	48.8	15	3.217
461	58	School of Science and Technology	San Antonio	NA	Magnet	42	53	3.156
469	59	Sharpstown	Houston	4A	Magnet	21	88	3.127
486	60	Seven Lakes	Katy	5A	Open Enrollment	52	5.8	3.091
489	61	Liberty	Frisco	4A	Open Enrollment	NA	12.9	3.088
491	62	Ronald Reagan	San Antonio	5A	Open Enrollment	45	2	3.079
503	63	William F. Clements	Sugar Land	5A	Open Enrollment	46.7	7	3.038
521	64	East Early College	Houston	NA	Charter	34	86	3.034
523	65	Westside	Houston	5A	Open Enrollment	44	49	2.995
535	66	Hillcrest	Dallas	4A	Magnet	27	64	2.968
540	67	Taft	San Antonio	5A	Open Enrollment	20	20	2.958
541	68	Carroll	Southlake	5A	Open Enrollment	93.9	20	2.958
554	69	Sharpstown International	Houston	NA	Magnet	51	94	2.927
556	70	Piano West Senior	Piano	5A	Open Enrollment	48	15	2.916
566	71	McKinney	McKinney	4A	Open Enrollment	48	15	2.894
575	72	The Woodlands	The Woodlands	5A	Open Enrollment	51	3.3	2.872
585	73	Alamo Heights	San Antonio	4A	Open Enrollment	50.9	14	2.848
597	74	Hamony Science Academy - Laredo	Laredo	NA	Charter	23.5	64	2.824
606	75	Winston Churchill	San Antonio	5A	Open Enrollment	50	20	2.823
608	76	Lady Bird Johnson	San Antonio	5A	Open Enrollment	50	9	2.8
622	77	McKinney Boyd	McKinney	4A	Open Enrollment	48	15	2.771
637	78	Lubbock	Lubbock	4A	Open Enrollment	62	62	2.75
674	79	Richardson	Richardson	4A	Magnet	42	49	2.664
690	80	Cedar Park	Cedar Park	4A	Open Enrollment	49.5	12	2.634
709	81	Hamony Science Academy - San Antonio	San Antonio	NA	Charter	41.4	57	2.607
747	82	R.L. Paschal	Fort Worth	5A	Open Enrollment	33	49	2.551
748	83	Westbury	Houston	5A	Open Enrollment	17	77	2.545
762	84	Brennan	San Antonio	5A	Open Enrollment	30	22	2.512
785	85	John Foster Dulles	Sugar Land	5A	Open Enrollment	30	22	2.472
818	86	Furr	Houston	3A	Magnet	94	94	2.422
832	87	Robert E. Lee	San Antonio	5A	Open Enrollment	18	66	2.398
835	88	Clear Lake	Houston	5A	Open Enrollment	38.1	16	2.395
876	89	John F. Reagan Senior	Houston	4A	Magnet	17	74	2.347
888	90	Lake Travis	Austin	5A	Open Enrollment	45	11	2.329
895	91	Wakeland	Frisco	4A	Open Enrollment	360	8.3	2.315
899	92	Centennial	Frisco	4A	Open Enrollment	39.3	10.9	2.314
921	93	North Houston Early College	Houston	NA	Charter	125	84	2.284
932	94	Creekview	Carrollton	4A	Open Enrollment	43	45	2.271
935	95	John Jay	San Antonio	5A	Open Enrollment	15.3	70	2.267
938	96	Jefferson Davis	Houston	4A	Magnet	22	96	2.263
948	97	Sam Houston Math, Science and Technology Center	Houston	5A	Magnet	13	90	2.251
954	98	Cesar Chavez	Houston	5A	Magnet	27	80	2.246
963	99	Friendswood	Friendswood	4A	Open Enrollment	40	6	2.237
970	100	Tom O. Clark	San Antonio	5A	Open Enrollment	NA	NA	2.23
974	101	Cypress Woods	Cypress	5A	Open Enrollment	36.5	19	2.227
993	102	Hamony Science Academy - Bryan/College Station	Bryan	NA	Charter	NA	NA	2.2
1004	103	Keller	Keller	5A	Open Enrollment	37.7	5.23	2.187
1058	104	Hamony Science Academy - El Paso	El Paso	NA	Charter	NA	NA	2.128
1060	105	Allen	Allen	5A	Open Enrollment	33.2	15.2	2.126
1075	106	Lone Star	Frisco	4A	Open Enrollment	42	14	2.11
1076	107	Vista Ridge	Leander	4A	Open Enrollment	41	20	2.109
1084	108	Waltrip	Houston	4A	Magnet	14	80	2.099
1100	109	Frisco	Frisco	4A	Open Enrollment	35.6	17	2.07
1104	110	Heritage	Frisco	4A	Open Enrollment	17.4	16.4	2.068
1141	111	Dripping Springs	Dripping Springs	4A	Open Enrollment	44.4	10.1	2.06
1136	112	Lawrence D. Bell	Hurt	5A	Open Enrollment	60	40	2.028
1137	113	Flower Mound	Flower Mound	5A	Open Enrollment	48	3	2.026
1183	114	L.V. Berkner	Richardson	5A	Open Enrollment	31.4	50.56	1.982
1195	115	Robert E. Lee (Houston)	Houston	4A	Magnet	13	70	1.973
1197	116	Leander	Leander	4A	Open Enrollment	38.5	20	1.969
1198	117	Woodrow Wilson	Dallas	4A	Magnet	21	60	1.968
1232	118	J.H. Kempner	Sugar Land	5A	Open Enrollment	25	37	1.939
1270	119	S.H. Rider	Wichita Falls	4A	Open Enrollment	26.5	40	1.903
1274	120	Cristo Rey (P)	Houston	NA	Private	31.7	69	1.9
1300	121	Booker T. Washington	Houston	5A	Magnet	33	88	1.861
1310	122	Douglas MacArthur	San Antonio	5A	Open Enrollment	40	60	1.85
1313	123	Theodore Roosevelt	San Antonio	5A	Open Enrollment	14	66	1.847
1324	124	Pearland	Pearland	4A	Open Enrollment	20.4	26	1.833
1339	125	Sandra Day O'Connor	San Antonio	5A	Open Enrollment	NA	NA	1.816
1373	126	Memorial	McAllen	5A	Open Enrollment	30.4	100	1.775
1377	127	Memorial	Victoria	4A	Open Enrollment	30.4	100	1.771
1398	128	Empowerment College Prep	Houston	NA	Magnet	36	85	1.75
1410	129	Brandeis	San Antonio	5A	Open Enrollment	NA	NA	1.74
1423	130	Newman Smith	Carrollton	4A	Open Enrollment	35	58	1.723
1456	131	Cypress Creek	Houston	5A	Open Enrollment	24.7	40	1.692
1467	132	Temple	Temple	5A	Open Enrollment	16	63	1.681
1491	133	Homer Hanna	Brownsville	5A	Open Enrollment	12.7	10	1.658

**The Washington Post High School Challenge 2014  
Texas Open Enrollment 4A and Smaller High Schools**

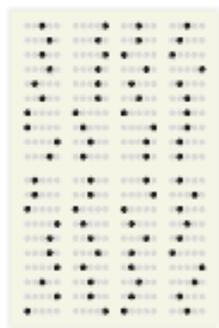
National Rank	Texas Rank	School	Location	Size	Equity & Excellence % Percent of Students Scoring 3 or Higher on an AP Exam During High School	Percent Subsidized Lunch	Index
94	27	Highland Park	Dallas	4A	77		5.688
347	45	Glenda Dawson	Pearland	4A	31	25	3.538
350	46	J.J. Pearce	Richardson	4A	46.9	32.5	3.527
371	49	Stratford	Houston	4A		26	3.417
418	54	McKinney North	McKinney	4A			3.256
489	61	Liberty	Frisco	4A		12.9	3.088
566	71	McKinney	McKinney	4A			2.894
585	73	Alamo Heights	San Antonio	4A	50.9	14	2.848
622	77	McKinney Boyd	McKinney	4A			2.771
637	78	Lubbock	Lubbock	4A		62	2.75
690	80	Cedar Park	Cedar Park	4A	49.5	12	2.634
895	91	Wakeland	Frisco	4A	3860	8.3	2.315
899	92	Centennial	Frisco	4A	39.3	10.9	2.314
932	94	Creekview	Carrollton	4A	43	45	2.271
963	99	Friendswood	Friendswood	4A	40	6	2.237
1075	106	Lone Star	Frisco	4A	42	14	2.11
1076	107	Vista Ridge	Leander	4A	41	20	2.109
1100	109	Frisco	Frisco	4A	35.6	17	2.07
1104	110	Heritage	Frisco	4A	17.4	16.4	2.068
1111	111	Dripping Springs	Dripping Springs	4A	44.4	10.1	2.06
1197	116	Leander	Leander	4A	38.5	30	1.969
1270	119	S.H. Rider	Wichita Falls	4A	26.5	40	1.903
1324	124	Pearland	Pearland	4A	20.4	26	1.833
1377	127	Memorial	Victoria	4A	30.4	100	1.771

# The Washington Post High School Challenge 2014

## Dripping Springs HS Longitudinal Data

Year	National Rank	State Rank	Index	Percent Subsidized Lunch	Equity & Excellence % Percent of Students Scoring 3 or Higher on an AP Exam During		
2014	1111	111	2.06	10.1	44.4		
2013	525	62	2.781	10	48.7		
2012	744	74	2.23	8.9	44.9		
2011	785	73	2.026	8	38		
Year	National Rank	Index	Percent Subsidized Lunch	Equity & Excellence % Percent of Students Scoring 3 or Higher on an AP Exam During			
2010	829	1.777	7	38.5			
2009	851	1.671	6	36			
2008	862	1.539	6.3	43.9			
2007	870	1.459	NA	NA			
2006	586	1.649	7.3	32.8			
2005	909	1.131	6	NA			
2004	No Survey Conducted						
2003	769	1.026	NA	NA			

# About the High School Challenge



AP, IB and college-level tests

Graduating seniors

Challenge Index

Since 1998, The Post's Jay Mathews has ranked Washington-area public high schools using the Challenge Index, his measure of how effectively a school prepares its students for college. (More on how the Index works below.) In 2011, the Post expanded its research to high schools across the United States.

