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Principal

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Leticia Buenrostro  
Special Programs  
Director

Joey Moczygamba  
Child Nutrition Director

Juan Rizo  
Plant Operations &  
Transportation Director

The Board of Trustees will hold a Regular Meeting on Monday, April 10, 2017, at 5:45 PM in the Natalia Jr. high cafeteria, Natalia Junior High School.

**AGENDA**

1. **Call to Order, Pledge of allegiance, Prayer, Welcome, and Recognition of Visitors**
2. **Roll Call, Establish Quorum**
3. **Acceptance of Agenda**
4. **Approval of Minutes** 4
5. **Public Comments**
6. **Presentations**
  - A. Student of the Month - ECC  
Presenter: Anna Lopez
  - B. Student of the Month - Elementary  
Presenter: Anna Lopez
  - C. Student of the Month - Junior High  
Presenter: Dr. Camacho
  - D. Student of the Month - High School  
Presenter: Dr. Harris
  - E. Teacher of the Month - High School  
Presenter: Dr. Harris
  - F. Staff of the Month - Elementary
  - G. Scoreboard Donation from Brown Chevrolet  
Presenter: Eric Smith
  - H. Natalia Volunteer Fire Department Presentation: Fire Prevention Posters 7
  - I. Recognition of Powerlifting State Champions  
Presenter: Mr. Graves
  - J. Recognition of San Antonio Stock Show and Rodeo - Competitive Events  
Presenter: Patrick Clark and Meghan Woodall
  - K. Recognition of HS All State Solo and Ensemble  
Presenter: Sergio Mendez
  - L. Recognition of the 7th grade band for being the first JH band to compete and receive the Sweepstakes award  
Presenter: Sergio Mendez
  - M. Recognition of Autism Awareness Month 8
  - N. 5 Year Strategic Plan - Vision 2022 9  
Presenter: Strategic Planning Team
7. **Executive Session**
  - A. Board will discuss and consider personnel matters pursuant to Government Code Section 551.074  
Presenter: Dr. Cone
    1. Board will discuss and consider Resignations 81



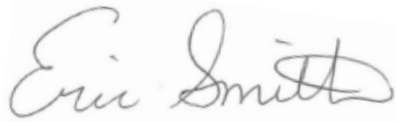
2. Board will discuss and consider Employee Reassignments	
3. Board will discuss and consider amending the Superintendent's Contract	
4. Board will discuss and consider 2017-2018 Administrator Contracts	83
B. Consultation with Board's Attorney pursuant to Government Code Section 551.071	
<b>8. <u>Action Items</u></b>	
A. Consider and take possible action regarding donation greater than \$25,000. Presenter: Mrs. Flores	84
B. Consider and take possible action regarding 5 Year Strategic Plan - Vision 2022 Presenter: Dr. Stewart	
C. Consider and take possible action regarding amending Superintendent's Contract to allow residence within the Great Oaks Subdivision. Presenter: Eric Smith	
D. Consider and take possible action regarding creation a District Librarian / Media Specialist position Presenter: Mrs. Flores	
E. Consider and take possible action regarding 2017-2018 Administrator Contracts Presenter: Dr. Cone	
F. Consider and take possible action regarding resolution regarding financing on band equipment and busses Presenter: Mrs. Flores	86
G. Consider and take possible action regarding Instructional Material Allotment Certification Presenter: Dr. Stewart	87
H. Consider and take possible action regarding TASB Update 107 - 2nd Reading Presenter: Dr. Cone	88
I. Consider and take possible action regarding Medina County Tax Collection Agreement Presenter: Mrs. Flores	
J. Consider and take possible action regarding budget amendment(s). Presenter: Mrs. Flores	354
<b>9. <u>Administrative Reports</u></b>	
A. Business Manager Report Presenter: Ms. Flores	
1. Vouchers and Payments	355
2. Tax Report	372
3. Financial Report	373
4. Staff Attendance	378
5. 2017-2018 Budget Adoption Schedule	380
B. Review of lunch time at each campus Presenter: Principals	
C. Administrative Leadership Development Presenter: Dr. Cone	
1. District Leadership Team - ESC20 McREL District Leadership That Works	381
2. Texas Education Leadership Institute - Principals	397
3. Coach Centric Leadership for Education Professionals - Cabinet	398
D. Student Board Representatives Update Presenter: Eric Smith and Dr. Cone	
<b>10. <u>Announcements</u></b>	
Presenter: Dr. Cone	
A. May 5 - Teacher Appreciation Luncheon "Cinco de Mayo"	

Presenter:

- B. May 8 - Regularly Scheduled Board Meeting
- C. May 14 - Good Friday Holiday
- D. May 17 - Student Holiday / Professional Learning Day

11. **Adjournment**

*If during the course of the meeting covered by this Notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this Notice, then such closed session as authorized by Section 551.001 et. Seq. of the Texas Government code (Open Meetings Act) will be held by the Board after the commencement in open session of the meeting covered by this Notice. Such closed session may concern any or all of the subjects and be conducted for any and all purposes permitted by Sections 551.071 through and including Section 551.084 of the Texas Open Meetings Act, including, but not limited to, private consultation with the Board's attorney on any or all subjects or matters authorized by law. Should any action, decision or vote be required in the opinion of the Board with regard to any matter considered in such closed session, then such action, decision or vote shall be either at the open meeting covered by this Notice, upon the adjournment of this closed session, or at a subsequent public meeting of the Board, upon notice thereof, the Board shall determine.*



Eric Smith  
NISD Board President

Posted: 

Date & Time: Friday, April 7, 2017 @5:30pm

THE STATE OF TEXAS X NATALIA INDEPENDENT SCHOOL DISTRICT  
COUNTY OF MEDINA X REGULAR MEETING, BOARD OF TRUSTEES

1. Board President Eric Smith called the Regular Board meeting to order on Monday, March 6, 2017, at 6:30 p.m. Pledge of Allegiance was recited; and Eric Smith led in prayer and welcomed the visitors.

2. Roll Call, Establish Quorum

Present: Eric Smith – President  
Paul Almendarez – Vice President  
Jack Bradley –Secretary -absent  
Gloria Vasquez  
Fernando Garza  
Tiffany Rodriguez - absent  
Andrew Besa

3. Public Hearing regarding Texas Academic Performance Report (TAPR) Presenter: Mr. Stewart

4. Public Comments- No comments made

5. Acceptance of Agenda- Motion was made by Andrew Besa and seconded by Eric Owens. Motion carried 5-0

6. Approval of Minutes

A. February 13, 2017 Regular Meeting- Motion was made by Eric Owens and seconded by Paul Almendarez, motion carried 5-0

**7. Presentations**

A. Student of the Month – ECC

Presenter: Ms. Lopez

B. Student of the Month – Elementary

Presenter: Ms. Lopez

C. Student of the Month – Junior High

Presenter: Mr. Camacho

D. Student of the Month – High School

Presenter: Dr. Harris

E. Teacher of the Month – High School

Presenter: Dr. Harris

F. Staff of the Month – Food Service

Presenter: Mrs. Flores

- 8. Executive Session** - Into session @ 6:48 pm
- A. Purchase, Exchange, Lease, or Value of Real Property pursuant to Government Code Section 551.072
  - B. Personnel, including but not limited to Administrative Appointments pursuant to Government Code Section 551.074
  - C. Consultation with Board's Attorney pursuant to Government Code Section 551.071
- 9. Matters from Executive Session** – Back @ 7:55pm
- A. Personnel Including but not Limited to Administrative Appointments pursuant to Government Code Section 551.074  
Presenter: Dr. Cone – No action
  - B. Possible Action on the Purchase, Exchange, Lease, or Value of Real Property pursuant to Government Code Section 551.072  
Presenter: Dr. Cone
    - 1. Consider and approve the purchase of property  
Presenter: Dr. Cone – Motion was made by Eric Smith and seconded by Andrew Besa. Bid not to exceed \$12,274.87. Paul Almendarez and Eric Owens opposed. Motion carried 3-2
- 10. Action Items**
- A. Consider and approve the 2017-2018 School Calendar  
Presenter: Dr. Cone – Motion was made by Eric Owens and seconded by Paul Almendarez  
Motion carried 5-0
  - B. Consider and approve lease purchase of items over \$25,000  
Presenter: Ms. Flores
    - 1. Buses
    - 2. Band Instruments  
Both \$399,477, possible 3 yr. plan, motion was made by Eric Owens and seconded by Paul Almendarez to approve per recommendation of Dr. Cone/ Mrs. Flores.  
Motion carried motion 5-0
  - C. Discuss and consider student board representatives  
Presenter: Mr. Smith – Motion was made by Andrew Besa and seconded by Eric Owens to establish committee. Eric Smith, Eric Owens and Fernando Garza volunteered, motion carried 5-0
- 11. Administrative Reports** - Eric Smith leaves at 8:51pm
- A. Superintendent Report  
Presenter: Dr. Cone
    - 1. TASB Update 107 - 1st Reading  
Presenter: Dr. Cone – No action
    - 2. Student Attendance Report
  - B. Business Manager Report

Presenter: Ms. Flores

1. Vouchers and Payments
  2. Tax Report
  3. Financial Report
  4. Cafeteria Report
  5. Staff Attendance
- C. Assistant Superintendent of Curriculum and Instruction Report

Presenter: Mr. Stewart

1. Registration and Scheduling for 2017 - 2018

**12. Announcements**

**13. Adjournment**

Motion was made by Fernando Garza and seconded by Eric Owens, motion carried 4-0  
*Executive Session called at 9:21p.m.*

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Eric Smith, NISD President

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Jack Bradley, NISD Secretary

# *Natalia Volunteer Fire Department*

*Station Located at 211 Pearson Street in Natalia*

*P.O. Box 31 Natalia, Texas 78059-0031*

*(830) 663-9443*

*[nataliavfd@gmail.com](mailto:nataliavfd@gmail.com)*

To whom this may concern,

The Natalia Volunteer Fire Department would like to be placed on the agenda for the school board meeting on April 10. We took 9 fire prevention posters to our Wintergarden Convention on Sunday, March 26, 2017 in Del Rio. We brought back 7 winners and now these winners will compete at the state convention in June in San Marcos. So, we have ribbons we would like to present to them.

Thanks,  
Mable Byrd  
NVFD Secretary  
210-246-3094

# **Autism Awareness Month Resolution**

**WHEREAS**, autism is a lifelong disability, resulting in significant impairment of an individual's ability to communicate, understand social interactions, and develop appropriate interactive behaviors; and

**WHEREAS**, autism affects not only the diagnosed individual but the entire family and the community at large; and

**WHEREAS**, early and accurate diagnosis and appropriate education and intervention are vital to the well-being of individuals with autism

**BE IT RESOLVED** –  
the better we are educated about autism we create a better community for individuals with autism; therefore, the month of April 2017 is hereby designated to be:

## **Autism Awareness Month**

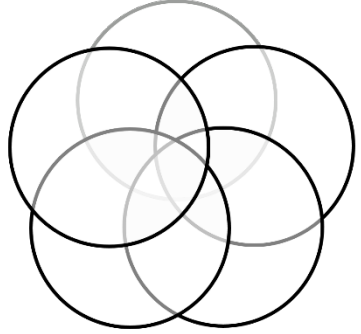


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# STRATEGIC PLANNING VISION 2022

# Natalia ISD Beliefs



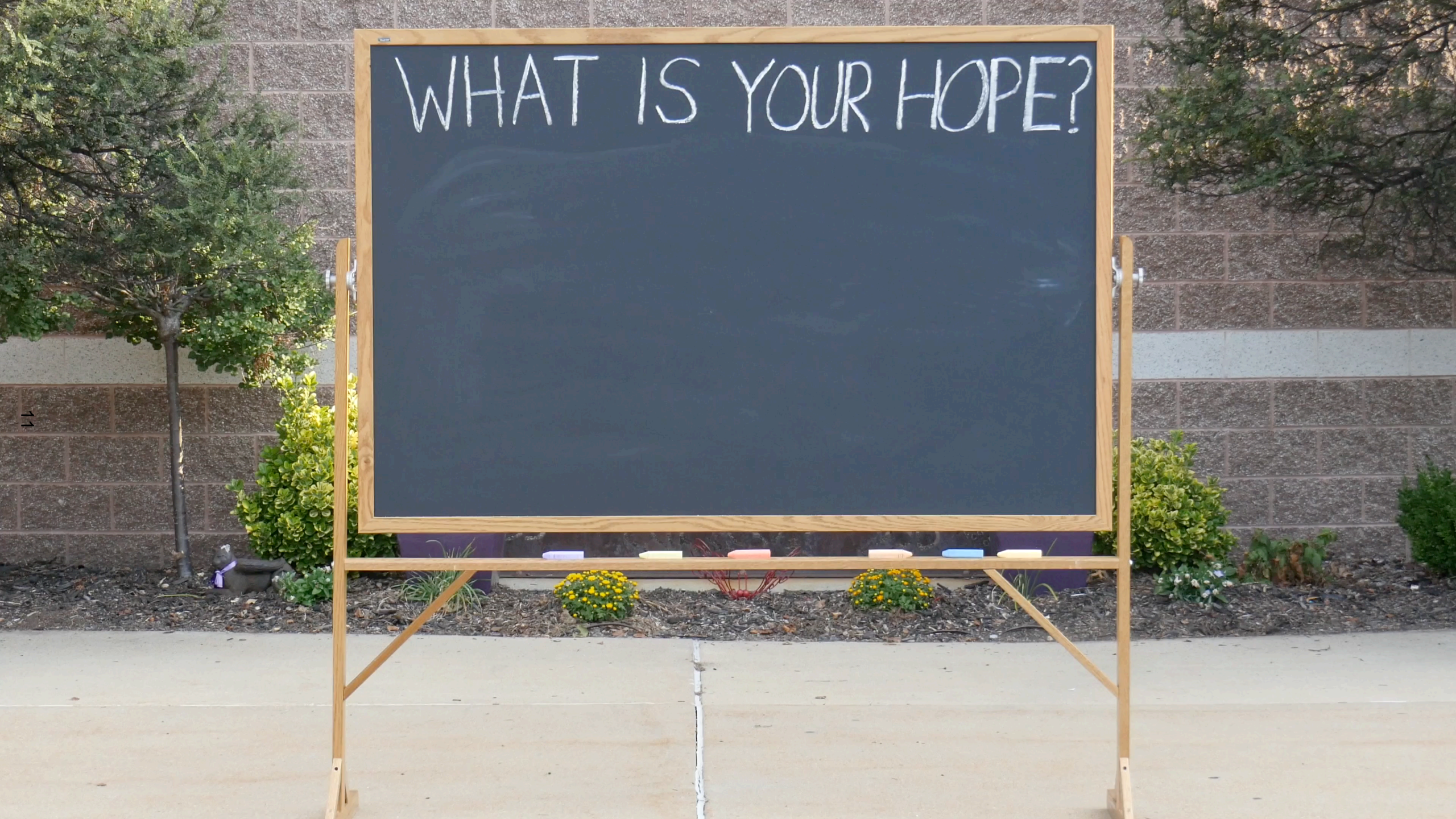
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# HOPE

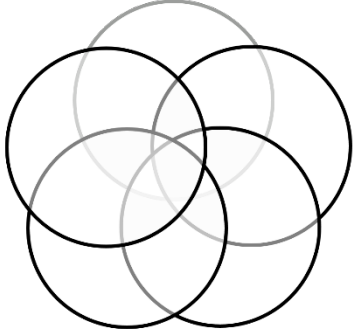
Building Lives Utilizing Education



WHAT IS YOUR HOPE?