The formula is simple: Divide the number of Advanced Placement, International Baccalaureate or other college-level tests a school gave in 2010 by the number of graduating seniors. While not a measure of the overall quality of the school, the rating can reveal the level of a high school's commitment to preparing average students for college.

## More about the Challenge Index

Mathews explains the Index and answers [frequently asked questions about it here](#).

He also discusses other [methods for ranking high schools here](#).

Some schools may have slightly higher rankings on the D.C. area list than on the national. Scores in the D.C. list may include points for testing done for courses taught at local universities; national list scores do not.

Rankings note the percentage of a school's students whose family incomes are low enough to qualify for federally subsidized lunches and who also apply for that program. The portion of subsidized-lunch applicants is a rough indicator of a school's poverty level.

They also note the Equity and Excellence rate, the percentage of all seniors who have had at least one score on an AP, IB or Cambridge test that would qualify them for college credit.

## Credits

Jay Mathews and Post researcher Bonnie Smith, working with Local Innovations Editor James Buck, canvassed schools across the nation for data used to assemble the rankings.

The Post's Jason Bartz provided digital development support.

# ABCs of The High School Challenge

## 1. How does The High School Challenge work?

We take the total number of Advanced Placement, International Baccalaureate and Advanced International Certificate of Education tests given at a school each year and divide by the number of seniors who graduated in May or June. I call this formula the Challenge Index. With a few exceptions, public schools that achieved a ratio of at least 1.000, meaning they had as many tests in 2011 as they had graduates, were put on the national list at [washingtonpost.com/highschoolchallenge](http://washingtonpost.com/highschoolchallenge). We rank the schools in order of ratio, with the highest (19.522) achieved by the BASIS school in Tucson.

I think 1.000 is a modest standard. A school can reach that level if only half of its students take one AP, IB or AICE test in their junior year and one in their senior year. But this year only 9 percent of the approximately 22,000 U.S. public high schools managed to reach that standard and be placed on our list.

## 2. Why do you count only the number of tests given, and not how well the students do on the tests?

Some schools brag about their high passing rates on AP or IB, meaning the percentage of test-takers who scored 3, 4 or 5 on the 5-point AP exam or 4, 5, 6 or 7 on the 7-point IB exam. Passing scores make students eligible for credit at many colleges and universities.

I decided not to count passing rates in this way because I found that most high schools kept those rates artificially high by allowing only top students to take the courses. In other instances, they opened the courses to all but encouraged only the best students to take the tests.

AP, IB and AICE are important because they give average students a chance to experience the trauma of heavy college reading lists and long, analytical college examinations. Research has found that even low-performing students who got only a 2 on an AP test did significantly better in college than similar students who did not take AP.

On the list we also give readers a sense of how well each school's students are doing on the tests by posting the Equity and Excellence rate, which is the percentage of all graduating seniors, including those who never took an AP course, who had at least one score of 3 or above on at least one AP test sometime in high school. The nonprofit College Board, which oversees the AP program, invented this metric. It found that the average Equity and Excellence rate in 2011 was 18.1 percent.

## 3. Why don't I see on the list famous public high schools like Stuyvesant in New York City or Thomas Jefferson in Fairfax County?

We do not include any magnet or charter high school that draws such a high concentration of top students that its average SAT or ACT score exceeds the highest average for any normal-enrollment school in the country. This year, that meant such schools had to have an average SAT score below 1970 or an average ACT score below 29.5 to be included on the list.

The Challenge Index is designed to identify schools that have done the best job in persuading average students to take college-level courses and tests. It does not work with schools that have no, or almost no, average students. We put those schools on our Public Elites list.

#### **4. Why are some other public schools with high AP participation put on a separate list?**

In the Washington area and elsewhere, some high schools with large numbers of impoverished students are building significant AP programs, even though the vast majority of students fail the tests. Educators at these schools have concluded that despite low passing rates on the three-hour AP exams, many students still benefit from courses and tests that will build academic muscles for college.

This situation is so different from the norm that it requires a special list, comprising schools that do well on the Challenge Index but have passing rates of less than 10 percent on AP tests. We call it the Catching Up list.

— **Jay Mathews**

**Newsweek 2013 America's Best High Schools Top 1000**

**Texas Open Enrollment 4A & 3A High Schools-Texas**

Texas Rank	National Rank	School	Location	Size	School Classification	Graduation Rate%	AP/IB Tests	College Bound %	Average SAT	Average ACE	Percent Subsidized Lunch	Average AP Score	Newsweek Index
11	86	Highland Park High School	Dallas	4A	Open Enrollment	100	1.3	95	1792	26.6		3.2	3.59
21	220	Lovejoy High School	Lucas	4A	Open Enrollment	99	1	97	1688	24.3	2	3	3.4
52	510	Glenda Dawson High School	Pearland	4A	Open Enrollment	100	0.6	96	1507	22.6	26	2.9	3.22
54	519	Dripping Springs High School	Dripping Springs	4A	Open Enrollment	97	0.6	94	1625	24.6	10	3.2	3.22
56	533	Alamo Heights High School	San Antonio	4A	Open Enrollment	97	0.7	92	1644	23.9	16	3	3.21
59	595	Cedar Park High School	Cedar Park	4A	Open Enrollment	98	0.6	91	1597	23.8	14	3.3	3.18
63	612	Wimberley High School	Wimberley	3A	Open Enrollment	100	0.3	90	1650	24.5	0	3.3	3.18
66	663	Wakeland High School	Frisco	TX	Open Enrollment	100	0.5	89	1572	23.2	11	3.2	3.15
71	746	Friendswood High School	Friendswood	TX	Open Enrollment	97	0.5	88	1653	25	6	3.5	3.12
74	854	Midway High School	Waco	TX	Open Enrollment	97	0.2	99	1537	22.9	25	3	3.07
77	871	Salado High School	Salado	TX	Open Enrollment	99	0.3	90	1551	25.6	22	3.1	3.07
78	886	Boerne-Samuel V. Champion High School	Boerne	TX	Open Enrollment	99	0.8	80	1612	24.5		3.1	3.06

**Newsweek Top 1500 High Schools Based on AP Exams Administered**

**Dripping Springs HS Longitudinal Data**

Data Year	National Rank	Newsweek Index/Score	Percent Subsidized Lunch	Graduation Rate%	AP/IB Tests	College Bound %	Average SAT	Average ACE	Average AP Score
2012	519	3.22	10	97	0.6	94	1625	24.6	3.2
2011	483	0.047	9	97	0.5	92	1678	25.5	3
Year	National Rank	Index	Percent Subsidized Lunch	Equity & Excellence					
				Percent of Students Scoring 3 or Higher					
2010	829	1.777	7	38.5					
2009	851	1.671	6	36					
2008	862	1.539	6.3	43.9					
2007	870	1.459	NA	NA					
2006	586	1.649	7.3	32.8					
2005	909	1.131	6						
2004			No Survey Conducted						
2003	769	1.026	NA						

Newsweek 2013 America's Best High Schools Top 1000

Texas List

Texas Rank	National Rank	School	Location	Size	School Classification	Graduation Rate%	AP/IB Tests	College Bound %	Average SAT	Average ACE	Percent Subsidized Lunch	Average AP Score	Newsweek Index
1	4	School of Science/Engineering Magnet	Dallas	TX	Magnet	100	3.9	100	1786	26.8	67	2.6	4.44
2	5	The School for the Talented and Gifted Magnet High School	Dallas	TX	Magnet	90	3.9	100	1914	27.7	35	3.4	4.42
3	28	Carnegie Vanguard High School	Houston	TX	Magnet	100	1.9	93	1883	28.2	28	3.1	3.84
4	33	Liberal Arts and Science Academy High School	Austin	TX	Magnet	100	1.3	100	1983	28	17	3.9	3.8
5	41	Uplift North Hills Preparatory School	Irving	TX	Charter	100	1.6	100	1758	25.5	10	2.9	3.77
6	51	Uplift Summit International Preparatory	Arlington	TX	Charter	100	2	100	1552	20.7	75	2.3	3.71
7	52	Westlake Academy	Westlake	TX	Charter	100	1.6	100	1736	26.1	1	3.1	3.71
8	57	Westwood High School	Austin	TX	Open Enrollment	100	1.1	97	1777	26.8	23	4.6	3.69
9	63	Plano West Senior High School	Plano	TX	Open Enrollment	98	1.3	97	1715	26	16	4	3.66
10	85	DeBakey High School	Houston	TX	Magnet	100	1.1	93	1844	26.3	48	3.9	3.59
11	86	Highland Park High School	Dallas	TX	Open Enrollment	100	1.3	95	1792	26.6		3.2	3.59
12	93	Westlake High School	Austin	TX	Open Enrollment	97	1.2	99	1764	26.6	3	3.4	3.58
13	94	The Science Academy of South Texas	Mercedes	TX	Magnet	98	1.6	100	1147	24.6	43	3.2	3.58
14	117	Plano Senior High School	Plano	TX	Open Enrollment	97	1.1	97	1695	25.6	15	3.8	3.54
15	118	Communications Arts High School	San Antonio	TX	Magnet	100	1.5	93	1663	25.4	22	2.6	3.54
16	135	William P. Clements High School	Sugar Land	TX	Open Enrollment	98	0.8	97	1739	26	8	3.7	3.5
17	164	International School of the Americas	San Antonio	TX	Magnet	100	1.2	98	1625	23.8	24	2.2	3.47
18	168	Carroll Senior High School	Southlake	TX	Open Enrollment	99	0.7	99	1732	26.1	2	3.8	3.47
19	201	Clear Horizons Early College High School	Houston	TX	Charter	100	0.5	100	1756	25.3	30	2.7	3.42
20	213	Seven Lakes High School	Katy	TX	Open Enrollment	99	0.7	96	1658	25.2	8	3.8	3.41
21	220	Lovejoy High School	Lucas	TX	Open Enrollment	99	1	97	1688	24.3	2	3	3.4
22	221	Booker T. Washington High School for the Performing and Visual Arts	Dallas	TX	Magnet	100	1	97	1577	22.6	30	2.7	3.4
23	225	Judge Barefoot Sanders Law Magnet	Dallas	TX	Magnet	100	1.2	98	1516	21.4	73	2	3.4
24	243	The Brooklyn Latin School	Brooklyn	TX	Charter	100	0.7	100	1757		67		3.38
25	246	Harmony School of Innovation Fort Worth	Fort Worth	TX	Charter	100	0.5	100	1623	27	35	3.2	3.38
26	254	Memorial High School	Houston	TX	Open Enrollment	94	0.7	96	1718	26	18	4	3.37
27	259	Northside Health Careers High School	San Antonio	TX	Magnet	100	0.7	99	1132	25.1	30	3.2	3.37
28	261	School of Science and Technology San Antonio	San Antonio	TX	Charter	100	0.6	100	1642	26	46	2.7	3.37
29	262	Harmony Science Academy	Beaumont	TX	Charter	100	0.1	100	2200		51	3	3.37
30	265	Coppell High School	Coppell	TX	Open Enrollment	100	0.8	96	1699	25.1	10	3.4	3.37
31	266	Claudia Taylor "Lady Bird" Johnson High School	San Antonio	TX	Open Enrollment	100	0.6	97	1555	24	13	2.9	3.37
32	328	School of Business and Management	Dallas	TX	Magnet	99	1	95	1472	21	69	2.7	3.32
33	330	Flower Mound High School	Flower Mound	TX	Open Enrollment	100	0.5	96	1687	25.2	3	3.5	3.32
34	370	YES Prep Public Schools - North Central	Houston	TX	Charter	92	0.8	100	1570		82	3.2	3.3
35	392	Clear Lake High School	Houston	TX	Open Enrollment	97	0.6	94	1678	25.4	15	3.6	3.28
36	394	Plano East Senior High School	Plano	TX	Open Enrollment	96	1.1	88	1596	25	29	3.6	3.28
37	401	The Woodlands College Park High School	The Woodlands	TX	Open Enrollment	95	0.7	95	1629	25.3	13	3.4	3.28
38	410	Chaparral Star Academy	Austin	TX	Charter	100	0.5	100	1661			2.8	3.28
39	414	Harmony Science Academy	Houston	TX	Charter	100	0.6	100	1469		72	2.9	3.27
40	420	Lake Travis High School	Austin	TX	Open Enrollment	98	0.4	99	1654	24.3	11	3.4	3.27
41	434	Energized for STEM Academy	Houston	TX	Charter	89	3.1	76	1339	21.4	65	1	3.26
42	448	Harmony Science Academy-North Austin	Pflugerville	TX	Charter	100	0.7	100	1447		53	2.5	3.25
43	457	South Texas High School for Health Professions	Mercedes	TX	Magnet	98	1.3	100	1019	21.5	55	1.9	3.25
44	476	James Bowie High School	Austin	TX	Open Enrollment	97	0.3	100	1632	24.1		3.1	3.24
45	477	Cinco Ranch High School	Katy	TX	Open Enrollment	99	0.7	87	1691	25.4		3.6	3.24
48	486	Ronald Reagan High School	San Antonio	TX	Open Enrollment	94	0.6	100	1576	23.4		3	3.23
47	486	Grapevine High School	Grapevine	TX	Open Enrollment	96	0.8	93	1629	24.5	16	3.1	3.23
48	493	Uplift Williams Preparatory School	Dallas	TX	Charter	100	1	100	1387	17.5	96	1.9	3.23
49	501	Rosie C. Sorrells School of Education and Social Services at Yvonne A. Ewell Townview Magnet Center	Dallas	TX	Magnet	100	0.9	95	1400	21	75	2	3.23
50	503	The Woodlands High School	The Woodlands	TX	Open Enrollment	97	0.6	92	1651	24.7	4	3.5	3.22
51	508	NYOS Charter School	Austin	TX	Charter	100	0.4	96	1597			3.2	3.22
52	510	Glenda Dawson High School	Pearland	TX	Open Enrollment	100	0.6	96	1507	22.6	26	2.9	3.22
53	516	Fort Worth Academy of Fine Arts	Fort Worth	TX	Charter	100	0.6	96	1582	22.3	16	2.1	3.22
54	519	Dripping Springs High School	Dripping Springs	TX	Open Enrollment	97	0.6	94	1625	24.6	10	3.2	3.22
55	530	A&M Consolidated High School	College Station	TX	Open Enrollment	99	0.4	92	1618	23.3	26	3.9	3.21
56	533	Alamo Heights High School	San Antonio	TX	Open Enrollment	97	0.7	92	1644	23.9	16	3	3.21
57	536	James E. Taylor High School	Katy	TX	Open Enrollment	95	0.4	93	1636	24.4	17	4.1	3.21
58	592	South Texas Business, Education and Technology Academy	Edinburg	TX	Magnet	97	1.2	98	1363	22	85	1.5	3.19
59	595	Cedar Park High School	Cedar Park	TX	Open Enrollment	98	0.6	91	1597	23.8	14	3.3	3.18
60	597	The High School for the Performing and Visual Arts	Houston	TX	Magnet	100	1	84	1664	24.7	19	2.4	3.18
61	601	KIPP Houston High School	Houston	TX	Charter	96	0.9	99	1603	19.4	81	2	3.18
62	611	L. C. Anderson High School	Austin	TX	Open Enrollment	95	0.6	91	1693	24.7	28	3.3	3.18
63	612	Wimberley High School	Wimberley	TX	Open Enrollment	100	0.3	90	1650	24.5	0	3.3	3.18
64	619	Centennial High School	Frisco	TX	Open Enrollment	99	0.4	90	1623	24	12	3.6	3.17
65	661	School of Health Professions	Dallas	TX	Magnet	100	1	94	1500	21.3	77	2	3.15
66	663	Dr. Justin Wakeland High School	Frisco	TX	Open Enrollment	100	0.5	89	1572	23.2	11	3.2	3.15
67	685	Harmony Science Academy Dallas	Dallas	TX	Charter	100	0.4	100	1460		84	2.8	3.14
68	699	Winston Churchill High School	San Antonio	TX	Open Enrollment	96	0.7	93	1567	23	30	2.9	3.14
69	726	Allen High School	Allen	TX	Open Enrollment	98	0.6	90	1588	24.1	15	3.1	3.13
70	732	Uplift Peak Preparatory School	Dallas	TX	Charter	100	1.1	100	1334	17.3	96	1.6	3.12
71	746	Friendswood High School	Friendswood	TX	Open Enrollment	97	0.5	88	1653	25	6	3.5	3.12
72	774	Stratford High School	Houston	TX	Open Enrollment	94	0.7	92	1620	24.5	23	2.8	3.11
73	849	YES Prep Public Schools - Southeast	Houston	TX	Charter	93	0.4	100	1563		75	2.7	3.08
74	854	Midway High School	Waco	TX	Open Enrollment	97	0.2	99	1537	22.9	25	3	3.07
75	859	Uplift Hampton Preparatory School	Dallas	TX	Charter	85	1.4	100	1284		72	1.4	3.07
76	868	Richardson High School	Richardson	TX	Magnet	97	0.6	91	1492	22.1	51	2.9	3.07
77	871	Salado High School	Salado	TX	Open Enrollment	99	0.3	90	1551	25.6	22	3.1	3.07
78	886	Boerne-Samuel V. Champion High School	Boerne	TX	Open Enrollment	99	0.8	80	1612	24.5		3.1	3.06
79	890	Trinidad "Trini" Garza Early College High School	Dallas	TX	Lottery	100	0.4	100	1371	17.1	87	2.4	3.06
80	916	Lago Vista High School	Lago Vista	TX	Open Enrollment	99	0.3	96	1502	21.1	35	2.9	3.05
81	924	Westchester Academy for International Studies	Houston	TX	Charter	100	0.9	70	1559	23.4	50	2.3	3.05
82	966	Liberty High School	Frisco	TX	Open Enrollment	99	0.6	80	1670	23.4	14	3.2	3.03
83	970	Randolph Field High School	Universal City	TX	Selective	100	0.5	92	1070	22.3	4	2.9	3.03
84	994	Hudson High School	Lufkin	TX	Open Enrollment	95	0.1	95	1820	20	45	3.4	3.02
85	996	Byron P. Steele, II High School	Cibolo	TX	Open Enrollment	100	0.4	93	1008	22.1	16	3.1	3.02

# DSISD 2014 SUMMER PROGRAM

## ELEMENTARY PROGRAMS

### Summer Program for English Language Learners (SPELL) K-1

The Summer Program for English Language Learners (SPELL) K-1 is for limited English proficient students in entering kindergarten or first grade next school year. The program for Pre-kindergarten students scheduled to enter kindergarten next year will focus on language development, academic and social skills. The program for kindergarten students entering 1<sup>st</sup> grade next year is designed to develop language and to accelerate academic skills in reading, writing and math.