# Natalia ISD Beliefs

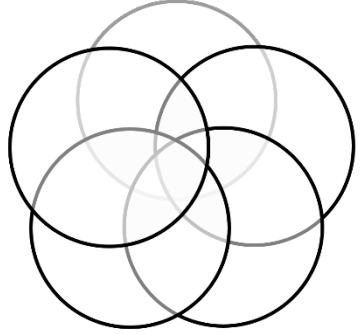


- All stakeholders must work cohesively to support student success.
- All students can learn, if given a variety of opportunities to develop their unique abilities.
- We must provide a quality education in a safe and nurturing environment.
- Students must be taught to think for themselves and self-advocate in order to succeed in a global economy.

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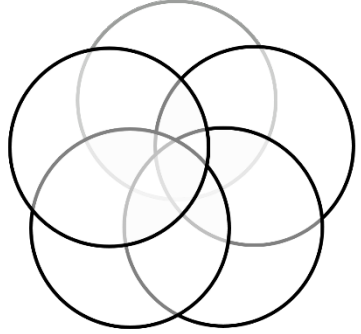
# Natalia ISD Mission



Natalia Independent School District, in partnership with the community, is committed to providing a safe and challenging environment that promotes productive and successful life-long learners.



# Natalia ISD Priorities



P1 - Academic Performance

P2 - Courses and programs

P3 - Organizational Health

P4 - Parent and Community Engagement

P5 - Facilities

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Strategic Planning is a process that **engages stakeholders**, such as parents, students, district employees, city officials, business partners, and clergy, to **collaboratively shape the future** of their school district. Through this process, the district and community become partners in creating a **5 year plan.**

This shared sense of ownership enables districts to overcome obstacles and **discover new possibilities for students.**

**Beliefs**

**Mission/Vision Statements**

**SWOT Analysis**

**Goal/Objective**

**Goal/Objective**

**Goal/Objective**

**Goal/Objective**

**Strategy**

**Strategy**

**Strategy**

**Strategy**

**Action  
Planning**

**Action  
Planning**

**Action  
Planning**

**Action  
Planning**

# 5-year plan

To be reviewed and updated annually

Staggered dates based on various goals, strategies, and action steps

A living document



# events

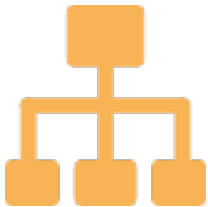
18



Board Meeting



1<sup>st</sup> Steering Committee



1<sup>st</sup> Action Planning Team Meeting



2<sup>nd</sup> Action Planning Team Meeting



Consolidated Strategic Planning Team



Board Meeting for Approval



District Plan





# PRIORITY 1

# ACADEMIC PERFORMANCE

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# Goal



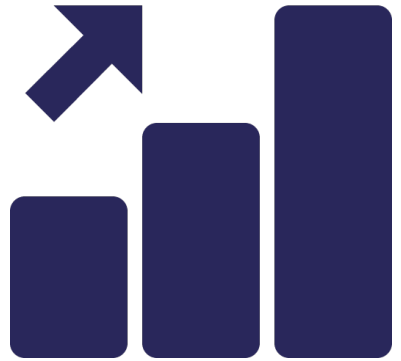
20

Natalia ISD will guarantee Natalia students have the self-confidence, skills, and life-long knowledge to achieve their dreams.



# Objective

By 2022, 100% of Natalia students will master state requirements and develop a college- or career-readiness plan for the future.



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# Strategy 1



22

Develop a district-wide identification, monitoring, and enhancement system for all students, PK—12, for mastery of state requirements.

Develop a district-wide identification, monitoring, and enhancement system for all students, PK—12, for mastery of state requirements.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Summer 2017	Create a district framework.
Fall 2017	Implement district framework at campus levels.
Spring 2018	Share campus plans.
Fall 2018	Implement campus plans.

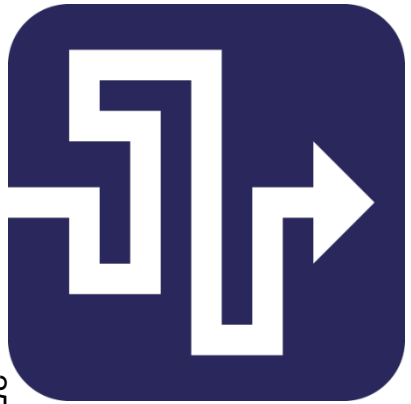
Develop a district-wide identification, monitoring, and enhancement system for all students, PK—12, for mastery of state requirements.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2019	Review the effectiveness of the campus plans.
Summer 2019	Review the effectiveness of the district framework.
Fall 2020 - ongoing	Analyze and modify campus plans.
Summer 2020 - ongoing	Analyze and modify district framework.



# Strategy 2



25

Develop a system for determining the individual needs and interests of all students, PK—12, leading to an individual college– or career-readiness plan.

# Develop a system for determining the individual needs and interests of all students, PK—12, leading to an individual college– or career-readiness plan.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2017	Select the types of interest surveys.
Spring 2017	Structure the surveys in a digital and shareable format.
Fall 2017 - ongoing	Administer beginning of year surveys.
Fall 2017 - ongoing	Review survey results and create student profiles.



# Develop a system for determining the individual needs and interests of all students, PK—12, leading to an individual college– or career-readiness plan.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2018-ongoing	Monitor and update student profiles for evidence of interests being addressed (mid-year).
June 2018-ongoing	Monitor and update student profiles for evidence of interests being addressed (end-of-year).

Develop a system for determining the individual needs and interests of all students, PK—12, leading to an individual college– or career-readiness plan.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
June 2018 - ongoing	Evaluate effectiveness of surveys.
June 2018 - ongoing	Select alternative surveys, as needed.





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Thank You



# PRIORITY 2

# COURSES & PROGRAMS

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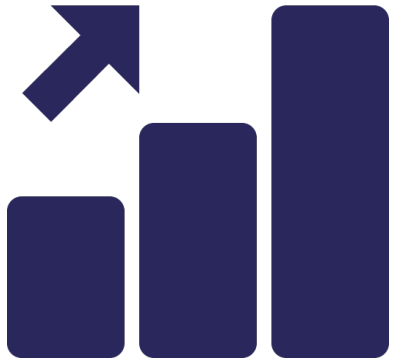
# Goal



Natalia ISD will provide its students with a variety of opportunities to develop their unique abilities.

# Objective

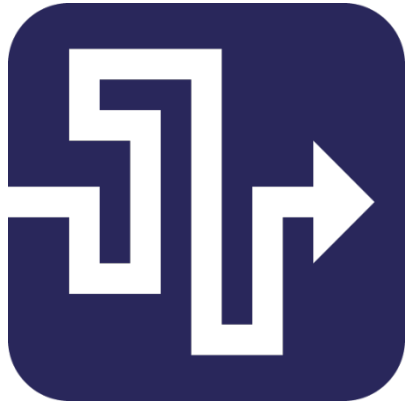
By 2022, 100% of students will be involved in some course or activity of their choice.



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# Strategy 1



Create a broader variety of courses to meet the different needs of students.

# Create a broader variety of courses to meet the different needs of students.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Fall 2017	Select program specific team.
Fall 2017	Research state approved courses in core areas and school-to-work certificates.
Spring 2018	Create and complete interest survey.
Spring 2018	Select courses and programs.



# Create a broader variety of courses to meet the different needs of students.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2018	Research logistics.
Spring 2018	Visit successful programs at other districts (consider similar demographics).
Summer 2018	Create and develop a success measurement rubric.
Fall 2018	Implement.



# Create a broader variety of courses to meet the different needs of students.



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<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Late Fall 2018-ongoing	Evaluate and assess programs (twice a year or as needed).
Spring 2019-ongoing	Continue and adjust programs accordingly (twice a year or as needed).



# Create a broader variety of courses to meet the different needs of students.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2022	Create and complete new interest survey on current and possible new courses.
Spring 2022	Review surveys to determine which courses to eliminate, adjust, or add.
Spring 2022 - Summer 2022	Research logistics of new potential programs and courses.



# Strategy 2



Create, develop, and sustain a wide range of district curricular and extra-curricular activities.

# Create, develop, and sustain a wide range of district curricular and extra-curricular activities.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2017	Create and complete interest survey.
Spring 2017	Review and narrow interests of students on programs and extracurricular activities.
Fall 2017	Research logistics.
Fall 2017	Select program specific team.



# Create, develop, and sustain a wide range of district curricular and extra-curricular activities.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2018	Visit successful programs at other districts (consider similar demographics).
Spring - summer 2018	Create programs based on data.
Summer 2018	Create and develop a success measurement rubric.



# Create, develop, and sustain a wide range of district curricular and extra-curricular activities.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Fall 2018	Implement.
Late fall 2018 - ongoing	Evaluate and assess programs.
Spring 2019 - ongoing	Continue and adjust programs accordingly.



# Create, develop, and sustain a wide range of district curricular and extra-curricular activities.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2022	Create and complete new interest survey on current and possible new courses.
Spring 2022	Review surveys to determine which courses to eliminate, adjust, or add.
Spring 2022 - Summer 2022	Research logistics of new potential programs and courses.





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Thank You



# PRIORITY 3

## EMPLOYEE CLIMATE & CULTURE (MORALE)

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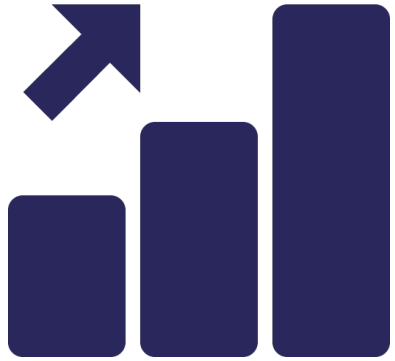
# Goal



Natalia ISD will create an environment with high job satisfaction and morale that will ultimately promote student success.

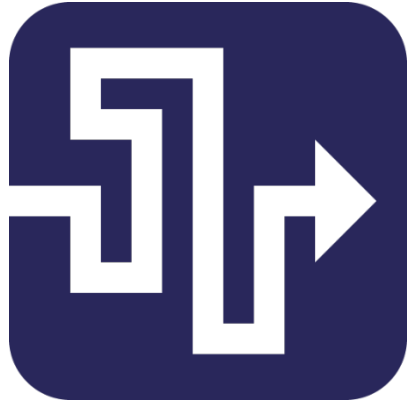


# Objective



By 2022, Natalia ISD's Health Organization Index will be 25% higher than other school districts.

# Strategy 1



Fully implement a collaborative process (setting goals, deciding strategies, developing timelines, and analyzing goal attainment) that includes input from a variety of stakeholders.

Fully implement a collaborative process that includes input from a variety of stakeholders.



SEMESTER/YEAR	ACTION STEPS
Spring 2017	<p>Conduct Health Organization Index survey (HOI).</p> <p>Review HOI &amp; SWOT analysis (based on HOI):</p> <ul style="list-style-type: none"><li>• District Leadership Team (DLT)</li><li>• Campus Leadership Team (CLT)</li></ul> <p>***Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis</p>



# Fully implement a collaborative process that includes input from a variety of stakeholders.



SEMESTER/YEAR	ACTION STEPS
Summer 2017	DLT/CLT will create strategies and a timeline.
Fall 2017	DLT/CLT will prioritize goals and implement strategies.
Spring 2018	DLT/CLT (SWOT analysis) <ul style="list-style-type: none"><li>• monitor</li><li>• assess</li><li>• recommend (fall 2018 DIP/CIP)</li></ul>



Fully implement a collaborative process that includes input from a variety of stakeholders.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2018	Superintendent will conduct annual HOI survey.
Summer 2018 - ongoing	DLT will review HOI department and campus data.
Fall 2018 - ongoing	CLT will conduct SWOT analysis (based on HOI) and implement updated strategies.



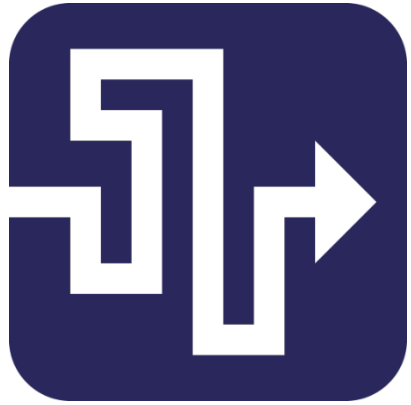
# Fully implement a collaborative process that includes input from a variety of stakeholders.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2019 - ongoing	DLT/CLT (SWOT analysis) <ul style="list-style-type: none"><li>• monitor</li><li>• assess</li><li>• recommend (fall 2019 DIP/CIP)</li></ul>
Spring 2019 - ongoing	Superintendent will conduct annual HOI survey.
Summer 2019	Ongoing through 2022



# Strategy 2



Recruit, develop, and retain highly effective staff members.

# Recruit, develop, and retain highly effective staff members.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Fall 2017	Form district committee (healthy organization) to recruit, develop, and retain.
Fall 2017	District Leadership Team (DLT) will administer surveys (highly effective employee).



# Recruit, develop, and retain highly effective staff members.



SEMESTER/YEAR	ACTION STEPS
Fall 2018	Develop a recruiting plan. (Consider district needs, diversity, education, experience, etc.).
Spring - summer 2019	Implement recruiting plan. (Utilize job fairs, university partnerships, student internships, etc.).



# Recruit, develop, and retain highly effective staff members.



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SEMESTER/YEAR	ACTION STEPS
Spring 2018	Identify characteristics of an effective employee.
Fall 2017	Create a New Employee Academy (framework).
Fall 2019	Create a mentorship program (professional development and academic development [framework]).



# Recruit, develop, and retain highly effective staff members.



SEMESTER/YEAR	ACTION STEPS
Spring – summer - fall 2020	Implement New Employee Academy and mentorship program.
Spring – summer - fall 2020	Conduct climate survey (HOI), student survey, and exit surveys.
Spring 2021	Assess New Employee Academy and mentorship program. <ul style="list-style-type: none"><li>• Survey staff – returning and exiting.</li><li>• Adjust and make changes.</li></ul>



# Recruit, develop, and retain highly effective staff members.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Fall 2021	Establish retention framework.
Spring 2022	Assess retention and recruitment program.
Fall 2022	Continue to collect survey data.
Fall 2022	Assess data and make appropriate adjustments.





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Thank You



# PRIORITY 4

# FAMILY & COMMUNITY

# ENGAGEMENT

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# Goal



Natalia ISD will establish a relationship among the stakeholders to promote life-long learners that contribute to their community.

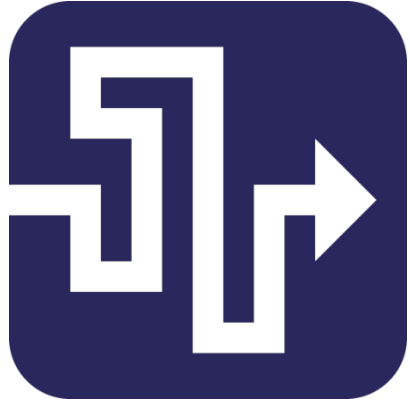


# Objective



By 2022, Natalia ISD will have partnerships with 100% engagement from stakeholders to promote life-long learners that contribute to the community.

# Strategy 1



Natalia ISD will involve stakeholders by communicating and collaborating with the community.

Natalia ISD will involve stakeholders by communicating and collaborating with the community.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2017	Create an interest survey of activities.
Fall 2017	Establish a PTA or PTO.
Fall 2017	Utilize a district-wide calendar of events.
Fall 2017 - ongoing	Publish a newsletter, internet update, notices, and automated phone calls.



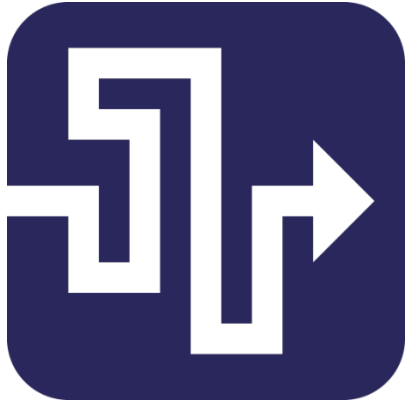
# Natalia ISD will involve stakeholders by communicating and collaborating with the community.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Fall 2017 - ongoing	Host family-involved events.
Fall 2017 - ongoing	Host community-involved events.
Spring 2017 - ongoing	Provide feedback for improvement and new ideas through an annual survey.