The program is free for Limited English Proficient students who will be entering a kindergarten or a first grade bilingual/ESL class in the fall of 2014. New Dripping Springs ISD students who have been identified as Limited English Proficient and have enrolled for kindergarten or for first grade in the fall of 2014 may pick up an application in the school office when registering for the 2014-2015 school year. ***Transportation is not provided for this program.***

Dates: Monday through Friday, June 9- June 27  
Times: 8:00 am- 3:00 pm  
Location: Walnut Springs Elementary School  
Tuition: There is no charge for this summer program

### Student Success Initiative 5<sup>th</sup> Grade STAAR Academy

The Student Success Initiative STAAR Academy is for students currently in 5<sup>th</sup> grade. Students are invited to attend this program that targets instruction for acceleration of skills in reading, writing, and/or math. Students who fail the second administration of the fifth grade Reading STAAR exam or the fifth grade Math STAAR exam are required to attend. Enrollment in this program is limited to students currently attending school in DSISD. ***Transportation is not provided for this program.***

Dates: Monday through Friday, June 9- June 25, Testing on June 24 & 25  
Times: 8:00 am- 11:00 am  
Location: Walnut Springs Elementary School  
Tuition: There is no charge for this summer program

# MIDDLE SCHOOL PROGRAMS

## Student Success Initiative 8<sup>th</sup> Grade Reading & Math STAAR Academy

The Student Success Initiative STAAR Academy is for students currently in 8<sup>th</sup> grade. Students are invited to attend this program that targets instruction for acceleration of skills in reading/language arts and/or math. Students who fail the second administration of the 8<sup>th</sup> grade Reading or Math STAAR exam are required to attend. Enrollment in this program is limited to students currently attending school in DSISD. ***Transportation is not provided for this program.***

Dates:	Monday through Friday, June 11- June 23, testing on June 24 & 25
Times:	9:00 am- 12:00 pm
Location:	Dripping Springs High School
Tuition:	There is no charge for this summer program

## 6<sup>th</sup> -8<sup>th</sup> Grade Summer Credit Recovery Program

The 6<sup>th</sup> through 8<sup>th</sup> Grade Summer Credit Recovery Program is designed for students who have not mastered the essential knowledge and skills in a course required for promotion including English, Math, Social Studies, or Science. Students who did not meet promotion standard by failing one or two courses with a final average between 60 and 69 during the 2013-2014 school year are eligible to regain credit by attending summer school. Students will work on a curriculum packet and/or computer based curriculum in English, math, science, and/or social studies. Summer School grades will be based on a combination of daily work, participation, homework and tests. Students must demonstrate mastery of the identified objectives at the 70% level or higher. Enrollment in this program is limited to students currently attending school in DSISD. Enrollment in this program is limited to space available and at least 10 students must enroll for the program to be offered. ***Transportation is not provided for this program.***

Dates:	Monday through Friday, June 11- June 25
Times:	9:00 am- 12:00 pm
Location:	Dripping Springs High School
Tuition:	\$250

# HIGH SCHOOL PROGRAMS

## Summer Academic Success STAAR EOC Academy 9-11

The Summer Academic Success Academy is for students currently in 9<sup>th</sup> through 11<sup>th</sup> grades. This program targets instruction for acceleration of skills in the STAAR EOC tested courses. Students who fail one or more STAAR exams in grades 9-11 should plan to attend this EOC preparation program in preparation for the summer re-testing opportunity. Enrollment in this program is limited to students currently attending school in DSISD. ***Transportation is not provided for this program.***

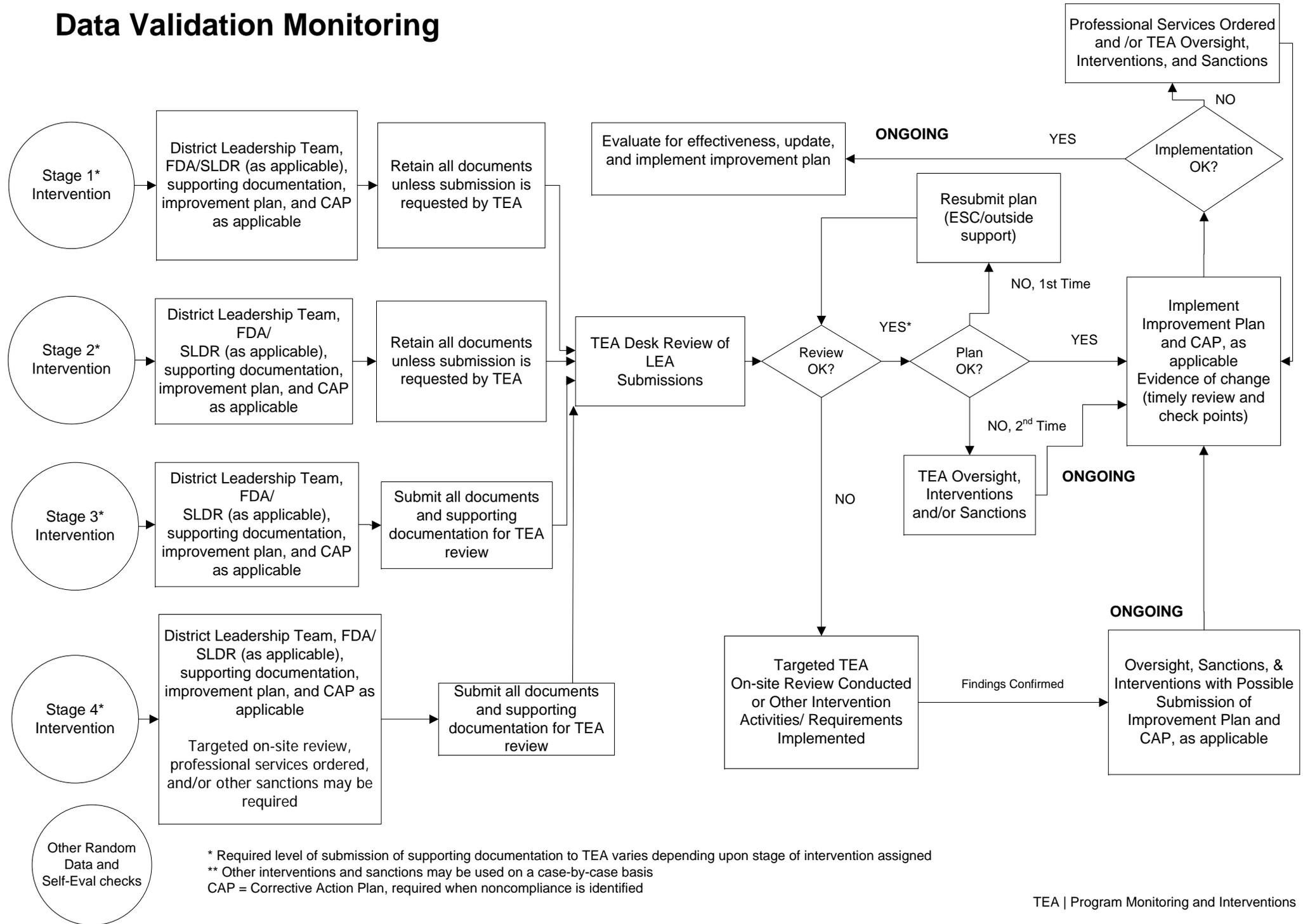
Dates:	Monday through Thursday, June 9-12, 16-19
Times:	9:00 am- 1:00 pm
Location:	Dripping Springs High School
Tuition:	There is no charge for this summer program

## Summer Credit Recovery Program 9-12

The Summer Credit Recover Program is designed for students currently enrolled in 9<sup>th</sup> through 12<sup>th</sup> grades who failed one or more courses required for promotion or graduation. All core academic courses offered at Dripping Springs High School will be available as a two week summer school course in which four core area teachers will tutor and re-teach students as they review for the credit by exam for that course. Students are required to have earned a cumulative grade of 60 or higher in a course to qualify to participate in this program. Enrollment in this program is limited to space available and at least 10 full tuition students must enroll for the program to be offered. Enrollment in this program is limited to students currently attending school in DSISD. ***Transportation is not provided for this program.***

Dates:	Monday through Thursday, June 9-12, 16-19
Times:	9:00 am- 1:00 pm
Location:	Dripping Springs High School
Tuition:	\$200 (\$150 tuition and \$50 per credit by exam)

# Data Validation Monitoring

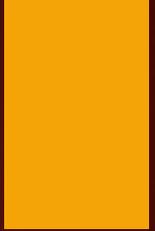


**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**

**District TAIS Leadership Team Meeting**

TBA

<b>Members</b>	<b>Representation</b>	<b>Signature</b>
Diane Bernero	Rooster Springs Elementary Principal	
Joe Burns	High School Principal	
Amanda Frisby	RSES Assistant Principal/Discipline/Special Ed	
Trish Hassell	Dripping Springs Elementary Principal	
Blake Hays	Middle School Principal	
Debbie Higgs	PEIMS Coordinator	
Greg Jung	Assistant Superintendent for Learning and Innovation	
Holly Miller	Behavior Specialist	
Jack Modgling	Director of Special Services/Committee Chairman	
Jennifer Murray	DSES Assistant Principal/Discipline/Special Ed	
Michael Norton	DSHS Assistant Principal/Discipline/CTE	
Erika O'Neil	ECH Coordinator	
Julie Pryor	Walnut Springs Elementary Principal	
Kellie Raymond	WSES Assistant Principal/Discipline/Special Ed	
Debbie Roberts	Special Services Coordinator	
Hank Weikert	DSMS Assistant Principal/Discipline/Special Ed	
Rhonda Whitman	Student Services Coordinator	



# DSISD

# Health Services

## 2013-2014

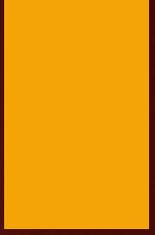


384

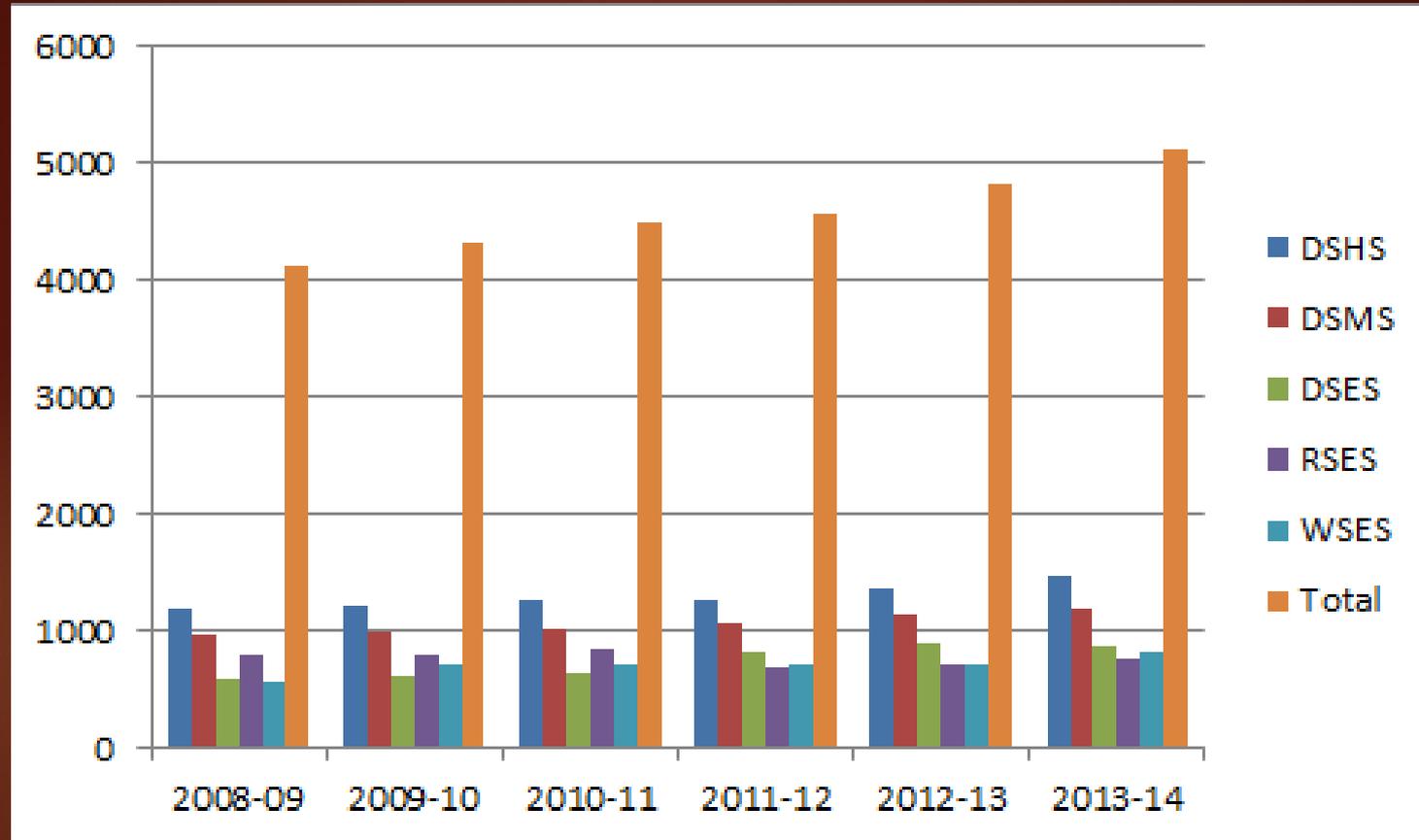


# OUTSTANDING STUDENTS

REVERSED AORTIC ARCH  
CANCER  
CROHN'S DISEASE  
APPENDICITIS  
AUTISM  
EATING DISORDER  
CONGENITAL ADRENAL HYPERPLASIA  
MIGRAINE HEADACHES  
TUBEROUS SCLEROSIS  
SHIGELLA  
MRSA  
LUPUS  
CONJUNCTIVITIS  
FRACTURES  
RETINAL DETACHMENT  
HYPERTENSION  
ASTHMA  
SUPERVENTICULAR TACHYCARDIA  
ANXIETY  
DIABETES MELLITUS  
CLOSED HEAD INJURY  
SELF-INJURY  
STREP  
LIFE-THREATENING FOOD ALLERGY  
URINARY TRACT INFECTION  
CHILD ABUSE AND NEGLECT  
PERTUSSIS  
DIABETES INSIPIDUS  
INFLUENZA  
PEDICULOSIS  
PARASITES  
CONCUSSION  
LACERATIONS



# DSISD ENROLLMENT 2008-2014



DSISD RNs are caring for 1000 more students, without any increase in staffing since 2008 (had decreased staffing 2012-13)

# CLINIC VISITS

(without scheduled meds)

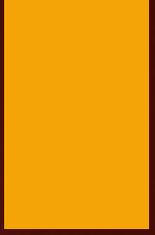
Campus	Enrollment	Students Served	# Visits
DSHS	1456	1047	6325
DSMS	1187	858	6072
DSES	867	736	3427
WSES	775	659	5389
WSES	826	448	1176
Total	5111	3748	22389

22,389 clinic visits + 10,266 scheduled medications

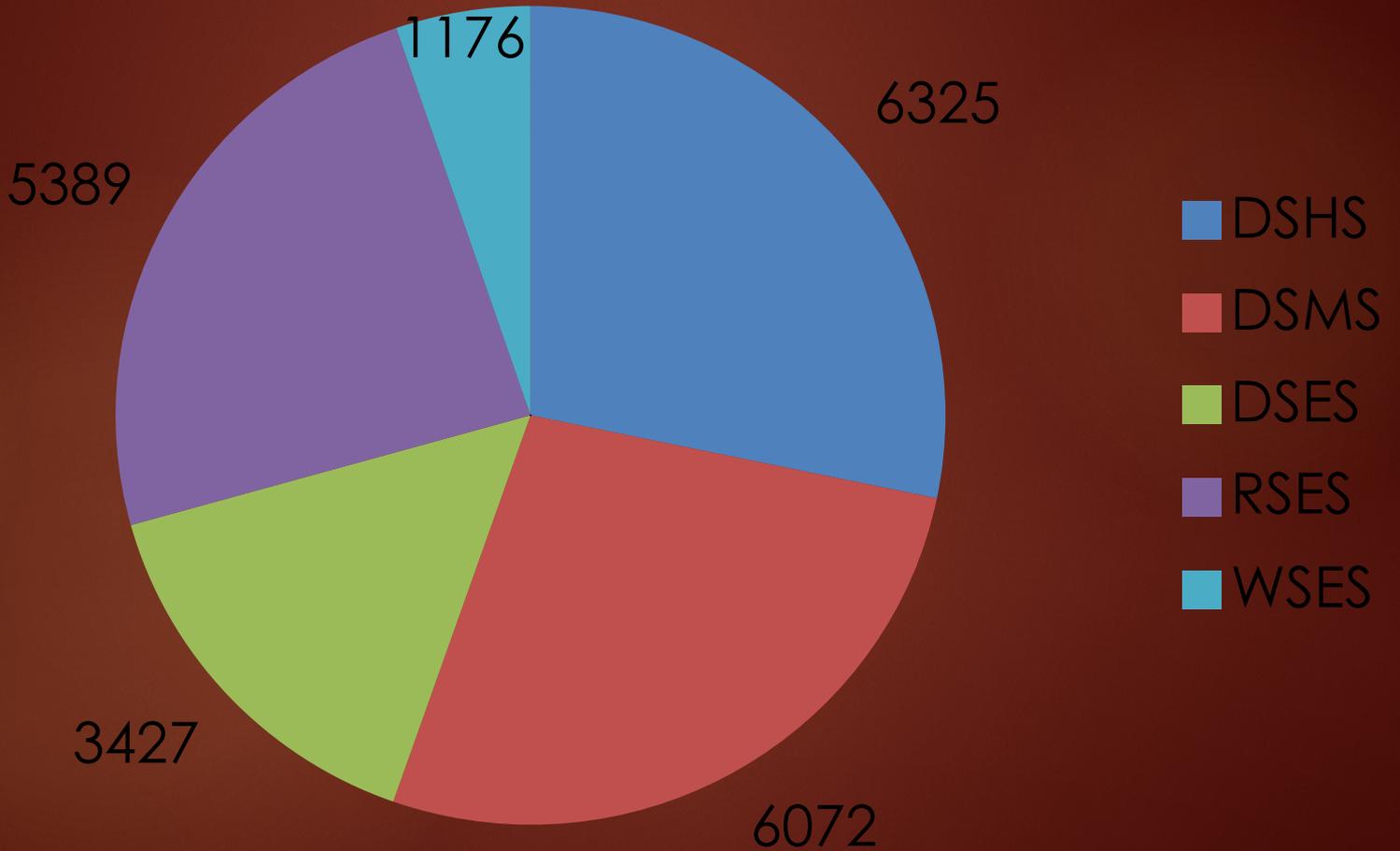
80% of students utilized Health Services