# Strategy 2



Natalia ISD will provide and support a mentorship program that will positively impact student success.

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# Natalia ISD will provide/support a mentorship program that will positively impact student success.



SEMESTER/YEAR	ACTION STEPS
Spring 2017	Campus Leadership Team will plan “Adopt-a-Mustang” to engage students.
Fall 2017	Implement Adopt-a-Mustang.
Fall 2017 - ongoing	Teachers will mentor their students.
Spring 2018 - ongoing	Invite recent graduates from Natalia to be guest speakers.



# Natalia ISD will provide/support a mentorship program that will positively impact student success.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Fall 2018 - ongoing	Continue with Adopt-a-Mustang.
Fall 2018 - ongoing	Natalia senior students will mentor elementary students.
Spring 2019 - ongoing	Provide feedback from campus and students.
Fall 2019 - ongoing	Initiate community mentorship program.





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Thank You



# PRIORITY 5 FACILITIES

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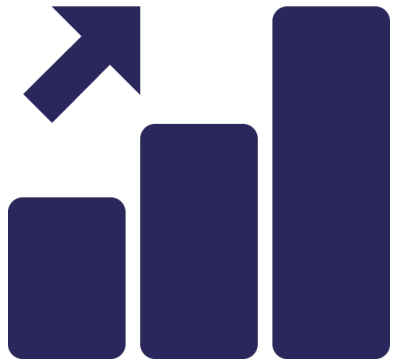
# Goal



Natalia ISD will have facilities that are safe, beautiful, and foster the 21st century learning (communication, collaboration, critical thinking, creativity, and civility).



# Objective



By 2022, 100% of Natalia ISD facilities will provide a safe environment that fosters 21st century learning.

71



# Strategy 1



Natalia ISD will implement procedures to meet state and local building code requirements to foster a safe and healthy environment.

Natalia ISD will implement procedures to meet state and local building code requirements to foster a safe and healthy environment.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2017	Develop NISD Facilities Standards of Care Processes.
Summer 2017	Develop survey and maintenance plan.
Fall 2017	Implement NISD Standards of Care Processes.
Summer 2018	Walkthrough facilities and evaluate priorities.



Natalia ISD will implement procedures to meet state and local building code requirements to foster a safe and healthy environment.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Summer 2018	Develop maintenance plan and budget for 2018-2019 school year.
Fall 2018	Develop maintenance training program.
Fall 2018	Evaluate Standards of Care Processes (annual fall evaluation).



# Natalia ISD will implement procedures to meet state and local building code requirements to foster a safe and healthy environment.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2019	Implement training program and develop training program survey.
Spring 2019	Develop one district-wide key system for all facilities.
Fall 2019	Evaluate training program (annual).
Spring 2020 - 2022	Annual walkthroughs to survey grounds.



Natalia ISD will implement procedures to meet state and local building code requirements to foster a safe and healthy environment.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Summer 2020 - 2022	Provide survey results and develop maintenance plan and budget for following school year.
Fall 2020 - 2022	Annual evaluation of “Standards of Care Processes” and maintenance training program.



# Strategy 2



Natalia ISD will develop new learning environment models to support 21st century learning.

# Natalia ISD will develop new learning environment models to support 21st century learning.



SEMESTER/YEAR	ACTION STEPS
Fall 2017	Develop “Road Map” committee for 21 <sup>st</sup> century learning environment.
Spring - summer 2018	Implement Road Map.
2018 - 2019 school year	Align the Road Map to the “5 C’s”.



# Natalia ISD will develop new learning environment models to support 21st century learning.



<b>SEMESTER/YEAR</b>	<b>ACTION STEPS</b>
Spring 2020	Embed the 5 C's into curriculum and instruction.
May 2020 - 2022	Conduct teacher survey (annual).
Summer 2020 - 2022	Evaluate the effectiveness of 5'C's (annual).



---

Thank You

Johnny Rizo  
P0 Box 471  
Natalia Tx 78059  
210 - 260 -9812  
[johnny.rizo@yahoo.com](mailto:johnny.rizo@yahoo.com)

4/3/17

Johnny Rizo  
Director of Operations  
Natalia ISD  
Natalia Tx 78059

Dr. Cone,

I would like to inform you that I am resigning from my position as Director of Operations effective April 14, 2017.

Thank you for the opportunity that you have provided me during the time we have worked together. I have enjoyed working here for you and the school district and appreciate the support you have given me.

If I can be of any help during the transition, please let know.

Sincerely,

A handwritten signature in black ink, appearing to read 'JRizo', written over a light blue horizontal line.

Johnny Rizo

On Tue, Apr 4, 2017 at 7:56 AM, PATRICIA McMillan <[patricia.mcmillan@nataliaisd.net](mailto:patricia.mcmillan@nataliaisd.net)> wrote:

Ok.

Thank you for letting me know.

I will proceed with changing the pay accordingly.

On Tue, Apr 4, 2017 at 6:56 AM, JUAN RIZO <[juan.rizo@nataliaisd.net](mailto:juan.rizo@nataliaisd.net)> wrote:

Good Morning Ma'am , I have talked to Dr. Cone about my departure and we have decided that I will be here until Friday the 21st of this month and will be taking a few days off between now and then. Thanks for all you do !!! Johnny Rizo

--

**Tricia McMillan**  
**Payroll & Human Resources**  
**Natalia Independent School District**  
**[Patricia.McMillan@nataliaisd.net](mailto:Patricia.McMillan@nataliaisd.net)**  
**830-663-4416 ext. 6004**  
**8330-663-4186 (fax)**



# NATALIA INDEPENDENT SCHOOL DISTRICT PROFESSIONAL STAFF RECOMMENDATIONS 2017-2018 SCHOOL YEAR



Line	FIRST NAME	Contract Role	Current Assignment	LOCATION	TOTAL actual YRS-THROUGH 16-17	NISD YRS THROUGH 16-17	START DATE MYR	Probationary 1st Year P1	Probationary 2nd Year P2	Probationary 3rd Year P3	Probationary 4th Year P4	TERM, 1 Year-Renewal T1	RECOMMENDATIONS 2017-2018	MONTH	DAYS	NOTES, COMMENTS/ ADDITIONAL INFO
1	BUENROSTRO	LETICIA	Certified Administrator	Special Programs Director	DIST.	26	1	7/18/16	2016-17	2017-18			P2	11	212	
2	CAMACHO	EDGAR	Certified Administrator	Jr. High Principal	JH	20	1	1/27/17	2016-17			2017-18	T1	11	217	
3	GRAVES	CHAD	Certified Administrator	Athletic Director/Head Football Coach	DIST.	18	5	02/27/12	2012-13			2017-18	T2yrs	12	226	2 year contract offered & returned April 2016. Extend 1 year to 18-19
4	HARRIS	JANE	Certified Administrator	High School Principal	HS	4	1.5	3/21/16	2016-17			2017-18	T1	12	226	P1 WAS OFFERED BY BOARD FOR 2015-16 & 2016-17 SCHOOL YEAR.
5	HOWARD	TERRY	Certified Administrator	Asst. Principal	ECC/ELEM	13	1	02/11/16	2015-16	2016-17	2017-18		P2	11	207	2015-2016 WAS LESS THAN HALF A YEAR.
6	JOKINEN	LEAH	Diagnostician	Diagnostician	DIST.		2	8/2015	2015-16	2016-17	2017-18		P3	11	197	
7	LOPEZ	ANNA	Certified Administrator	ECC/ELEM Principal	ECC/ELEM	19	8	08/20/09	2015-16			2017-18	No Action	11	217	* 2 year, Offered/Returned April 2016.
8	ROBINSON	LORI	Certified Administrator	District Instructional Facilitator	DIST.	13	0.5	3/1/17	2016-17	2017-18			P1	12	226	2016-17 WAS LESS THAN HALF A YEAR.
9	STEWART	DONALD	Certified Administrator	Asst. Superintendent	DIST.		1	8/15/16				2017-18	T2yrs	12	226	2 year contract 2016-17--2017-18. Extend 1 year to 18-19
<b>LEGEND</b>																
BACKGROUND COLOR DENOTES CAMPUS			P1--Probationary 1st year													
ECC Campus			P2--Probationary 2nd year													
ELEM Campus			P3--Probationary 3rd year													
JH Campus			T1--Term One Year													
HS Campus			T2--Term Two Years													
DOESN'T MEAN A THING			RED TEXT--DENOTES THE RECOMMENDATIONS FOR THE 2017-18 SCHOOL YEAR. All staff is "Subject to Assignment"													



Date: April 10, 2017

Name: Brown Chevrolet

Address: 340 I-35 North Exit 122

City: Devine State: TX ZIP: 78016

**(A) MONEY**

In the amount of \$ 27,340.00

These monies will be used for: Sport Complex Scoreboard

**(B) SUPPLIES/EQUIPMENT**

Description (As detailed as possible – for equipment, give brand, model and serial # if available. Please attach copy of invoice if available.):

<u>Spectrum 11824 Football Scoreboard/Mascot/Sponsor/Spirit</u>	Estimated Value: \$ <u>27,340.00</u>
---	---

<u> </u>	\$ <u> </u>
----------	-------------

<u> </u>	\$ <u> </u>
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Total Estimated Value: \$ 27,340.00

**Specify any NISD services required, including any construction on district property.**

Installation

**Approval Required for All Gifts**

The funds or other property donated or the income from the property may be spent by the trustees for any purpose designated by the donor that is in keeping with the lawful purposes of the schools for the benefit of which the donation was made or for any legal purpose if a specific purpose is not designated by the donor.

Donated Capital Assets as well as all other donations must be added to the District inventory.

Capital Assets become the property of Natalia ISD and ownership must be transferred to NISD. NISD will provide insurance and general maintenance of Capital Assets.

Signature of this donation acceptance shall not obligate the District beyond those obligations established.

<input checked="" type="checkbox"/>	Funds donated to a school or budgeted program	<u>Dr. ZH Case</u> Superintendent	Date <u>4-10-17</u>	Recommendation to: <u>Accept</u> / Deny (circle one)
<input type="checkbox"/>	Consumable materials donated to a school or budgeted program	Business Manager	Date	Approved / Denied (circle one)
<input type="checkbox"/>	Equipment donated to a school or budgeted program	Board Approval Date <u>April 10, 2017</u>		

If donation is denied, list reason for action/denial: \_\_\_\_\_  
**Gifts Donations and Grants**

**HOME OF THE**  
**N MUSTANGS N**  
**NATALIA ISD**

<b>MUSTANGS</b>	<b>SPECTRUM</b>	<b>VISITOR</b>
<b>TOL</b>		<b>TOL</b>
<b>BALL ON</b>		<b>TO GO</b>
<b>QTR</b>		<b>DWN</b>



**COURTESY OF**  
**BROWN AUTO STORES**





April 5, 2017  
*\*Buses & Band Equipment*

Ms. Barbara Flores  
Natalia ISD  
830-663-4416  
[barbara.flores@nataliaisd.net](mailto:barbara.flores@nataliaisd.net)

Dear Ms. Flores,

Thank you for the opportunity to present proposed financing for Natalia Independent School District. I am submitting for your review the following proposed structure:

ISSUER:	Natalia Independent School District, Texas
FINANCING STRUCTURE:	Public Property Finance Contract issued under Local Government Code Section 271.005
EQUIPMENT COST:	\$ 390,676.00
TERM:	3 Annual Payments
TRUE INTEREST COST:	3.91%
PAYMENT AMOUNT:	\$ 140,516.44
PAYMENTS BEGINNING:	One year from signing, annually thereafter

**Financing for these projects would be simple, fast and easy due to the fact that:**

- ✓ We have an existing relationship with you and have your financial statements on file, expediting the process. Please keep in mind we may also need current year statements.
- ✓ We can provide familiar documentation for your legal counsel.

The above proposal is subject to audit analysis, assumes bank qualification and mutually acceptable documentation. The terms outlined herein are subject to change and rates are valid for fourteen (14) days from the date of this proposal. If funding does not occur within this time period, rates will be indexed to markets at such time. Additionally, Government Capital is registered with Texas Ethics Commission to be HB 1295 compliant.

Our finance programs are flexible and my goal is customer delight. If you have any questions regarding other payment terms, frequencies or conditions, please do not hesitate to call.

With Best Regards,



Drew Whittington  
Client Services  
Main: 817-421-5400

*The transaction described herein is an arm's length, commercial transaction between you and Government Capital Corporation ("GCC"), in which GCC: (i) is acting solely for its own financial and other interests that may differ from yours; (ii) is not acting as your municipal advisor or financial advisor, and has no fiduciary duty to you with respect to this transaction; and (iii) is not recommending that you take an action with respect to this transaction.*

**Instructional Materials Allotment and TEKS Certification, 2017-2018**

The district superintendent, along with the president and secretary of the local board of trustees, or the officers of the governing body of the charter school, certify the following:

- 1) That this district's instructional materials allotment (IMA) is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- 2) That for the current school year, this district has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- 3) That, upon request, this district will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the district with the district's IMA (TEC §31.101).

Certified	Grade Level
<input checked="" type="checkbox"/>	Kindergarten
<input checked="" type="checkbox"/>	Grade 1
<input checked="" type="checkbox"/>	Grade 2
<input checked="" type="checkbox"/>	Grade 3
<input checked="" type="checkbox"/>	Grade 4
<input checked="" type="checkbox"/>	Grade 5
<input checked="" type="checkbox"/>	Grade 6
<input checked="" type="checkbox"/>	Grade 7
<input checked="" type="checkbox"/>	Grade 8
<input checked="" type="checkbox"/>	Grade 9
<input checked="" type="checkbox"/>	Grade 10
<input checked="" type="checkbox"/>	Grade 11
<input checked="" type="checkbox"/>	Grade 12

Certified	Subject Area
<input checked="" type="checkbox"/>	CAREER & TECHNICAL EDUCATION (CTE)
<input checked="" type="checkbox"/>	ENGLISH LANGUAGE ARTS AND READING
<input checked="" type="checkbox"/>	ENGLISH LANGUAGE PROFICIENCY STANDARDS
<input checked="" type="checkbox"/>	FINE ARTS
<input checked="" type="checkbox"/>	HEALTH
<input checked="" type="checkbox"/>	LANGUAGES OTHER THAN ENGLISH
<input checked="" type="checkbox"/>	MATHEMATICS
<input checked="" type="checkbox"/>	SCIENCE
<input checked="" type="checkbox"/>	SOCIAL STUDIES
<input checked="" type="checkbox"/>	TECHNOLOGY APPLICATIONS

**Signature of Superintendent**

*2H Cone*

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Signature

**Signatures of Board President and Secretary or Governing Board Officers**

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Board President

---

Board Secretary

Scan the signed certification document and email it to [instructional.materials@tea.texas.gov](mailto:instructional.materials@tea.texas.gov) with the following subject line: [your district] certification (ex: Hometown certification)

Email to [instructional.materials@tea.texas.gov](mailto:instructional.materials@tea.texas.gov)

# Vantage Points

## A Board Member's Guide to Update 107

**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 brief 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.

We welcome your comments or suggestions for improving *Vantage Points*. Please write to us at TASB Policy Service, P.O. Box 400, Austin, TX 78767-0400, e-mail us at [policy.service@tasb.org](mailto:policy.service@tasb.org), or call us at 800-580-7529 or 512-467-0222.

For more information about Policy Service, visit our website at <http://policy.tasb.org>.

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

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Update 107 contains recommended changes to local policies on topics including gifts and fundraising, employee and contractor misconduct, employee suspension and expense reimbursement, and student compulsory attendance and wellness policies. Revisions to legal policies incorporate various administrative rules and additional provisions from the Every Student Succeeds Act (ESSA).

**Gifts,  
Fundraising, and  
Solicitations**

Policies CDC (Gifts and Solicitations) and FJ (Student Fundraising) have been renamed to better reflect the topics addressed in those codes.

***CDC(LOCAL) AND FJ(LOCAL) POLICY CONSIDERATIONS***

CDC(LOCAL) addresses unsolicited gifts and donations as well as gifts and donations solicited by the district or its employees. For most districts, the policy indicates that authority is delegated to the superintendent to accept gifts and donations, except when the potential gift is real property or when the donor has made a gift conditional on a specific use by the district.

For solicited gifts, such as online fundraising campaigns or platforms, an employee must receive approval before using the name or image of the district, a campus, or any student, and must comply with any district administrative regulations.

FJ(LOCAL) addresses student fundraising, and significant revisions are recommended to simplify the policy. It is recommended that details of fundraising plans, approval of activities, and any required reports be addressed in administrative regulations.

***GE(LOCAL) POLICY CONSIDERATIONS***

Revisions are also recommended at GE(LOCAL) to clarify when and under what conditions district-affiliated school support or booster organizations, and other parent groups, can solicit donations or fundraise on behalf of the district.

**Personnel Issues**

**Paraprofessional  
Qualifications**

ESSA requires a state's standards for paraprofessionals working in programs supported with Title I funds to include the qualifications that were in place on the day before ESSA was enacted (December 10, 2015). For reference purposes, DBA(LEGAL) has been updated to include those standards that were effective before December 10, 2015.

**Employee and Contractor Misconduct**

ESSA requires districts that receive Title I funds to have regulations or policies that prohibit assisting a school employee, contractor, or agent in obtaining a new job if there is knowledge or probable cause to believe that the individual engaged in sexual misconduct with a minor or student. CJ(LEGAL) and DC(LEGAL) have been updated with these statutory requirements.

***CJ(LOCAL) AND DC(LOCAL) POLICY CONSIDERATIONS***  
To satisfy the policy requirement of this ESSA provision, local policy language is recommended for inclusion in your manual at CJ(LOCAL), regarding contractors and agents, and at DC(LOCAL), regarding employees.

The State Board for Educator Certification also addressed this ESSA requirement in recent amendments to the Educators' Code of Ethics. See DH(EXHIBIT).

**Suspension/ Termination**

***DFAA, DFBA, AND DFCA(LOCAL) POLICY CONSIDERATIONS***  
Revisions for clarity are recommended to the local policies addressing the authority to place a probationary or term contract employee on administrative leave, sometimes referred to as suspension with pay. A new local policy addressing the authority to place continuing contract employees on administrative leave is recommended for those districts that still have employees on continuing contracts.

**Expense Reimbursement**

***DEE(LOCAL) POLICY CONSIDERATIONS***  
Several changes are recommended at policy DEE(LOCAL) on employee expense reimbursement. In addition to recommended changes for clarity and policy style, two provisions are also recommended for deletion, as these are either already covered by law or are not required for all types of reimbursements.

**Instruction**

Legally referenced policies have been updated to reflect:

- Current State Board of Education rules on instructional materials [see EFAA(LEGAL) and CMD(LEGAL)],
- Administrative Code rules regarding how state funding is generated for off-campus programs [see EHDD(LEGAL) and FEB(LEGAL)], and

- Recent Administrative Code amendments related to endorsements under the foundation program [see EIF(LEGAL)].

## Student Issues

### Homeschool and Compulsory Attendance

#### ***FEA(LOCAL) POLICY CONSIDERATIONS***

Recent guidance from TEA prompted recommended revisions at FEA(LOCAL) to align with the documentation requirements for a student who is homeschooled or is thought to be homeschooled.

### Student Wellness

Current Administrative Code rules prompted changes to both FFAA(LEGAL), on physical examinations, and FFAB(LEGAL), on required immunizations. Final federal rules on district wellness policies under the Healthy, Hunger-Free Kids Act have been added at FFA(LEGAL).

#### ***FFA(LOCAL) POLICY CONSIDERATIONS***

Note that some districts' Update materials will contain recommended revisions for FFA(LOCAL) to accommodate recently adopted federal regulations related to the required student wellness policies. If this policy is not included in a district's Update materials, we encourage you to contact your policy consultant to determine whether revisions are necessary to your local student wellness policy.

## Exhibits

**Please note:** In this update, most districts will see recommendations to delete several exhibits from the policy manual. In our ongoing effort to provide districts more flexibility for customizing and formatting forms, we are recommending that many current exhibits containing forms be deleted from the local policy manual in favor of the district modifying them and housing them with the district's other administrative materials. The forms recommended for deletion in Update 107 will be available in the *TASB Regulations Resource Manual* when Update 53 to that publication is released in March.

Update 107 contains (LOCAL) policies that require board action before we can incorporate Update 107 into your district's *Policy On Line* manual.

Please notify Travis Damron of your policy adoption by **faxing this form to 512-467-3618**, 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.

### 163903 Natalia ISD

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

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

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

#### Previous Updates

- I confirm that all updates prior to Update 107 have been adopted. (Visit <https://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 107** Adoption Date: \_\_\_\_\_

Status (please check one):

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

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

\* If you have not already sent the changes to the policies listed above to your policy consultant, please attach the policies to this form or e-mail them to your consultant to be 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 Travis Damron by phone at 800-580-7529.

# Update 107

## Adoption Notification Form

Policy On Line®

**TASB Policy Service**

**Fax: 512-467-3618**





# Localized Policy Manual Update 107

Natalia ISD

**Remember:** You can download a PDF of this update packet, annotated copies of the (LOCAL) policies, editable (LOCAL) text, and more on [my.tasb.org](http://my.tasb.org) under *Policy Service Resource Library: Local Manual Updates*.

**Need help?** Please call your policy consultant, Eric Narcisse, at 800-580-7529 or e-mail [Policy.Service@TASB.org](mailto:Policy.Service@TASB.org).

## Overview

Update 107 contains recommended changes to local policies on topics including:

- Gifts, fundraising, and solicitations;
- Expense reimbursement; and
- Compulsory attendance.

Revisions to legal policies incorporate various administrative rules and additional provisions from the Every Student Succeeds Act (ESSA).

Your Localized Update 107 packet also contains:

- **Explanatory Notes** describing the changes to each policy. Please note that, where appropriate, the Explanatory Notes ask you to verify that a particular policy reflects current district practice and to advise us of any changes needed so that our records and the district's policy manual accurately track the district's practice. Explanatory notes may also provide important information about policies not included in the update packet.
- **Vantage Points—A Board Member's Guide to Update 107**, which provides local officials a highly summarized first glance at the update. Please distribute the enclosed copies of *Vantage Points* to your board members with the review copies of the update.
- **Instructions** for incorporating this update into each of the district's Localized Policy Manuals after board adoption. Use the enclosed Instruction Sheet as a guide to which policies should be added, replaced, and removed from your manual.

## (LEGAL) vs. (LOCAL) Policies: Remember the Difference

(LEGAL) policies:

- Reflect the ever-changing legal context for governance and management of the district
- Should inform local decision making
- Should NOT be adopted, but only reviewed

(LOCAL) policies:

- Require close attention by both the administration and the board
- Must reflect the practices of the district and the intentions of the board
- May only be changed by board action (adopt, revise, or repeal)

**If your board adopts changes to the (LOCAL) policies contained in this packet, please notify your policy consultant.**

## How to Place Policy Changes on the Agenda for Board Action

Board action on Localized Update 107 must occur within a properly posted, open meeting of the board.

- Update 107 may be addressed on the agenda posting as “Policy Update 107, affecting (LOCAL) policies (see attached list of codes).”
- You may use the “Agenda Posting (LOCAL) Policy List” provided online in *Local Manual Updates* and attach that list to the posting, or you may compile a list of (LOCAL) policy codes, titles, and subtitles from the material provided below.
- **BoardBook** compilers should use “Policy Update 107, affecting (LOCAL) policies” as the agenda item and, as agenda sub-items, the policy code, title, and subtitle of each of the (LOCAL) policies affected by the update.
- Here is a suggested motion for board action on Localized Update 107:

*“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 107 [with the following changes:]”*

## How to Notify Policy Service of Board Action

Notify Policy Service of the board's action on Update 107 using the Update 107 Adoption Notification Form, enclosed, so Policy Service records remain accurate.

## How to Keep Minutes

The board's action on Localized Update 107 must be reflected in board minutes. Your minutes should include:

- The list of proposed (LOCAL) policy actions, such as the Instruction Sheet—annotated to reflect any changes made by the board
- The Explanatory Notes for the update (filed as an attachment to the minutes)
- Copies of new, replaced, or rescinded (LOCAL) policies

## How to Maintain Your Historical Record

To construct a separate historical record of the manual, you must track the history of individual (LOCAL) policies. You should maintain a permanent historical record of every (LOCAL) policy adopted, revised, or rescinded by the board.

At a minimum, this record should include the following key pieces of information:

- Policy code
- Date of board action
- Text of policy

For more guidance on maintaining this record, please refer to:

- *The Administrator's Guide to Policy Management* (<https://www.tasb.org/Services/Policy-Service/myTASB/Guidance-for-Policy-Administrators.aspx>)
- Tutorial videos on handling an update (<https://www.tasb.org/Services/Policy-Service/myTASB/Tutorials.aspx>)

These guides are available in the myTASB *Policy Service Resource Library*.

## How to Keep Your Administrative Regulations Current

Inspect your administrative procedures and documents—including EXHIBITS, REGULATIONS, handbooks, and guides—that may be affected by Update 107 policy changes.

If you must make changes to the REGULATIONS or EXHIBITS contained in your board policy manual, please notify your policy consultant.

## Disclaimer and Copyright

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 adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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# Instruction Sheet

## TASB Localized Policy Manual Update 107

District      Natalia ISD

<b>Code</b>	<b>Action To Be Taken</b>	<b>Note</b>
A25 (INDEX)	Replace cross-index	Revised cross-index
AF (LEGAL)	Replace policy	Revised policy
BBFA (EXHIBIT)	DELETE exhibit	See explanatory note
BDAE (LEGAL)	Replace policy	Revised policy
BJCF (EXHIBIT)	DELETE exhibit	See explanatory note
BR (LEGAL)	Replace policy	Revised policy
C (LEGAL)	Replace table of contents	Revised table of contents
CDC (LEGAL)	Replace policy	Revised policy
CDC (LOCAL)	ADD policy	See explanatory note
CFC (LEGAL)	Replace policy	Revised policy
CJ (LEGAL)	ADD policy	See explanatory note
CJ (LOCAL)	ADD policy	See explanatory note
CMD (LEGAL)	Replace policy	Revised policy
CQA (LEGAL)	Replace policy	Revised policy
DBA (LEGAL)	Replace policy	Revised policy
DBD (LEGAL)	Replace policy	Revised policy
DBD (EXHIBIT)	DELETE exhibit	See explanatory note
DBE (EXHIBIT)	DELETE exhibit	See explanatory note
DC (LEGAL)	Replace policy	Revised policy
DC (LOCAL)	Replace policy	Revised policy
DECA (LEGAL)	Replace policy	Revised policy
DEE (LOCAL)	Replace policy	Revised policy
DF (EXHIBIT)	DELETE exhibit	See explanatory note
DFAA (LOCAL)	Replace policy	Revised policy
DFAB (EXHIBIT)	DELETE exhibit	See explanatory note
DFBA (LOCAL)	Replace policy	Revised policy
DFFA (EXHIBIT)	DELETE exhibit	See explanatory note
DH (EXHIBIT)	Replace exhibit	Revised exhibit
DHB (LEGAL)	Replace policy	Revised policy
DNA (LEGAL)	Replace policy	Revised policy
DNB (LEGAL)	Replace policy	Revised policy
EFA (EXHIBIT)	DELETE exhibit	See explanatory note

Instruction Sheet  
TASB Localized Policy Manual Update 107

EFAA (LEGAL)	Replace policy	Revised policy
EHBB (LEGAL)	Replace policy	Revised policy
EHBG (LEGAL)	Replace policy	Revised policy
EHDD (LEGAL)	Replace policy	Revised policy
EIF (LEGAL)	Replace policy	Revised policy
F (LEGAL)	Replace table of contents	Revised table of contents
FEA (LOCAL)	Replace policy	Revised policy
FEB (LEGAL)	Replace policy	Revised policy
FFA (LEGAL)	Replace policy	Revised policy
FFA (LOCAL)	No policy enclosed	See explanatory note
FFAA (LEGAL)	Replace policy	Revised policy
FFAB (LEGAL)	Replace policy	Revised policy
FJ (LEGAL)	Replace policy	Revised policy
FJ (LOCAL)	Replace policy	Revised policy
GE (LOCAL)	Replace policy	Revised policy
GKA (LEGAL)	Replace policy	Revised policy

# Explanatory Notes

## TASB Localized Policy Manual Update 107

District: Natalia ISD

A25 (INDEX) CROSS-INDEX

The cross-index, shared by all localized policy manuals in districts throughout Texas, the *TASB Policy Reference Manual*, and the *TASB Regulations Resource Manual*, has been updated to reflect new terminology and topic relationships established by changes in law or regulation that have arisen since this document was last updated in 2015.

Please bear in mind that the cross-index is “generic” and presents a structure that serves all these manuals; your policy manual may not address some of the topics shown and may not include some of the policies indicated. This cross-index is also a key element used in searching *Policy On Line*.

AF (LEGAL) INNOVATION DISTRICTS

Final rules from the Administrative Code, effective September 11, 2016, have been added to this legally referenced policy on innovation districts. The rules clarify that the board may outline the parameters around which the innovation plan committee may develop the plan. See PUBLIC HEARING on page 1. Regarding ADOPTION OF A LOCAL INNOVATION PLAN, the district must report the approved exemptions on a form provided by TEA. At WEBSITE POSTING on page 4, a new provision requires the district's innovation plan to be posted on the district's website. Details from the rules were also added at DEFINITIONS on page 1 and at AMENDMENT, RESCISSION, OR RENEWAL OF LOCAL INNOVATION PLAN on page 4.

BBFA (EXHIBIT) ETHICS  
CONFLICT OF INTEREST DISCLOSURES

In an effort to provide districts more flexibility for customizing and formatting forms, TASB Policy Service is recommending that several exhibits containing forms be deleted from the local policy manual and instead be housed with the district's other administrative materials. Therefore, this exhibit, which includes forms that a board member may need to complete to disclose a conflict of interest, is being recommended for deletion from the district's policy manual. The forms will be available on myTASB when Update 53 to the *Regulations Resource Manual* is published in mid-March.

BDAE (LEGAL) OFFICERS AND OFFICIALS  
DUTIES AND REQUIREMENTS OF DEPOSITORY

This legally referenced policy on the district depository has been revised to add existing statutory provisions. A board member who has a CONFLICT OF INTEREST with a potential district depository must abstain from the vote on the award of the contract. See page 3. Additional details have been added to fully describe the options for the depository to file a BOND or APPROVED SECURITIES as AUTHORIZED COLLATERAL for the district's deposits and to provide a definition of "eligible security." Other changes have been made to reorder provisions and better match statutory wording.

# Explanatory Notes

## TASB Localized Policy Manual Update 107

### BJCF (EXHIBIT) SUPERINTENDENT NONRENEWAL

In an effort to provide districts more flexibility for customizing and formatting forms, TASB Policy Service is recommending that several exhibits containing forms be deleted from the local policy manual and instead be housed with the district's other administrative materials. Therefore, this exhibit, which includes a sample notice form addressing nonrenewal of the superintendent's contract, is being recommended for deletion from the district's policy manual. This form will be available on myTASB when Update 53 to the *Regulations Resource Manual* is published in mid-March.