**88% RETURN TO CLASS!!**

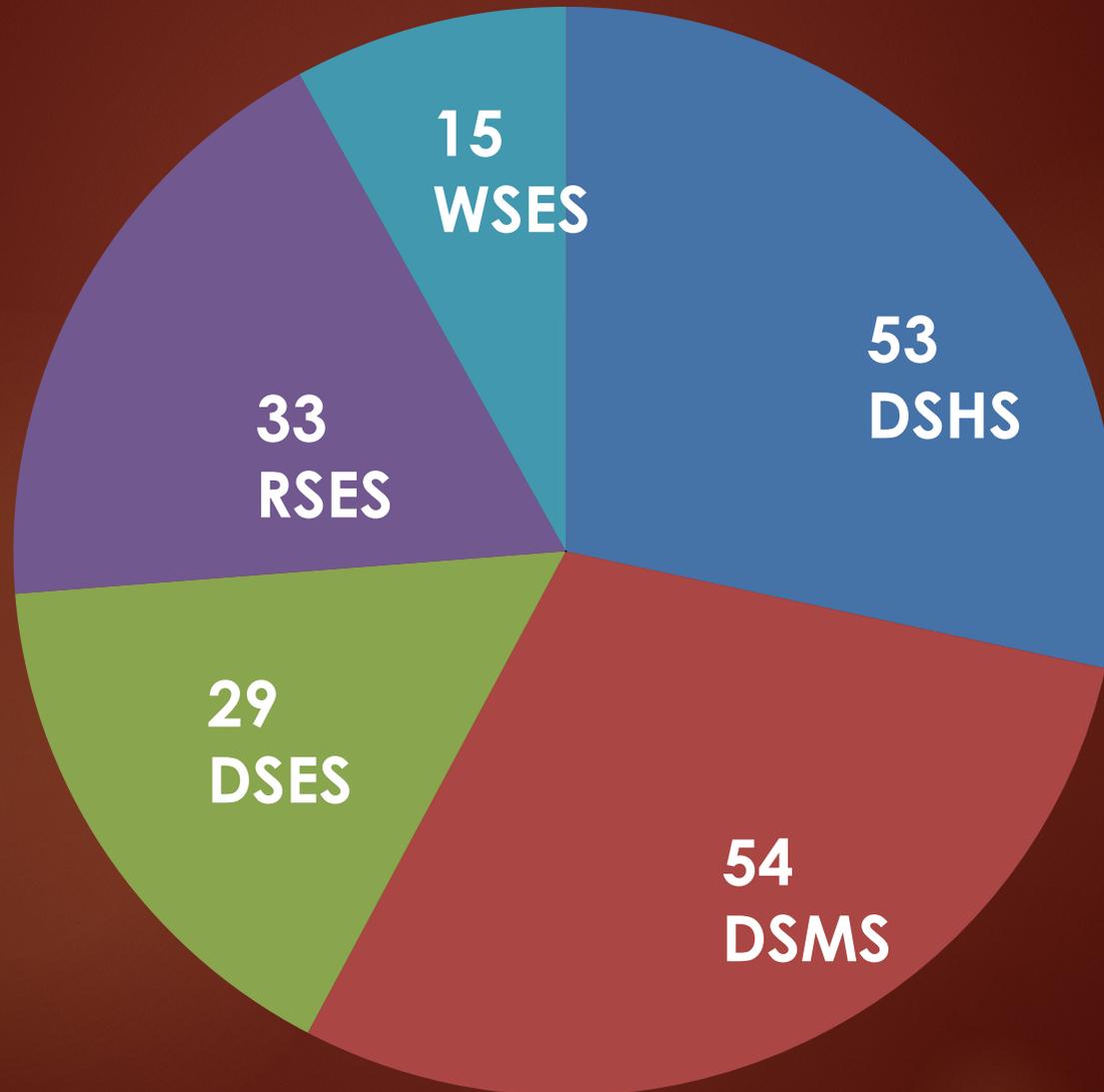
# Annual Visits per Campus not including scheduled meds



388

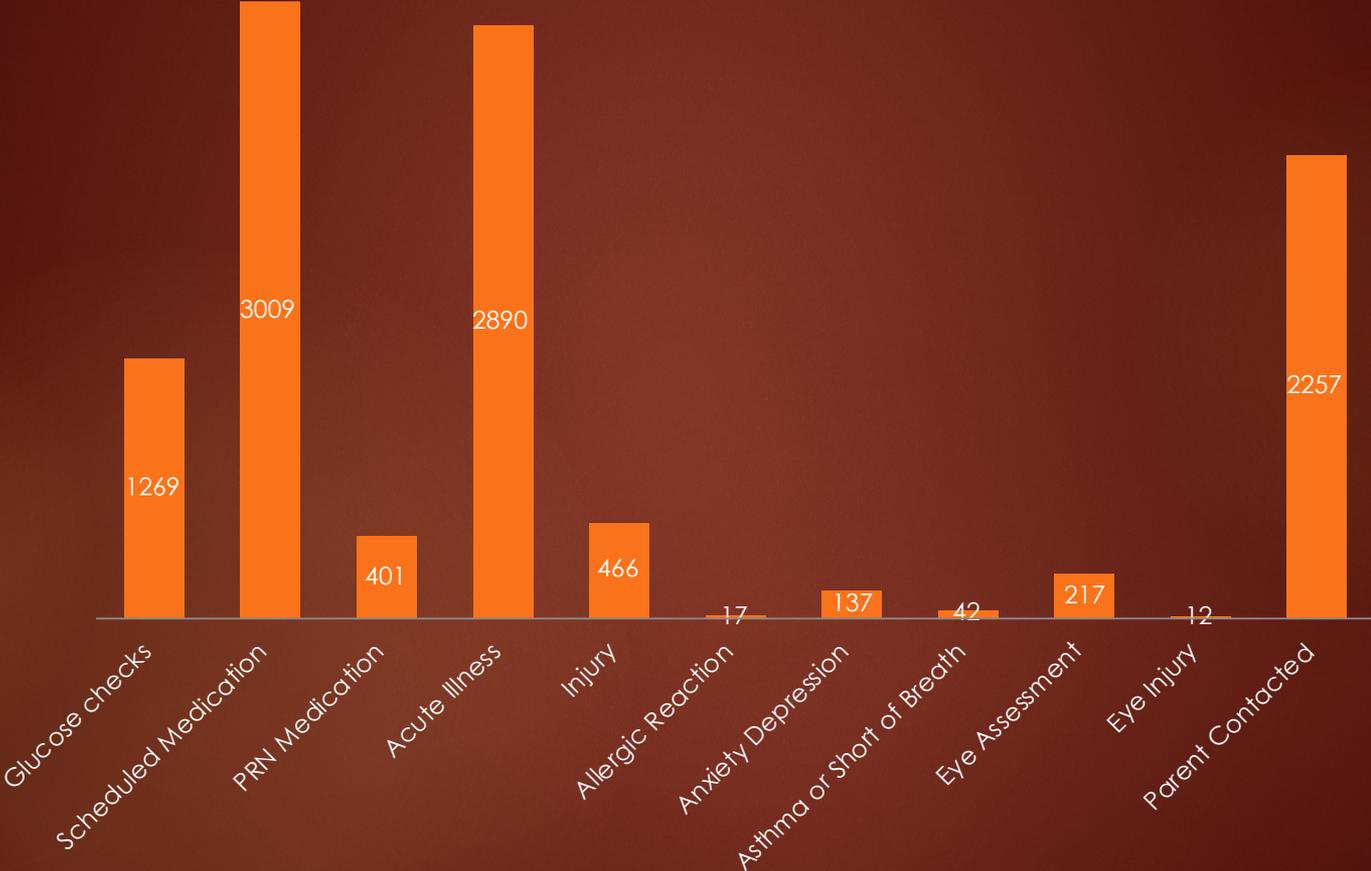


- ▶ AVERAGE VISITS per DAY
- ▶ Includes scheduled meds



# DSHS Activity

390



# DSHS Health Conditions 2014-2015

Incoming Freshmen: 394

Allergies with epi-pen – 19

Allergies – food, insect, medication - 172

Asthma – 77

Diabetes – Insulin Dependent – 10

Migraine Headaches – 29

Other conditions:

Cardiac arrhythmia

Congenital Heart Defects

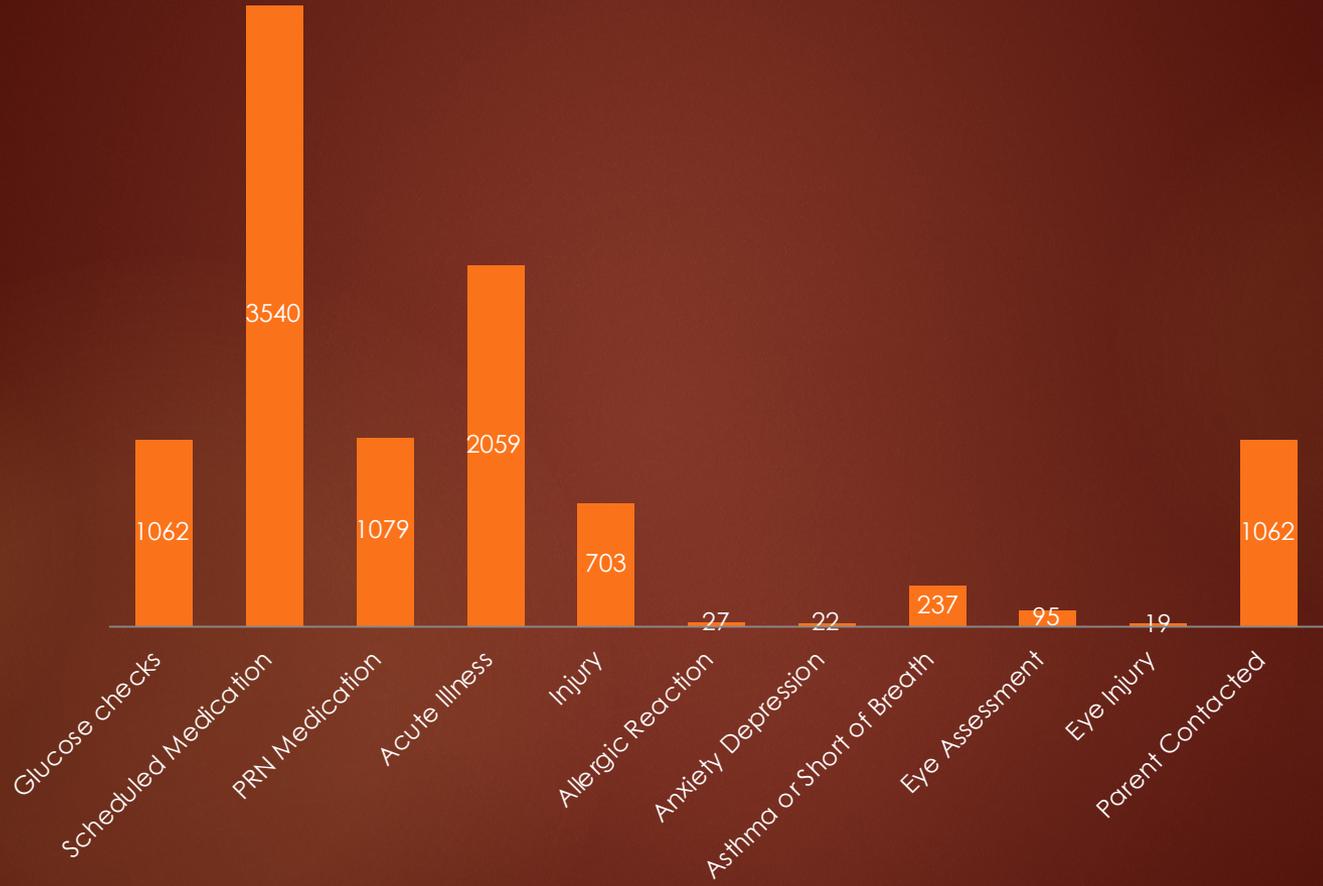
Renal Conditions

Seizure disorder - 7

Other Neuro conditions - 8

# DSMS Activity

392



# DSMS Health Conditions 2014-2015

Incoming 6<sup>th</sup> graders – about 400

Allergies Requiring Epi-pen – 28

Allergies – food, insect, medication - 127

Asthma – 110

Diabetes – Insulin Dependent – 6

Migraine Headaches - 12

Other Conditions:

Cardiac arrhythmia, Heart Defects – 4

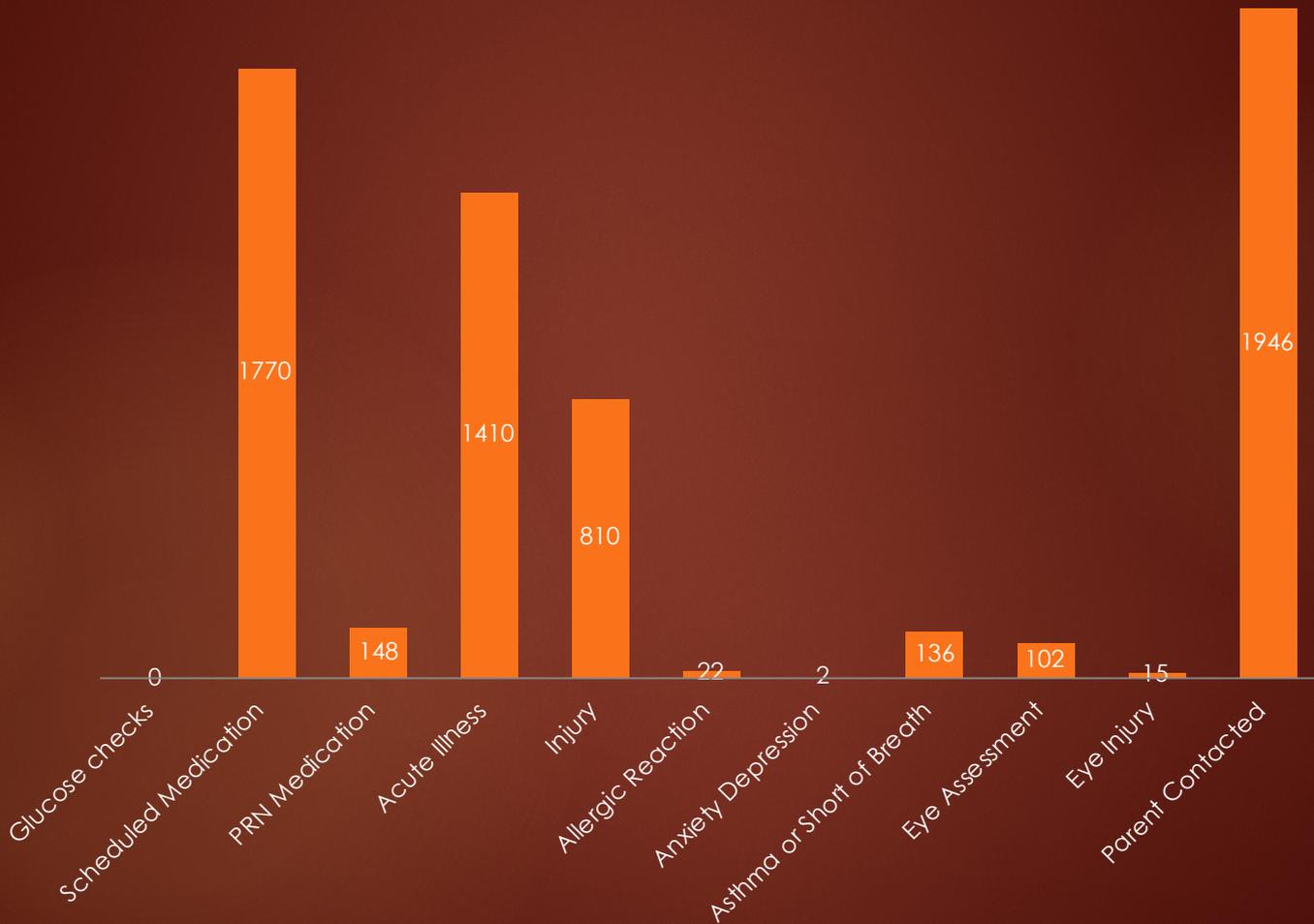
Neurologic Conditions – 13

Seizure Disorder – 12

Serious health conditions – 7

# DSES Activity

394



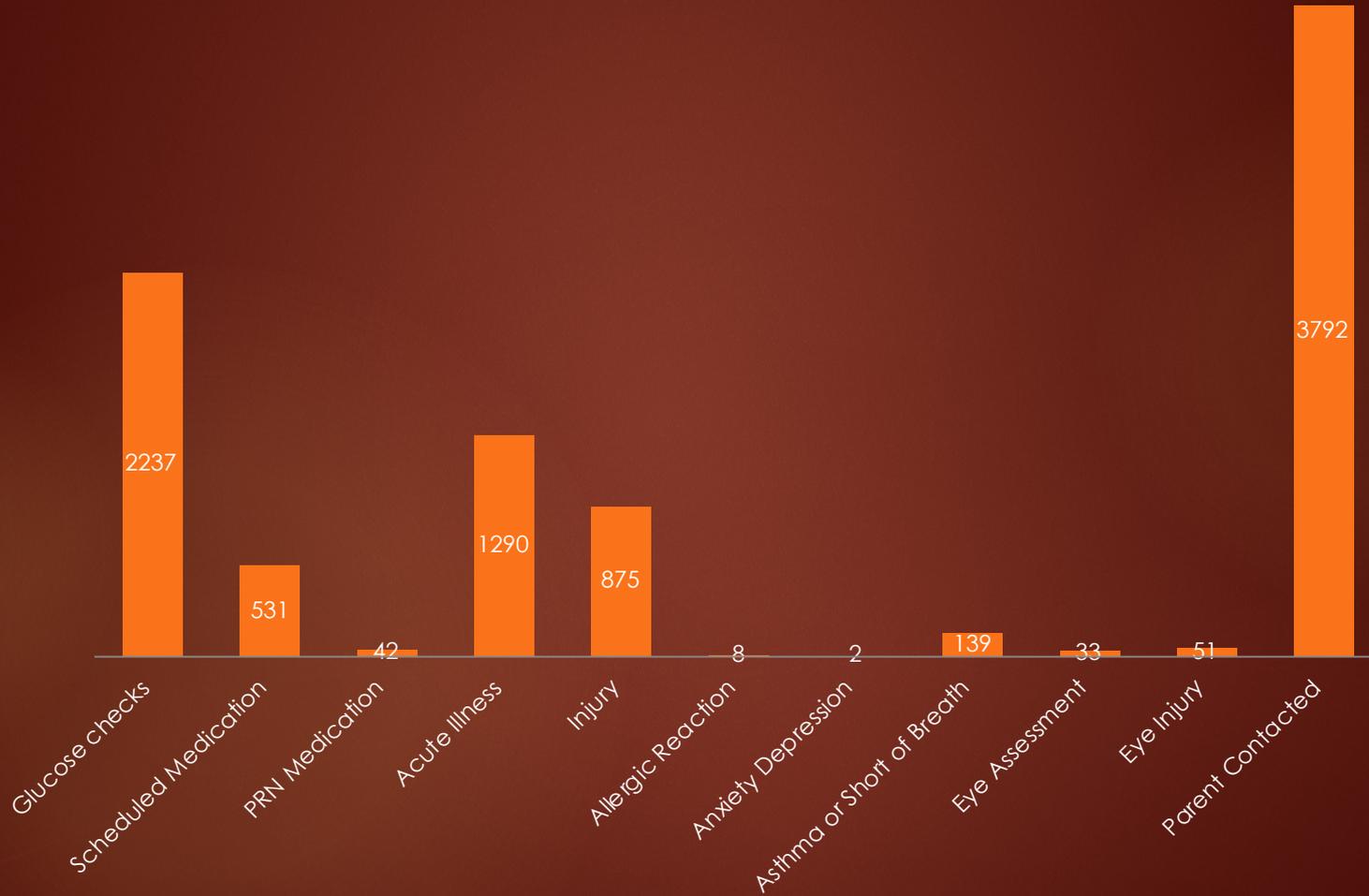
# DSES Health Conditions 2014-2015

Allergies requiring Epi-pens – 15  
Allergies – food, insect, medication – 65  
Asthma – 35  
Cardiac Conditions - 5  
Migraine Headache - 3  
Seizure Disorder – 5