### BR (LEGAL) REPORTS

This listing of required district reports has been revised to delete two reports that are no longer required, to better match statutory wording, and to update citations.

### C (LEGAL) BUSINESS AND SUPPORT SERVICES

The subtitle of CDC has been changed to Gifts and Solicitations.

### CDC (LEGAL) OTHER REVENUES GIFTS AND SOLICITATIONS

The subtitle of this legally referenced policy has been changed to Gifts and Solicitations to better reflect the content. An existing provision that prohibits a district from sponsoring or conducting CHARITABLE RAFFLES has been moved to this policy code from FJ(LEGAL). Other revisions are to better match statutory wording and remove provisions about the use of certain grant money for employee salaries and about the annual financial statement that are currently included in CFA(LEGAL).

### CDC (LOCAL) OTHER REVENUES GIFTS AND SOLICITATIONS

This local policy is recommended for inclusion in the district's policy manual to address gifts and solicitations. The policy is divided into two main sections, with one section on unsolicited gifts and the other on donations solicited by the district or its employees.

The policy text authorizes the superintendent to accept UNSOLICITED GIFTS, subject to the factors at CRITERIA FOR ACCEPTANCE; however, the policy requires the board to consider and approve any gift that is conditional on the district's use of the gift for a specified purpose or gifts of real property. If the board's practice is to limit the authority of the superintendent to accept gifts above a certain value or if the board accepts all gifts, please contact the district's policy consultant for an adjustment to this text. Additional text clarifies that:

- No gift may be accepted if the gift would violate or conflict with policies or actions by the board or federal or state law, and
- All accepted gifts become the sole property of the district.



# Explanatory Notes

## TASB Localized Policy Manual Update 107

CQA (LEGAL) TECHNOLOGY RESOURCES  
DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

This legally referenced policy addressing internet postings has been revised to include two existing posting requirements. At REQUIRED INTERNET POSTINGS, item 6 has been added addressing the requirement for a district to post targeted improvement plans for campuses with unacceptable performance ratings. At OPTIONAL INTERNET POSTINGS on page 4, item 2 has been added addressing publication of the superintendent's employment contract.

DBA (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

At FEDERAL REQUIREMENTS FOR TEACHERS AND PARAPROFESSIONALS, beginning on page 4, a provision from the Every Student Succeeds Act (ESSA) clarifies the requirements that apply to paraprofessionals beginning in the 2016–17 school year. ESSA requires the state's professional standards for paraprofessionals working in a program supported with Title I funds to include qualification standards in place on the day before enactment of ESSA (December 10, 2015). For reference purposes, the policy includes the federal qualification standards in place before December 10, 2015.

DBD (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

This conflict of interest policy has been updated at HOLDING CIVIL OFFICE on page 4 to add more detail from the Texas Constitution when an individual receives compensation from state funds and also serves as a member on certain governing bodies.

DBD (EXHIBIT) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

In an effort to provide districts more flexibility for customizing and formatting forms, TASB Policy Service is recommending that several exhibits containing forms be deleted from the local policy manual and instead be housed with the district's other administrative materials. Therefore, this exhibit, which includes forms that an employee may need to complete to disclose a conflict of interest, is being recommended for deletion from the district's policy manual. The forms will be available on myTASB when Update 53 to the *Regulations Resource Manual* is published in mid-March.

DBE (EXHIBIT) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
NEPOTISM

This exhibit, which depicts the relationships that violate the nepotism law, is being recommended for deletion from the district's policy manual. An updated nepotism illustration is now included in TASB Legal Services' eSource resource at [https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Personnel/documents/nepotism\\_chart.pdf](https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Personnel/documents/nepotism_chart.pdf).

# Explanatory Notes

## TASB Localized Policy Manual Update 107

### DC (LEGAL) EMPLOYMENT PRACTICES

This legally referenced policy is being amended to include provisions from the Every Student Succeeds Act (ESSA). The new provisions, beginning on page 5, require a district that receives Title I funds to have regulations or policies that prohibit assistance to school employees in obtaining a new job if there is knowledge or probable cause to believe that the employee engaged in sexual misconduct regarding a minor or student. Certain exceptions to the requirements apply.

See CJ(LOCAL) and DC(LOCAL) for provisions to satisfy the local policy requirement.

### DC (LOCAL) EMPLOYMENT PRACTICES

Recommended revisions to this local policy are to satisfy policy requirements from the Every Student Succeeds Act (ESSA), described above at DC(LEGAL), prohibiting employment assistance to school employees who are believed to have engaged in sexual misconduct regarding a minor or student. The local policy provisions prohibit a district employee from assisting an employee of the district or of another school district in obtaining a new job if the employee knows or has probable cause to believe that the other employee engaged in such behavior. See also CJ for corresponding prohibitions relating to contractors and agents.

Administrative provisions addressing exit interviews and reports are recommended for deletion from board policy.

**Please note:** Your locally developed text delegating authority to the superintendent to employ noncontractual personnel, with the exception of the business manager and the maintenance and transportation director, remains unchanged.

### DECA (LEGAL) LEAVES AND ABSENCES FAMILY AND MEDICAL LEAVE

An existing definition of "EQUIVALENT POSITION" has been added to this legally referenced policy on Family and Medical Leave. See page 4. On return from FMLA leave, an employee is entitled to be returned to the same position the employee held when leave began, or to an equivalent position.

Citations have been updated throughout.

### DEE (LOCAL) COMPENSATION AND BENEFITS EXPENSE REIMBURSEMENT

Several changes are recommended to this local policy on expense reimbursement. The reference to administrative procedures has been moved to the first paragraph of the policy to clarify that all aspects of reimbursement, not just documentation requirements, must be in accordance with the district's established regulations.

Two provisions are recommended for deletion. The first, which required reimbursements to be in accordance with legal requirements, is covered by provisions in DEE(LEGAL) referring to the *TEA Financial Accountability System Resource Guide* for employee expense reimbursement guidance. The second, which required accounting records to reflect that no state or federal funds were used to reimburse travel expenses beyond those authorized for state employees, is not required for all reimbursements. Deletion of this provision will provide the district more flexibility to administer reimbursements in accordance with the district's current accounting procedures and TEA guidelines.

# Explanatory Notes

## TASB Localized Policy Manual Update 107

**Please note:** If the district provides a per diem instead of requiring receipts for meal expenses not related to a state or federal grant, please contact your policy consultant for an adjustment to the district's policy.

### DF (EXHIBIT) TERMINATION OF EMPLOYMENT

In an effort to provide districts more flexibility for customizing and formatting forms, TASB Policy Service is recommending that several exhibits containing forms be deleted from the local policy manual and instead be housed with the district's other administrative materials. Therefore, this exhibit, which includes sample notice forms on contract termination, is being recommended for deletion from the district's policy manual. The forms will be available on myTASB when Update 53 to the *Regulations Resource Manual* is published in mid-March.

### DFAA (LOCAL) PROBATIONARY CONTRACTS SUSPENSION/TERMINATION DURING CONTRACT

A recommended change to this local policy, consisting of changing the "or" to an "and" in the first line, clarifies that suspension with pay is the same as being placed on administrative leave. Likewise, we have deleted the unnecessary reference to administrative leave at the end of the sentence.

This policy is being issued at no charge to the district.

### DFAB (EXHIBIT) PROBATIONARY CONTRACTS TERMINATION AT END OF YEAR

In an effort to provide districts more flexibility for customizing and formatting forms, TASB Policy Service is recommending that several exhibits containing forms be deleted from the local policy manual and instead be housed with the district's other administrative materials. Therefore, this exhibit, which includes sample notice forms addressing termination of probationary contracts at the end of the year, is being recommended for deletion from the district's policy manual. The forms will be available on myTASB when Update 53 to the *Regulations Resource Manual* is published in mid-March.

### DFBA (LOCAL) TERM CONTRACTS SUSPENSION/TERMINATION DURING CONTRACT

A recommended change to this local policy, consisting of changing the "or" to an "and" in the first line, clarifies that suspension with pay is the same as being placed on administrative leave. Likewise, we have deleted the unnecessary reference to administrative leave at the end of the sentence.

This policy is being issued at no charge to the district.

### DFFA (EXHIBIT) REDUCTION IN FORCE FINANCIAL EXIGENCY

In an effort to provide districts more flexibility for customizing and formatting forms, TASB Policy Service is recommending that several exhibits containing forms be deleted from the local policy manual and instead be housed with the district's other administrative materials. Therefore, this exhibit, which includes sample notice forms addressing termination of probationary or term contracts due to financial exigency, is being recommended for deletion from the district's policy manual. The forms will be available on myTASB when Update 53 to the *Regulations Resource Manual* is published in mid-March.

# Explanatory Notes

## TASB Localized Policy Manual Update 107

### DH (EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT

Changes to this exhibit on the Educators' Code of Ethics are a result of amended Administrative Code rules, effective December 27, 2016. The change at Standard 1.13 makes it a violation of the Code of Ethics for an educator to be intoxicated on school property or during school activities when students are present. The change at Standard 1.14 implements provisions of the Every Student Succeeds Act (ESSA) that prohibit employees from providing assistance to school employees, contractors, or agents in obtaining a new job if there is knowledge or probable cause to believe that the employee, contractor, or agent engaged in sexual misconduct regarding a minor or student. See also the update notes at CJ and DC.

### DHB (LEGAL) EMPLOYEE STANDARDS OF CONDUCT REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

Existing Administrative Code provisions have been added at ACCEPTING RESIGNATION on page 4. These provisions explain that before accepting an educator's resignation that requires a report to SBEC, the superintendent shall inform the employee and the school board that the report will be filed. Even if the educator resigns, the superintendent must complete an investigation if there is reasonable cause to believe that the educator may have engaged in misconduct.

### DNA (LEGAL) PERFORMANCE APPRAISAL EVALUATION OF TEACHERS

This legally referenced policy on evaluation of teachers was revised to include an existing provision from the Administrative Code stating that a district with a locally developed appraisal system should have clearly defined procedures for training appraisers and is responsible for documenting completion of the training. See APPRAISERS on page 14.

### DNB (LEGAL) PERFORMANCE APPRAISAL EVALUATION OF CAMPUS ADMINISTRATORS

This legally referenced policy on evaluation of campus administrators was revised to include existing provisions from the Administrative Code addressing when a district uses the Texas Principal Evaluation and Support System (T-PESS) for administrators other than principals. The provisions require evaluation on at least one goal drafted in conjunction with the previous end-of-year conference. At least one goal must focus on the improvement of the administrator's practice. See APPRAISAL OF CAMPUS ADMINISTRATORS OTHER THAN PRINCIPALS, beginning on page 5. In addition, the district should have clearly defined procedures for training APPRAISERS and is responsible for documenting completion of the training.

### EFA (EXHIBIT) INSTRUCTIONAL RESOURCES INSTRUCTIONAL MATERIALS

In an effort to provide districts more flexibility for customizing and formatting forms, TASB Policy Service is recommending that several exhibits containing forms be deleted from the local policy manual and instead be housed with the district's other administrative materials. Therefore, this exhibit, which includes forms to use when an individual wishes to challenge the appropriateness of instructional materials, is being recommended for deletion from the district's policy manual. The forms will be available on myTASB when Update 53 to the *Regulations Resource Manual* is published in mid-March.

# Explanatory Notes

## TASB Localized Policy Manual Update 107

### EFAA (LEGAL) INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

This legally referenced policy on selection and adoption of instructional materials has been amended as a result of revised Administrative Code rules effective May 5, 2016. The rules clarify that a district may requisition instructional materials on the SBOE INSTRUCTIONAL MATERIALS LIST for grades above the grade level in which the student is enrolled.

The rules deleted the requirement for a board to adopt a policy for selecting instructional materials. Instead, the rules require a board to select instructional materials in an open meeting with proper notice under the Open Meetings Act. See LOCAL SELECTION.

A previous Administrative Code provision addressing selection of ancillary materials was deleted in the revised rules.

### EHBB (LEGAL) SPECIAL PROGRAMS GIFTED AND TALENTED STUDENTS

This legally referenced policy on gifted and talented students was revised to better match statutory structure and wording.

### EHBG (LEGAL) SPECIAL PROGRAMS PREKINDERGARTEN

An expired provision on reporting a district's strategies to increase community awareness of prekindergarten has been deleted from this legally referenced policy.

### EHDD (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT COLLEGE COURSE WORK/DUAL CREDIT

A new Administrative Code provision effective May 24, 2016, has been added at REPORTING OFF-CAMPUS PROGRAMS on page 4. The provision clarifies that a district may adopt a policy that allows an eligible student, as defined in the policy, to participate in an instructional program provided by an accredited institution of higher education [addressed at EHDD(LOCAL), not included in this update].

### EIF (LEGAL) ACADEMIC ACHIEVEMENT GRADUATION

A change at ENDORSEMENTS on page 9 is from amended Administrative Code rules effective August 22, 2016. The rules clarify that the same course may count as part of the set of four courses for more than one endorsement. Citations have also been updated.

### F (LEGAL) STUDENTS

The title of FJ has been changed to Student Fundraising.

# Explanatory Notes

## TASB Localized Policy Manual Update 107

### FEA (LOCAL) ATTENDANCE COMPULSORY ATTENDANCE

Recommended revisions at STUDENTS ATTENDING HOMESCHOOLS are based on recent guidance from TEA and to align with documentation requirements outlined in the TEA Texas Student Data System, Appendix 8.D. The policy changes explain that students who are homeschooled are exempt from compulsory attendance and also address what the district will accept as adequate documentation of homeschooling when a student withdraws from the district. A district may also request a letter of assurance from a parent that a school-aged child in the district is being educated using a curriculum designed to meet basic education goals, regardless of whether the child attended a district school.

See TEA's *To the Administrator Addressed: Re: Home Schools* (August 16, 2016), available at [http://tea.texas.gov/About\\_TEA/News\\_and\\_Multimedia/Correspondence/TAA\\_Letters/Home\\_Schools/](http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Home_Schools/) and the 2016–17 TEDS-PEIMS Appendix 8.D, available at [http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS-PEIMS\\_Appendices/](http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS-PEIMS_Appendices/).

### FEB (LEGAL) ATTENDANCE ATTENDANCE ACCOUNTING

A new Administrative Code provision, effective May 24, 2016, has been added at FUNDING FOR OFF-CAMPUS PROGRAMS on page 2 and explains that funding eligibility for students who are participating in an approved off-campus instructional program includes time instructed in the off-campus program. When a student participates in an off-campus instructional program provided by an accredited institution of higher education, the district must have an agreement with the college.

An Administrative Code change clarifies that a student not on campus when attendance is taken may be considered in attendance for Foundation School Program purposes if the student is participating in a board-approved activity under the direction of a district's professional or "paraprofessional" staff. See item 1 at EXCEPTIONS, beginning on page 2. Previously, the activity had to be under the direction of a professional staff member.

Also at EXCEPTIONS, provisions that are duplicated in FEA(LEGAL) have been deleted and replaced with a cross-reference to that code.

### FFA (LEGAL) STUDENT WELFARE WELLNESS AND HEALTH SERVICES

Final rules from the U.S. Department of Agriculture, effective August 29, 2016, have been incorporated into this legally referenced policy on student health and wellness. The rules address wellness policy requirements under the Healthy, Hunger-Free Kids Act of 2010. Districts must comply with the newly revised federal rules by June 30, 2017. See FFA(LOCAL) below for local policy information.

### FFA (LOCAL) STUDENT WELFARE WELLNESS AND HEALTH SERVICES

Policy Service records reflect that the district has not updated its local wellness policy to meet the requirements of the Healthy, Hunger-Free Kids Act of 2010.

# Explanatory Notes

## TASB Localized Policy Manual Update 107

Districts with at least one campus participating in the National School Lunch Program and/or School Breakfast Program must have a board-adopted wellness policy by June 30, 2017, that meets the requirements of both the Healthy, Hunger-Free Kids Act of 2010 and the corresponding federal rules, effective August 29, 2016.

Policy Service has posted a new [Starting Points](#), available on the myTASB website, with materials to help you develop a new FFA(LOCAL) policy as well as a wellness plan to help implement the policy.

Please follow the directions on the *Starting Points* wellness policy worksheet so that the district's policy consultant can prepare a draft for you to present to your board.

### FFAA (LEGAL) WELLNESS AND HEALTH SERVICES PHYSICAL EXAMINATIONS

This legally referenced policy on physical examinations has been updated to include existing statutory provisions that:

- Permit spinal screening requirements to be met by a professional examination (see OUTSIDE SCREENING on page 4),
- Authorize the district to do a PROVISIONAL ADMISSION for up to 60 days when a parent arranges a spinal screening by a person other than the screener used by the district,
- Outline recordkeeping and reporting requirements for spinal screenings (see RECORDS on page 5), and
- Require the superintendent to provide the parent a REPORT OF ABNORMALITY if a student may have an abnormal spinal curvature.

Several outdated provisions have been deleted, and other changes have been made throughout to better match statutory wording.

### FFAB (LEGAL) WELLNESS AND HEALTH SERVICES IMMUNIZATIONS

Revisions at IMMUNIZATION REQUIREMENTS on page 1 are to align the text with the Administrative Code, including changes effective July 28, 2016, and include the following:

- The hepatitis A vaccine is required for all students in kindergarten–grade 12, not just students in high incidence areas.
- Students enrolling in grades 7–12 must have one dose of the meningococcal vaccine on or after the student's 11th birthday.

A new Administrative Code provision, effective July 28, 2016, requires a district to provisionally admit a CHILD IN FOSTER CARE for 30 days if evidence of vaccination is not available. See page 3.

The July rule changes also address electronic immunization records. The rules clarify at EVIDENCE OF IMMUNIZATION, on page 4, that immunization records generated from electronic health record systems must include the clinic contact information and the provider's signature or stamp and that IMMUNIZATION RECORDS may be stored in paper or electronic form.

Citations have been updated throughout the policy.

# Explanatory Notes

## TASB Localized Policy Manual Update 107

### FJ (LEGAL) STUDENT FUNDRAISING

An existing provision from the Administrative Code on student fundraisers has been added to this legally referenced policy, which has been retitled Student Fundraising. The provision allows districts to authorize up to six days per school year on each school campus for student fundraisers that involve the sale of food and beverages that do not meet federal nutrition standards, as long as the foods and beverages are not sold in competition with school meals.

A provision that prohibits a district from sponsoring or conducting charitable raffles has been moved from this code to CDC(LEGAL), above.

### FJ (LOCAL) STUDENT FUNDRAISING

Significant revisions are recommended to simplify and streamline this local policy, which has been retitled Student Fundraising to better reflect the content. Extensive administrative details are recommended for deletion from the policy. As reflected in the introductory sentence to the policy, details on fundraising plans, approval of activities, and reporting are typically addressed in administrative regulations and need not be included in board-adopted policy. Provisions on fundraising by outside organizations were moved to GE.

Remaining policy statements include provisions that address student participation in approved activities that benefit the district or a nonschool, charitable organization. Those activities must relate to the district's educational mission and participation must be voluntary.

In accordance with law, no fundraising is permitted during class time.

The final paragraph includes a reminder that fundraisers involving the sale of food and beverages that can be consumed during the school day must comply with federal competitive food standards, unless it is an exempted fundraiser as permitted by state and federal law. See FJ(LEGAL), above.

### GE (LOCAL) RELATIONS WITH PARENT ORGANIZATIONS

As part of the review of solicitation and fundraising provisions throughout the policy manual, changes are recommended to this local policy, which focuses on activities by district-affiliated school-support or booster organizations and other parent groups. The revisions clarify that when such groups fundraise or solicit donations, those activities must be consistent with the district's philosophy and objectives, board policies, and administrative regulations and be conducted in accordance with UIL or other applicable governing association guidelines. In addition, the organization or group must notify the principal or other administrator before engaging in fundraising or soliciting donations. A cross-reference to CDC for district acceptance of gifts and donations was also added.

### GKA (LEGAL) COMMUNITY RELATIONS CONDUCT ON SCHOOL PREMISES

The full text of the FEDERAL GUN-FREE SCHOOL ZONES ACT of 1990 has been added to this legally referenced policy beginning on page 8. The Act makes it unlawful for a person to knowingly possess a firearm at a place that the person knows or has reasonable cause to believe is a school zone or to discharge or attempt to discharge a firearm at a place the person knows is a school zone. "School zone" is defined in the policy, which includes certain exceptions to both of these prohibitions.



**Please Note:** This manual does not have policies in all codes. The coding structure is common to all TASB manuals and is designed to accommodate expansion of both (LEGAL) and (LOCAL) policy topics and administrative regulations.

## CROSS-INDEX

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 assignment of students  
     attendance zones FC, FDB  
     disciplinary alternative education programs (DAEP) FO,  
         FOA, FOB, FOC, FOCA, FODA, FOF  
     from home schools FD  
     intradistrict FDB  
     parental request FDB, FNG  
     residence requirements FD, FDA, FDB  
     special education EHBA, EHBAA, EHBAB, EHBAC,  
         EHBAD, EHBAE  
 assistance and counseling, students FFB, FFE, FFEA  
 assistance animal (See service animal)  
 athletics  
     awards FG  
     facilities CCE, CX, GKD  
     insurance FFD  
     passes BBG  
     program FM, FMF  
     stadium authority CCE  
 at-risk students EHBC, EIE  
 attendance  
     employees DEC  
     records and reports DEC, FEC, FED  
     students FDA, FDB, FE, FEA, FEB, FEC, FED, FEE,  
         FEF  
         accounting FEB  
         attendance officer FED  
         compulsory FEA  
         for credit or final grade FEC  
         open/closed campus FEE  
         release time FEF  
         zones FC  
 attorney, board BDD  
 at-will employment DC, DCD  
 audio-visual materials CY, EF, EFA, EFAA, EFB  
 auditors, independent CFC  
 audits  
     energy CL  
     fiscal accounts CFA, CFC  
     safety and security BR, CK  
     school activity funds CFD  
 authority, line of BKB  
 authorization agreement EIE, FD  
 automated external defibrillator (AED) CKD, DMA  
 automatic admission EIC, EJ

automobile use by students CLC, FFFD  
 available school fund CBA  
 average daily attendance FEB  
 award of credit or final grade EI, FEC  
 awards  
     board members BBG  
     employees DJ  
     students FG  
 AYP (See Adequate Yearly Progress)

- B -

band program EHAD, FM, FMF  
 bank depository BBFB, BDAE  
 bankruptcy discrimination DAA  
 basic instructional program EHAA  
 before/after-school activities FM, FNAB  
 behavioral intervention plan EHBAB  
 benefits, employment CRD, CRE, DE, DEA, DEAA, DEAB,  
     DEB, DEC, DECA, DECB, DED, DEE, DEG  
 bicycle use FFFD  
 bidding  
     bus leases CH  
     competitive CH, CV, CVA  
     emergency repairs CH, CV  
     maintenance CH, CV  
     personal property CH  
     professional services CH, CV  
 bids, school depository BDAE  
 bilingual instruction EHBE  
 birth certificate DBA, FD  
 block schedules EEC, EED, FM  
 bloodborne pathogen exposure DBB  
 board meetings  
     agenda BE  
     broadcasting and recording BE  
     certified agenda BEC  
     closed meeting BE, BEC  
     emergency BE  
     minutes BE  
     news coverage BEE, GBBA  
     organizational meeting after election BDAA  
     posting notice BE  
     press services BEE, GBBA  
     public hearing/participation AIB, AIC, BDF, BE, BEC,  
         BED, BQA, BQB, CCG, CE, CFA, CQ, DCE, DFD,  
         DGBA, EHBL, FFA, FFC  
     quorum BBB, BE  
     recording BE  
     regular/special BE  
     rules of order BE  
     suspension of rules BE  
     time and place BE  
     transacting business BBE, BE  
     by videoconference call/Internet BE  
     voting method BE  
 board of managers AIC  
 board of trustees  
     advisory committees BDF  
     agenda for meetings BE  
     annual reports BAA, BBFA, BR  
     appointment BBC  
     attorney BDD  
     authority BA, BAA, BBE  
     campaigning on school grounds BBB, GKD

candidate qualifications BBA  
 committees BDB  
 conflict of interest BBFA, BBFB  
 consultants BDE  
 conventions, conferences, workshops BBD, BBG, BE  
 duties, general and specific BAA, BDAA  
 election campaign funds BBBA  
 elections BBB  
 election of officers BDAA  
 employment, former board member BBC, DC  
 ethics BBBB, BBF  
 evaluation of superintendent BJCD  
 expense reimbursement BBG, DEE  
 financial statement BBFA  
 goals BBD  
 immunity from liability BBE  
 legal status BA  
 liability insurance CRB  
 meetings (See board meetings)  
 memberships BC  
 oaths BBB  
 officers/internal organization BDAA  
 online message board BBI  
 orientation BBD  
 policies, development/amendment of BF  
 powers and duties BAA, BDAA  
 public information program GB, GBA, GBB, GBBA  
 quorum for board meetings BE  
 quorum for canvassing election results BBB  
 records responsibility BBE, CDC  
 reimbursement of expenses BBG  
 reorganization of officers BDAA  
 resignation, removal from office BBC  
 self-evaluation BG  
 technology resources BBI  
 term of office BBB  
 training and orientation BBD  
 travel BBG  
 vacancy BBC  
 bomb threats CKC  
 bonded employees CG, CKE  
 bonds  
     bonds and bond taxes CCA  
     campaigns CCA  
     for insured loss CV  
     payment and performance CV  
     proceeds CDA  
     recreational facilities CCA, CCD, CCE  
     referenda CCA  
     refunding CCA  
     revenue CDBA  
 booster organizations GE  
 borrowing funds CCF  
 Boy Scouts of America GKD  
 breakfast program (See food service)  
 breast milk, right to express DG  
 bribery BBFB  
 broadcasting and taping  
     school board meetings BE  
     sports and special events GBB, GBBA  
 budget (See annual operating budget)  
 budget and finance  
     accounting system CF  
     data management CPC  
     depository, bank BDAE  
     financial exigency CEA  
     payroll procedures CFE  
 buildings, equipment, grounds

ADA compliance GA  
 evaluation CS  
 insurance program CR, CRA, CRB  
 leasing and renting CX, GKD  
 maintenance CLB  
 operations CL, CMA  
 playgrounds GRA  
 records CLD  
 responsibility of principal DP  
 safety CK, CKA, CKB, CKC, CKE, CLC  
 security program CKE, CLA  
 structural pest control CLB, DI, FD  
 bullying CQ, FFI  
 burglary and vandalism CLA, FNCB  
 burglary damage report CLD  
 buses (See also transportation)  
     accident reports CNB  
     conduct, student FO  
     drivers, commercial driver's license DBA, DHE  
     drug/alcohol testing of drivers DHE  
     emergency evacuation of CNC  
     leases CH, CNB  
     maintenance CNBA  
     routes CNA  
     special use CNB  
     seat belts, use of CNB  
     video cameras FO  
 businesses, relations with GKE  
 bylaws (See policy system)

- C -

cafeteria plan deductions/reductions CFEA  
 cafeteria, school CO, COA, COB  
 cafeteria workers (See support staff)  
 calendar  
     annual, school year EB  
     appraisal/evaluation of employees BJCD, DN, DNA,  
         DNB  
     budget CE  
     payroll CFE  
 cameras  
     body-worn CKE, GBA  
     special education classrooms EHBAF  
     student surveillance FO  
 campaign funds BBBA  
 campaigning on district premises BBB, CPAB, DGA, GKD  
 campus behavior coordinator (CBC) FO, FOA  
 campus improvement plans and objectives AIC, BQ, BQA,  
     BQB  
 campus incentive plan (See also educator excellence  
     awards) BQA, BQB  
 Campus Intervention Team (CIT) AIC, DFBB  
 campus, open or closed FEE  
 campus planning and decision-making process BQ, BQB  
 campus program charter EL  
 campus ratings AIA, AIB  
 campus turnaround plans AIC  
 capital appreciation bonds CCA  
 capital equipment purchasing CHD  
 capitalization planning CFB  
 cardiopulmonary resuscitation  
     certification DBA  
     instruction EHBK  
 career and technical education CNA, EEL, EHBK, EIF

care of school property CLB, FNCB  
 cash in school buildings CFG  
 CBC (See campus behavior coordinator)  
 cellular phones CPAC, FNCE  
 censorship (See First Amendment)  
 ceremonies and observances CLE, EMD  
 certificate of coursework completion EI, EIF  
 certificate of indebtedness CCC, CDA  
 certification  
     educator, failure to maintain DFBB  
     lack of DBA, DK, DPB  
     paraprofessional DBA  
     professional DBA  
 certified agenda BEC, GBA  
 certified personnel (See educator certification)  
 chain of command BKB  
 change orders CH, CV  
 character education EHBK  
 character plus schools GND  
 charter schools AG, AH, EL  
 checking accounts CFF  
 check-writing procedures CFF, CHF  
 cheerleaders FM, FMF  
 chemicals, hazardous CKA, CLB, DI, GB  
 child abuse BQ, DH, DIA, FFG, FFH, GRA  
 child care, public school FFC  
 Children's Internet Protection Act (CIPA) CQ  
 child support CFEA  
 chronic health conditions FFAF  
 choral and music program EHAD, EMI, FM, FMF  
 church, use of school facilities GKD  
 CIPA (See Children's Internet Protection Act)  
 city tax assessor-collector BDAF  
 city tax office BDAF  
 civic organizations GKE  
 civil defense agency relations CKC, GKA, GKD, GRA  
 civil defense and fire drills CKC  
 civil rights DAA, DIA, FB, FFH, GA  
 civil rights of minors FB, FFH, FN, GRA  
 class gifts CDC, FJ  
 classification of students by grade EIE  
 class interruptions and disruptions EC, GKA  
 class rankings EIC  
 class size EEB  
 cleanup procedures, bodily fluids FFAC  
 closed board meetings BE, BEC  
 closed campus FEE  
 closed-circuit television EFF  
 closing of school, emergencies CKC, GKD  
 clubs FM, FNAB, FNCC  
 COBRA (Consolidated Omnibus Budget Reconciliation Act)  
     (See insurance)  
 code of ethics  
     board members BBD, BBF  
     financial CAA  
     personnel DBD, DH  
 collateral BDAE, CDA  
 collections, contributions, and membership fees FJ, FP  
 college-bound students EJ  
 college course work  
     personnel DMC  
     student EHDD  
 college preparatory program EIF, EK, EKB  
 colleges and universities, relations with GNC  
 college visits FEA  
 commencement FMH  
 commercial sponsorship GKB  
 commissioner, appeals to DFD, DGBA, FNG, GF