Other conditions:  
Diabetes Insipidus  
Immunodeficiency  
Neurological Disorders

# RSES Activity

396



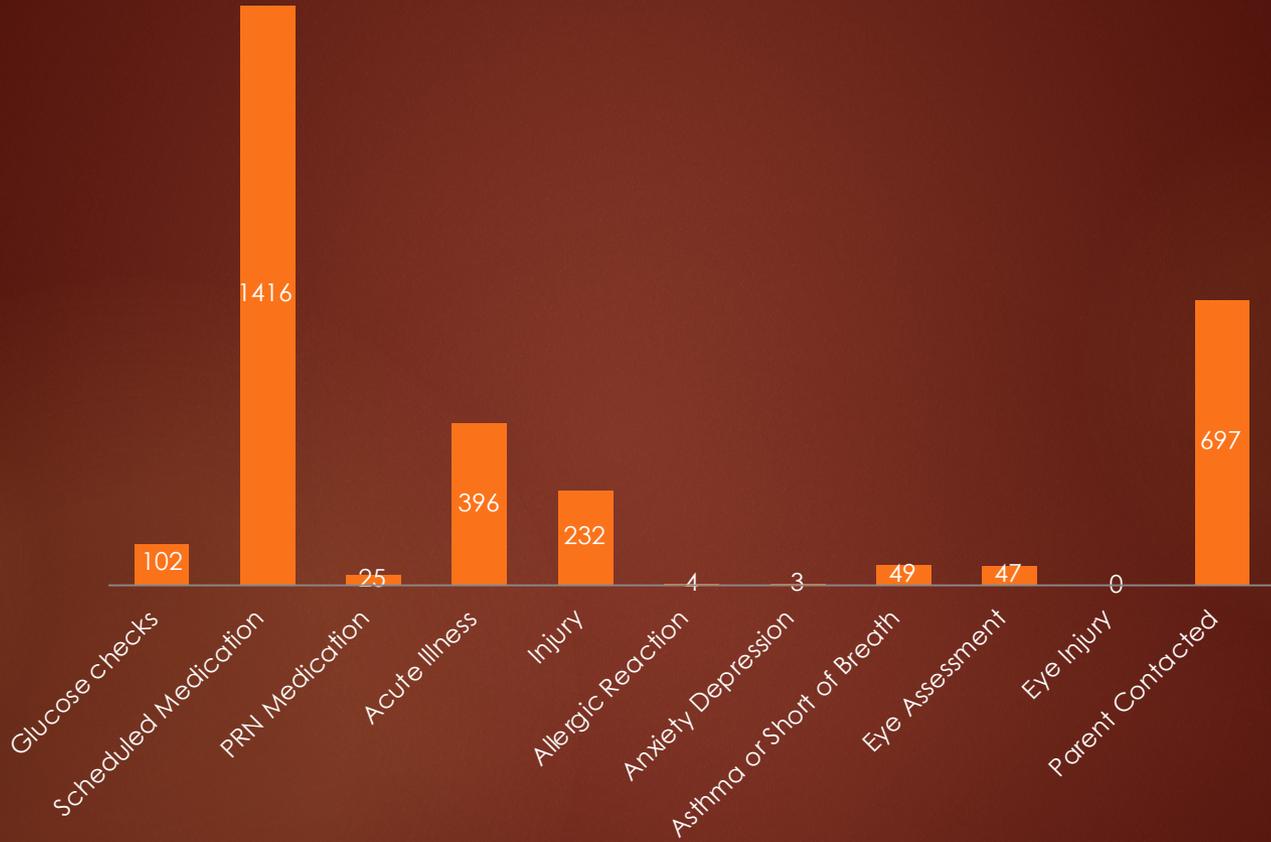
# RSES Health Conditions 2014-2015

Allergies Requiring Epi-pen – 24  
Allergies – food, insect, medication - 69  
Asthma – 65  
Diabetes – Insulin Dependent – 5  
Migraine headaches – 5  
Seizure Disorder – 10

Other Conditions:  
Cardiac conditions – 3  
Neurological Disorders – 4  
Other serious conditions – 3

# WSES Activity

398



# WSES Health Conditions 2014-2015

All PPCD Students now attend WSES

Allergies requiring Epi-pen – 6

Allergies – food, insect, medication – 75

Asthma – 54

Seizure Disorder – 11

Neurologic Disorders – 4

Clotting Disorder – 2

Other Serious Conditions – 6

# DSISD Registered Nurses Encounter Each Day:

Injuries

Asthma

Seizures

Diabetes

Cardiac Conditions

Allergic Reactions

## EMS calls 2013-2014:

12 calls, 5 transport

Registered Nurses recognize symptoms, managing illness and avoiding unnecessary emotional trauma and expense



# REGISTERED NURSES in SCHOOLS:

## *Compliance Officers for the State of Texas*

- TEC 38.001, .002 – Immunization Compliance – DSISD recognized for attaining 95% compliance 2012; current rate 96% overall
- HSC 36.004 – Hearing & Vision Screening with State Reporting  
Elementary Students Screened – 1733, Secondary Students – 440
- TAC 337.143, HSC 37 – Spinal Screening with State Reporting  
Elementary – 394, Secondary – 375
- TEC 38.004 – Report child abuse/neglect to CPS
- TEC 38.018 – Maintain Automated External Defibrillators on each campus
- TEC 38.015 – Fulfill requirements of Asthma Inhaler/Epipen policies for students with asthma and severe allergies
- TEC 38.058 – participate in School Health Advisory Committee
- HSC 168 – Care of students with Diabetes

# BUT WAIT, THERE'S MORE!

School RNs:

Attend Registration events to assess/maintain immunization compliance

Monitor all medications for appropriateness/refills

Maintain provider lists, refer for social services

Renew Physician's Orders annually to cover Epi-pens, Benadryl, AEDs

Communicate with parents, teachers about health needs at school

Serve Staff Members – about 150 visits annually

Provide training to teachers and staff in first aid, epi-pens, diabetes, and seizure care

Control spread of communicable disease via immunization oversight, early detection, surveillance, state reporting, and follow up

TERMINATION OF EMPLOYMENT  
RESIGNATION

DFE  
(LOCAL)

GENERAL  
REQUIREMENTS

All resignations shall be submitted in writing to the Superintendent or designee. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

AT-WILL EMPLOYEES

The Superintendent or designee shall be authorized to accept the resignation of an at-will employee at any time.

CONTRACT  
EMPLOYEES

The Superintendent or designee shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. The resignation requires no further action by the District and is accepted upon receipt.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. The Superintendent or other Board designee shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

WITHDRAWAL OF  
RESIGNATION

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

May 5, 2014

Dear Dr. Gearing,

I would like to rescind my letter of resignation. My original circumstances for leaving the district have changed. With the support of my principal and coworkers, I would like to continue to serve the district teaching at Rooster Springs Elementary School.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Peggy Young". The signature is written in a cursive style with a large initial 'P' and a long, sweeping tail on the 'g'.

Peggy Young

Rescinded Resignation



**DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT  
PERMANENT EMPLOYEE REPORT OF TERMINATION  
2013-2014 SCHOOL YEAR**

Employee Name: Margeret (Peggy) Young

Position: 4th Grade Teacher

Campus/Department: Rooster Springs Elementary

Last Day to Work: 6/6/2013

Will Position be Filled: Yes

Reason For Leaving: Choosing a different career

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jane Berne

3-27-14

Supervisor/Administrator Signature

Date

*[Handwritten signature in blue ink]*

March 24, 2014

Dear Dr. Gearing,

Please accept my resignation after the 2013-2014 school year. I am resigning to pursue work in my family's business in real estate.

I have greatly enjoyed my work at Rooster Springs Elementary School and in our school district. I plan to remain active in the Dripping Springs community and the school district as a parent and community member.

Thank you for the amazing opportunities I have had as a teacher, learner and team member of our wonderful district.

Sincerely,



Peggy Young  
Rooster Springs Elementary  
4<sup>th</sup> grade teacher



# ROOSTER SPRINGS Elementary School

1001 Belterra Drive, Austin, Texas 78737  
P.O. Box 479, Dripping Springs, Texas 78620-0479  
Phone 512.465.6200 Fax 512.465.6299  
[www.dsisd.txed.net](http://www.dsisd.txed.net)

May 14, 2014

Dear Dripping Springs ISD Board of Trustees,

I am in full support of Peggy Young remaining as a 4<sup>th</sup> grade teacher at Rooster Springs Elementary.  
Please accept her letter rescinding her resignation.

Sincerely,

Diane Bernero

Principal  
Rooster Springs Elementary School