committees  
     administrative councils, cabinets, committees BM  
     admission, review, dismissal (ARD) EHBA, EHBA, EHBAB, EHBAC, EHBAD, EHBAE  
     attendance FEC  
     board BDB  
     board advisory BDF  
     curriculum development EG  
     faculty advisory council BQA, BQB  
     food service advisory CO  
     for selection of architects and engineers CV  
     grade placement EIE  
     instructional materials selection EFAA  
     language proficiency assessment EHBE  
     local school health advisory council BDF, EHAA, FFA  
     parent advisory BDF, EHAA, FFA, GE  
     placement review FOC  
     planning and decision-making BQ, BQA, BQB  
     special education advisory EHBA, EHBA, EHBAB, EHBAC, EHBAD, EHBAE  
 communicable diseases DAA, DBB, FFAD  
 community  
     organizations, relations with GKE, GKF  
     press, relations with GBB, GBBA  
     resource persons EFC  
     school-community cooperation GE, GK, GKA, GKB, GKC, GKD, GKDA, GKE, GKF, GKG  
     school-community guidance FFC  
     use of school facilities GKD  
     welfare organizations GRA  
 community instructional resources EFC  
 community involvement  
     in board meetings BED  
     budget planning CE  
     business and industry BQA, BQB, GKE  
     facility planning CT  
     guidance program FFC  
     health education advisory council BDF, EHAA, FFA  
     instructional resources EFC  
     parent-teacher organizations GE  
     planning and decision-making BQ, BQA, BQB  
     policy development BF  
     site-based decision making BQ, BQA, BQB  
     staff participation in community activities DGA  
     volunteers in public schools GKG  
 comparability assurances EHBD  
 compensation and benefits  
     board members BBG  
     employees DE, DEA, DEAA, DEAB, DEB, DEC, DECA, DECB, DED, DEE, DEG  
 compensation for extra duties DEA, DEAA, DEAB, DK  
 compensatory instruction EHBC, EIE  
 compensatory time/pay, nonexempt employees DEAB  
 competency testing, student EIF, EK, EKB, EKBA, EKC, EKD  
 competition, student FG, FM, FMF  
 competitive bidding CH, CV, CVA  
 competitive sealed proposals CVB  
 complaints/grievances  
     against peace officers CKE  
     by personnel DAA, DGBA, DIA  
     by public EFA, GA, GF  
     by student/parent FB, FFH, FNA, FNG  
     whistleblower complaints DG, DGBA  
 comprehensive guidance program FFEA  
 compulsory attendance FEA, FED  
 computer purchasing CH  
 computer use BBI, CQ

concessions CDG  
 concussion oversight team FM  
 conditions of employment  
   credentials and records DBA  
   medical examination DAA, DBB, DEC  
   residence requirements DB  
   restrictions on employing/assigning relatives of person-  
     nel DC, DK  
   restrictions on employing relatives of board members  
     DBE  
   restrictions on moonlighting DBD, DEC, DECA  
 conduct  
   on buses FO  
   personnel DH  
   on school premises, public GKA  
   students FNC, FNCA, FNCB, FNCC, FNCD, FNCE,  
     FNCF, FNCG, FNCH, FNCI, FO  
 conferences  
   board meeting videoconference calls BE  
   board member attendance BBH  
   parent EHBB, EIA, FFC, FOA  
 confinement (See restraint of students)  
 conflict of interest  
   board members BBFA, BBFB  
   personnel DBD, DGA, DH  
 conflict resolution DGBA  
 conservatorship of DFPS, student in EIF,  
 construction plans and specifications CS, CV, CVA, CVB,  
   CVC, CVD, CVE, CVF  
 consultants  
   board, external BDE  
   facility planning CT  
   outside consulting by staff DBD  
   special education EHBA  
 consultation agreements DGB  
 consumer credit reports DBAA  
 contagious diseases (See communicable diseases)  
 contests for students FG, FM, FMF  
 continuing contracts  
   employment practices DC, DCC  
   hearings before hearing examiner DFD  
   reduction in force DFCA, DFFC  
   resignation DFE  
   return to probationary status DFAC  
   suspension/termination DFCA  
 contracted bus service CNA  
 contracting for instruction with outside agencies EEL, FFC,  
   GN, GNA, GNB, GNC, GND, GNE  
 contractors and agents  
   aiding and abetting CJ  
   criminal history CJA  
 contracts  
   administrators DC, DCA, DCB, DCC, DCE  
   bidding, construction CH, CV, CVA, CVE, CVF  
   career and technical EEL, FFC, GN  
   continuing DC, DCC, DFCA, DFFC  
   depository BDAE  
   dual DCB, DK  
   educator  
     continuing DCC  
     probationary DCA  
     term (Chapter 21) DCB  
   noncertified professional employees DC, DCE  
   not under Chapter 21 DCE  
   probationary DC, DCA, DFAA, DFAB, DFAC  
   professionals (lawyer, engineer, auditor) BDD, CH  
   superintendent BJC  
   teacher (See educator, *above*)  
   term contracts DC, DCB, DFB, DFBA, DFBB  
   controlled substances DH, DHE, DI, FNCF, FNF, FOC, FOD,  
     FOF  
   controversial issues EFA, EFC, EMB  
   controversial speakers EFC, EMB  
   conventions, conferences, and workshops  
     board members BBH  
     personnel DMA, DMD  
   cooperative purchasing agreements CH  
   coordinated health program EHAC  
   coordination of paid benefits CRE, DEC  
   copyrighted material CY  
   corporal punishment FO  
   correspondence courses EHDE  
   counseling and guidance programs EJ, FFE  
   county government GRB  
   county juvenile board FODA  
   county tax officials BDAF  
   countywide appraisal district BDAF, CCH  
   course credit requirements EHA, EHAA, EHAB, EHAC,  
     EHAD, EI, EIF  
   course offerings  
     electives EHAD  
     elementary EHAB  
     secondary EHAC  
     graduation requirements EIF  
   court-related students  
     admission FD  
     liaison officer FFC  
     placement FODA  
   CPR (See cardiopulmonary resuscitation)  
   credit or final grade, award of EI, FEC  
   credit by exam  
     with prior instruction EHDB  
     without prior instruction EHDC  
   credit recovery EHDB, FEC  
   criminal activity, reports of DH, DI, FL, FOD, GRA  
   criminal history record  
     contractors CJA  
     employees DBAA  
     volunteers GKG  
   crisis management/intervention CKC, FFB, FFE  
   crossing guards GRB  
   crowd control GKA  
   crowdfunding CDC  
   cultural institutions relations GKF  
   curriculum  
     design EHA, EHAA, EHAB, EHAC, EHAD  
     development EG  
     elective instruction EHAD  
     enrichment EHAA  
     essential knowledge and skills EHAA  
     experimental courses EGA  
     extended instructional programs EHDD, EHDE  
       college course work EHDD  
       distance learning EHDE  
       honors program EHBN  
       summer school EHDA  
       travel study EHBM  
     foundation EHAA  
     guides and course outlines EG  
     magnet schools and programs EGA  
     pilot projects EGA  
     planning EG  
     required instructional program  
       all levels EHAA  
       elementary EHAB  
       secondary EHAC

research EG  
 sex education EHAA  
 special programs  
   adult education EHBI  
   at-risk students EHBC  
   bilingual education EHBE  
   career and technical education EHBFB  
   character education EHBK  
   community education EHBI  
   compensatory education EHBC, EIE  
   deaf or hearing-impaired EHBH  
   dual language program EHBE  
   English as a second language EHBE  
   gifted and talented students EHBB  
   high school equivalency EHBL  
   homebound instruction EEH, EHBA  
   life skills EHAA  
   prekindergarten EHBG  
   remedial instruction/tutorials EHBC  
   special education EHBA, EHBAA, EHBAB, EHBAC,  
     EHBAD, EHBAE  
   Title I EHBDB  
 custodial services CLB, GKD  
 custodian of records CPC, FL, GBA  
 cyberbullying CQ, FFI  
 cybersecurity CQ, GBA

- D -

dairy products, purchase of COA  
 damage reporting CLD  
 data management BBI, CPC, CQ, GBA  
 dating violence FFH  
 days of service DC  
 deaf or hearing-impaired BE, EHBA, EHBAA, EHBAB,  
   EHBAC, EHBH  
 debt information, report CFA  
 debt limitation CCA  
 debt service  
   bonds CCA  
   certificates CCC  
   revenue bonds CCD  
   tax rate CCG  
   warrants CCB  
 deductions/reductions, salary CFEA  
 deferred compensation CFEA, CRG  
 defibrillators CKD, DMA  
 delinquent taxes CCG  
 demonstrations and strikes DGA, FNCI, GKA  
 depository  
   of funds BDAE  
   student activity funds CFD  
   board member conflict BBFB  
 deputy voter registrar DP  
 design and construction of school facilities CS, CT, CVC  
 destruction of records CPC, FL, GBAA  
 detention FO  
 diabetes management treatment plan FFAF  
 dietary supplements DH, FFAC  
 diplomas EIF, FMH  
 directory information FL  
 disabilities  
   ADA (See Americans with Disabilities Act Amendments  
     Act of 2008)

IDEA (Individuals with Disabilities Education Act) EHB,  
   EHBA, EHBAA, EHBAB, EHBAC, EHBAD,  
   EHBAE  
   Section 504 (for students) EHBH, FB  
   temporary (of employees) DBB, DEC  
 disaster drills CKC  
 disciplinary action, employees  
   continuing contract DFCA  
   noncontract DCD  
   probationary contract DFAA  
   suspension with or without pay DCD, DFAA, DFBA,  
     DFCA  
   term contract DFBA  
 disciplinary alternative education program (DAEP) FO, FOA,  
   FOB, FOC, FOCA, FOD, FODA, FOE, FOF  
   shared services arrangement BQ, FOCA  
 discipline of students  
   code of conduct FN, FNC, FO  
   corporal punishment FO  
   detention FO  
   disciplinary alternative education program, placement in  
     FOC  
   discipline management program FNC, FO, FOC, FOD,  
     FOE  
   discipline management techniques FO  
   disruptions and interference with the education process  
     FNCI, FOA, GKA  
   emergency placement FOE  
   excessive absence or tardiness FEC  
   expulsion FOD  
   extracurricular standards of behavior FO  
   fraternities, gangs, sororities, and other secret organiza-  
     tions FNCC  
   juvenile justice system FODA  
   juvenile residential facilities EEM  
   notice to parents FO, FOA, FOD  
   parent prohibition regarding corporal punishment FO  
   placement review committee FOA  
   possession and use of narcotics, dangerous drugs, and  
     alcohol FNCF, FOCA, FOD, FOF  
   records FL, FO  
   removal by bus driver FOA  
   removal by teacher FOA  
   suspension FOB  
   unauthorized student assembly on school premises  
     FNCI  
   unexcused absences FEA, FEC  
   videotaping EHBAF, FNG, FO  
 disclosure, conflict of interest BBFA, DBD  
 disclosure of interested parties CH  
 discretionary personal leave DEC  
 discrimination  
   employment DAA, DAB, DAC, DIA  
   programs and services CS, DAA, DIA, GA  
   student EHBA, FB, FD, FDAA, FFH  
 dismissal, early (of school day) EC  
 dismissal, employees  
   continuing contract DFCA, DFFC  
   noncontract DCD  
   probationary contract DFAA, DFFA  
   term contract BJCE, DFBA, DFFA  
 disorderly student conduct FNCH, FNCI, FOA  
 disposal  
   of instructional material CMD  
   of law enforcement vehicles CI  
   of real property CDB  
   of unnecessary personal property/surplus CI  
 dispute resolution, homeless students FDC

disruptions  
     of board meetings BED  
     of classes by outsiders GKA  
     of instruction EC  
     student FNCI, FOA  
 distance learning EHDE  
 distinguished achievement program EIC, EIF  
 distribution of equipment CM, CMA, CMB, CMD  
 distribution of printed material CPAB, FMA, FNAA, GKDA  
 district-level planning and decision-making process BQ,  
     BQA  
 district teaching permit DBA  
 districts of innovation (See innovation districts)  
 dogs, searches by trained DHE, FNF  
 donations  
     by district CE  
     to district CDC, GE  
     of leave DEC  
 DOT (U.S. Department of Transportation) DHE  
 dress and personal grooming  
     personnel DH  
     student FNCA  
     uniforms FNCA  
 drill squads FMF  
 driver education EHAD  
 dropout prevention/reduction BQA, BQB, EHBC, EHBD  
 dropout recovery program GNC  
 dropout recovery school AIA  
 drug-free schools act DH, DI, FNCF  
 drug-free workplace act DH, DI  
 drug screening/testing  
     athletes/students FNF  
     bus drivers DHE  
     employees DHE  
 drug searches by trained dogs DHE, FNF  
 drug use DH, DHE, DI, FFAC, FNCF, FOC, FOD, FOF  
 dual contracts DCB, DK  
 dual language immersion program (DLIP) EHBE  
 due process  
     regarding complaints alleging violation of constitutional  
         rights DGBA, FNG, GF  
     under continuing contracts DFCA  
     hearings by hearing examiner DFD  
     under probationary contracts DFAA  
     for students FOA, FOD, FOE, FOF  
     under term contracts BJCE, BJCF, DFBA, DFBB  
 dues, membership for professional organizations CFEA  
 duplicating and printing CFAA, FL, GBA  
 duty-free lunch DL  
 duty schedule DK  
 dyslexia BQ, EHB, EHBC, EKB, EKC, EL

- E -

early graduation EI, EIC, EIF, FMH  
 early mental health intervention FFB  
 early voting BBB  
 early voting clerk FEA  
 e-cigarettes (See electronic cigarettes)  
 ECPA (See Electronic Communication Privacy Act)  
 EDGAR (See Education Department General Administrative  
     Regulations)  
 education agency relations  
     regional service center GNB  
     state agency GND

voluntary accreditation agency GNE  
 Education Department General Administrative Regulations  
     CB, CBB  
 education media and service centers GNB  
 educational philosophy AE  
 educational program access EHA  
 educational specifications, facilities CS  
 educational television EFF  
 educator certification/credentials DBA, DCB, DFBB, DK,  
     DPB  
 educator excellence innovation program (EEIP) *See also*  
     campus incentive plan) DEAA  
 EEIP (See educator excellence awards)  
 election clerks BBB, EIA, FEA, FEB, FEC  
 election of board members BBB  
 electioneering BBB  
 elective instruction EHAD  
 electronic bids and proposals CH  
 electronic cigarettes DH, FNCD, GKA  
 electronic communication BBI, CQ, FNCE  
     security breach of CQ  
 Electronic Communication Privacy Act (ECPA) CQ  
 electronic communications system CQ  
 electronic communications service CQ  
 electronic courses, defined EHDE  
 electronic devices, possession or use of CQ, FNCE  
 electronic media CY, DH  
 electronic storage CQ  
 electronic textbook CMD, EFAA  
 elementary instruction, required EHAB  
 emergency  
     board meetings BE  
     first aid care CKD, FFAC  
     placement FOE  
     plans and procedures, drills CKC  
     repairs CH, CLB, CV  
     school closings CKC  
     suicide attempts/threats FFB, FFE  
 emotionally disturbed students (See also students: with  
     disabilities) FFB, FFE  
 employees  
     organizations CFEA, CPAB, DGA, DGB, GKD  
     qualifications BJA, DBA, DP  
     relations with students DH, DIA, FFH  
 employment  
     aiding and abetting CJ, DC  
     application DC  
     annualized salary DEA  
     architects and engineers CV, CVA, CVB, CVC, CVD,  
         CVE, CVF  
     board members, former BBC, DC  
     conflict of interest DBD  
     criminal history record DBAA  
     early separation DEA  
     furlough program DEA  
     medical examinations, screenings DBB, DEC  
     nepotism restrictions DBE, DC, DCD, DK  
     outside consultants BDE  
     practices DAC, DC, DCA, DCB, DCC, DCD, DCE  
     requirements  
         bus driver annual physical DBA, DBB  
         residency DB  
     restrictions on moonlighting DBD, DEC, DECA  
     after retirement DC, DPB  
     status  
         at-will DC, DCD  
         continuing contract DC, DCC  
         leave DEC, DECA, DECB

non-Chapter 21 contract DC, DCE  
 noncontract DC, DCD  
 probationary DC, DCA  
 reasonable assurance CRF, DCD, DCE  
 return to probationary status DFAC  
 temporary teacher contract DC, DCB, DPB  
 term contract (educator) DC, DCB  
 end-of-course (EOC) assessments EI, EIA, EIC, EKB, FMH  
 endorsements, graduation plan EIF  
 energy conservation CH, CL  
 engineers and architects selection CV, CVA, CVB, CVC,  
 CVD, CVE, CVF  
 English as a second language EHBE  
 English language learners EHBC, EHBE, EIE, EKB, EKBA  
 enrichment curriculum EHAA  
 enrollment  
   age requirements FD, FDA  
   by attendance zone FC  
   exemptions from health requirements FFAA, FFAB  
   expelled transfer students FD, FOD  
   health requirements FD, FFAA, FFAB  
   immunizations FFAB  
   projections CT  
   residence requirements FD  
   transfers from other districts FDA  
   tuition FDA  
   voluntary FEA  
 environmental authorities GRA  
 epinephrine auto-injectors FFAF  
 equal access FNAB, GKD  
 equal educational opportunities EHBA, FB  
 equal employment opportunities DAA, DAB, DAC  
 equalization allotment, state CBA  
 equipment and supplies  
   borrowing/loaning CMB, DG  
   distribution CMB, CMD  
   equipment maintenance CLB  
   insurance program CRA, CRB  
   inventory CFB, CMA  
   receiving/warehousing CMA  
   repair CLB  
 ESSA (See Every Student Succeeds Act)  
 E-rate CQ  
 ethics  
   board members BBBB, BBF, BBFA, BBFB, CAA  
   personnel CAA, DBD, DH  
 evacuation diagrams CKK  
 evaluation  
   administrative goals and objectives BI  
   board self-evaluation BG  
   campus charter and program charter schools EL  
   existing facilities CS  
   fiscal management CA  
   personnel DN, DNA, DNB  
   programs BQ  
   superintendent BJCD  
 evening sessions EC, EHBI, FP  
 Every Student Succeeds Act (ESSA)  
   adequate yearly progress (AYP) AID, EHBD  
   credentials DBA, DK, EHBD  
   migratory child EEB  
   parent and family engagement BQ  
   recruiters FL, GKC  
   school restructuring AIC, EHBD  
   student/parent rights EF  
   technology CQ  
 examinations  
   for acceleration EHDC

credit by examination  
   with prior instruction EHDB  
   without prior instruction EHDC  
 final EIAA  
   state-mandated EKB  
 exchange students FD  
 executive session (See closed board meetings)  
 exempt/nonexempt personnel DEA  
 exit interviews DC, DCD, DF  
 exit-level test EI, EIF, EKB, FMH  
 expenditures of funds CE, CFD, CHD  
 expense reimbursement  
   board members BBG, DEE  
   personnel DEE  
   superintendent BJCA  
 experimental courses EGA  
 expulsion of students FOD, FODA, FOE  
 extended instructional programs EHD  
 extended instructional year (See year-round schools)  
 extended year program EHBC, EIE  
 extended year services EHBA, EHBAB  
 extracurricular activities  
   eligibility FM, FOA, FOC  
   limits on absences FM  
   related absences FEB, FM  
   safety training of employees DMA  
   standards of behavior FNC, FO  
   students not enrolled FD  
   suspension and reinstatement FM  
   transportation to CNB, FMG  
 eye-protective devices CKB

- F -

facilities  
   climate control CL  
   community use of GKD  
   conduct on school premises GKA, GKC  
   naming CW  
   planning and construction CS, CT, CV, CVA, CVB, CVC,  
   CVD, CVE, CVF  
   portable buildings CS  
 faculty advisory council BQA, BQB, DGB  
 fair employment CV, DAA, DAB, DAC  
 Fair Labor Standards Act (FLSA) DEAB  
 falsification of records DFBB, FD  
 Family Educational Rights and Privacy Act (FERPA) FL  
 Family and Medical Leave Act (FMLA) CRD, DEC, DECA,  
 DECB  
 FAPE (See Free Appropriate Public Education)  
 federal funds CBB, EHBD  
 Federal Gun Free School Zones Act GKA  
 fees, fines, and dues  
   copies of records FL, GBAA  
   student FP  
   transcript FL  
   tuition FDA  
 felony offenses BBC, DF, DH, FOC, FOD, GRA  
 FERPA (See Family Educational Rights and Privacy Act)  
 field trips EFD  
 filling employment vacancies DC  
 final examinations EIAA  
 finality of grades DGBA, FNG  
 financial accountability rating system CFC  
 financial ethics BBFA, BBFB, CAA, DBD

financial exigency CEA, DFF, DFFA  
 financial reports and statements BR, CFA  
 firearms CNC, EHAD, FNCG, FOD, GKA  
 fire authorities GRA  
 fire drills and civil defense CKC, GKD  
 fire escapes CKC  
 fire insurance CRA  
 fireworks GKA  
 first aid CKD, FFAC  
 First Amendment BED, CPAB, DG, EFA, EMB, EMI, FMA,  
 FNA, FNAA, GKDA  
 fiscal management CA  
 fiscal year CE  
 fixed assets CFB  
 flag display CLE  
 FLSA (See Fair Labor Standards Act)  
 FMLA (See Family and Medical Leave Act)  
 food allergy management plan FFAF  
 food service  
     breakfast program COB  
     free and reduced-price meals program COB  
     "junk food," sale restricted CO, FFA  
     purchasing COA  
     Summer Food Service Program COB  
     surplus commodities CO  
     vending/food dispensing machines COC, FFA  
 foreign exchange students FD  
 foreign language EHAB, EHAC  
 foster care CNA, FD, FEA, FEB, FFAB, FFC  
 foundation curriculum EHAA  
 foundation high school program EIF  
 foundation school program CBA  
 four-year-olds EHBG, FD  
 fraud CAA, CHE, DBD, DH  
 Free Appropriate Public Education (FAPE) EHBA, EHBA,  
 EHBAB, EHBAC, EHBAD, EHBAAE  
 free and reduced-price meals program (See food service)  
 freedom of association DGA  
 free speech (See First Amendment)  
 fringe benefits DEB, DEC  
 fund balance CE  
 fundraising activities CO, DHA, FJ, GKB  
 funds  
     and accounts CFA  
     activity, management of CFD  
     depository BDAE  
     investment, liquidity/diversification CDA  
 furlough, gifted and talented EHBB  
 furlough program, employees DEA

- G -

gangs, gang-related activities FNCC  
 gate receipts CDG  
 GED (See general equivalency diploma)  
 gender-based harassment DAA, DIA, FB, FFH, FNC  
 general educational development EHBC, EHBL  
 general equivalency diploma (GED) EHBL, FD, FEA  
 Genetic Information Nondiscrimination Act (GINA) DAB,  
 DECA  
 geographic boundaries AC  
 gifted and talented student programs EHBB  
 gifts  
     bequests to the district BAA, CDC  
     board members BAA, BBFA, BBFB, BBG

employees CAA, DBD, DHA  
 instructional materials CMD, EFAA  
 public CDC  
 student CFD  
 GINA (See Genetic Information Nondiscrimination Act)  
 goals and objectives  
     administration BI  
     board BG  
     district AE  
     facility standards CS, CT  
     fiscal management CA  
     employment DA, DAC  
     programs BQ, BQA, BQB  
 government, student FMB  
 grade advancement testing EIE  
 GPA (See grades: grade point average)  
 grade placement committee (GPC) EIE  
 grades  
     average required for credit EI  
     computation of averages EIA, EIC  
     dyslexic students EHB, EIE  
     end-of-course (EOC) assessments EI, EIA, EIC, EKB,  
     FMH  
     finality of DGBA, FNG  
     guidelines EIA  
     grade point average (GPA) EIC  
     partial credit EI  
     penalties EIAB  
     recording/reporting to parents EIA  
 graduation  
     assessments EKB  
     early EIF, FMH  
     endorsements EIF  
     exercises FMH  
     honor graduates EIC  
     individual graduation committee (IGC) EIF  
     of student in conservatorship of DFPS EIF  
     prayer FMH, FNA  
     ranking of graduates EIC  
     requirements EIF  
     special education students EIF, FMH  
 grandparent (resident caretaker) CNA, FD  
 grants CDC, DEAA  
     classroom supply reimbursement DEE  
     master teacher DEAA  
     public education (PEG) FDAA  
 grievance procedures (See complaints/grievances)  
 grooming standards DH, FNCA  
 grounds management CLB  
 group health and life insurance CRD  
 grouping for instruction EEA  
 guest speakers EFC, GKC  
 guidance program  
     academic EJ  
     student assistance/counseling FFE, FFEA  
 guns CKC, CKE, DH, EHAD, FNCG, FOD, GKA

- H -

handbooks  
     administrative regulations BP  
     student FN, FNC  
 harassment  
     employees DAA, DH, DIA  
     students DIA, FB, FFH, FFI, FNC

interns DIA  
Hatch Amendment EF  
hate literature FNAA, GKDA  
Hazard Communication Act DI  
hazardous routes CNA  
hazing DH, FFI, FNCC  
health  
    care plans FFAF  
    examinations/screenings  
    diabetes FFAA  
    drug/alcohol DHE, FNF  
    dyslexia EHB  
    hearing and vision, scoliosis FFAA  
    personnel DBB, DHE  
    students FFAA  
immunizations FFAB  
insurance CRD, FFD  
relations with health authorities GRA  
requirements for enrollment FFAB  
services DBB, FFA, FFAA, FFAC, FFAF  
Health Information Portability Accountability Act (HIPAA)  
    CRD  
hearing examiners BJCE, BJCF, DFAA, DFBA, DFBB,  
    DFCA, DFD, DFF, DFFA, DFFB, DFFC  
hearing impaired BE, EHBH  
hearings  
    board BE, DFBB, DGBA, FNG, GF  
    budget CE  
    challenging content of student records FL  
    due process  
        employees DFAA, DFBB, DFCA, DFD, DGBA  
        students FOD, FOF  
    expulsion of students FOD  
    financial management report CFA  
    independent hearing examiner DFBB, DFD  
    nonrenewal BJCF, DFBB  
higher education visits FEA  
high school, college, and career preparation EHAC  
High School Equivalency Program EHBL  
HIPAA (See Health Information Portability Accountability Act)  
hiring  
    at-will (noncontractual) DC, DCD  
    authority BJA, DC  
    contractual DC, DCA, DCB, DCC, DCE  
    practices DAC, DC  
    superintendent BJB  
HIV (See AIDS/HIV)  
holidays  
    personnel DED  
    school EB  
    religious DEC, FEA, FEB  
holdover doctrine BBC, DBE  
homebound instruction EEH  
homeland security BEC, CKC, GRC  
homeless students CNA, EHBC, EHBD, EHDC, EI, FB, FD,  
    FDC, FFAB, FFC  
home-rule school district or charter AG  
home-school instruction FDA, FEA  
homework EIA  
honor graduates EIC  
honors courses EHBN, EIC, EIF  
hospitalization insurance CRD  
hours of school day EC  
housing authorities relations GRA  
HSEP (High School Equivalency Program) EHBL  
human sexuality education EFAA, EHAA  
hunter safety education EHAD  
hurricane warnings CKC

IDEA (Individuals with Disabilities Education Act) EHBA,  
    EHBAA, EHBAB, EHBAC, EHBAD, EHBAE  
identification card CLA  
illness  
    personnel DBB, DEC  
    student FEC, FFAC, FFAD  
immunity (See liability)  
immunizations FD, FFAB  
incentives DEAA, DEC  
inclement weather procedures CKC  
income tax, salary deductions for CFEA  
increments, salary DEA  
independent auditors CFC  
independent hearing examiners BJCE, BJCF, DFAA, DFBA,  
    DFBB, DFCA, DFD, DFF, DFFA, DFFB, DFFC  
individual graduation committee (IGC) EIF  
individualized learning  
    correspondence course EHDE  
    credit by examination EHDB, EHDC  
    distance learning EHDE  
    exams for acceleration EHDC  
    remedial instruction EHBC  
    special education EHBA, EHBAA, EHBAB, EHBAC,  
        EHBAD, EHBAE  
    tutorial program EHBC  
individualized education program EHBA, EHBAA, EHBAB,  
    EHBAC, EHBAD, EHBAE  
individualized health care plan FFAF  
individualized services plan EHBAC  
industrial development authorities GRA  
infection control officer GRC  
infrastructure partnerships CDH  
information  
    access to district records BBE, GBAA  
    access to employee records BBE, DBA, DN, GBAA  
    access to student records BBE, FL  
    demographic data CQ, GBA, GND  
innovation districts AF  
innovative programs EGA  
inoculations FFAB  
inspections  
    facility CS, CV  
    purchasing CHD  
    safety CKA  
instructional arrangements EE, EEA, EEB, EEC, EED, EEH,  
    EEJ, EEL, EEM, EEP  
instructional contracts with outside agencies EEL, EHBAC  
instructional day EC, EED  
instructional facilities allotment CCA  
instruction facilities design CS  
instructional goals and objectives BQ, BQA, BQB, EA  
instructional materials  
    adoption of EFAA  
    advertising materials, use of FMA  
    allotment CMD  
    board action EFAA  
    Braille CMD  
    certification CMD, EFAA  
    complaints concerning EFA  
    conflict of interest BBFB, CMD, DBD  
    custodian CMD  
    condition of CMD  
    control of CMD  
    copyrighted material CY

curriculum guides EG  
 destroyed CMD  
 distribution of CMD  
 disposal CMD  
 electronic BBFB, CMD, EFAA  
 inventory CFB, CMD  
 library, media center EFB  
 open-source EFAA  
 ownership CMD  
 period of use EFAA  
 purchase CMD  
 rebates/commissions, accepting BBFB, DBD, EFAA  
 reports, forms to be completed for inventory CMD  
 responsibility for CMD, DG  
 requisitioning and responsibility for CMD  
 sale, disposal, or donation of CMD  
 samples and publisher contracts EFAA  
 selection of BBFB, DBD, EFA, EFAA, EHAA  
 supplemental CMD, EFAA  
 surplus CMD  
 teaching plans EEP  
 team EFAA  
 instructional program (*See also* special programs)  
   disciplinary alternative education program FOCA  
   distance learning EHDE  
   elective instruction EHAD  
   evaluation of BQ, BQA, BQB, EHBD, GND  
   extended instructional program EHDD, EHDE  
     college course work EHDD  
     honors courses EIC, EIF  
     summer school EHDA  
     travel study EIBM  
   innovative and magnet programs EGA  
   organization of instruction ED  
   required instructional program  
     all levels EHAA  
     elementary EHAB  
     secondary EHAC  
 instructional resources  
   community EFC, GKE, GKF  
   field trips EFD, FMG  
   interactive television EFF  
   libraries/media centers EFB  
 instructional support services  
   guidance program EJ, FFE  
   health services FFA  
   library, audio-visual center EFB  
   school-community guidance program FFC  
   special education programs EHBA, EHBAA, EHBAB,  
     EHBAC, EHBAD, EHBAAE  
 instructional television EFF  
 insurance  
   adjustor and carrier CR  
   change of coverage CR  
   Consolidated Omnibus Budget Reconciliation Act (CO-  
     BRA) CRD  
   deductions/reductions from salary CFEA  
   enrollment information CRD  
   fire CRA  
   Health Insurance Portability and Accountability Act  
     (HIPAA) CRD  
   health, life, disability CRD  
   liability CRB  
   school property CRA  
   student FFD  
   tax-sheltered annuities CFEA, CRG  
   TRS-Active Care CRD  
   unemployment CRF

workers' compensation CRE, CV  
 intellectual property rights CY  
 intensive math and science program EHBC  
 interdistrict relations EHBA, FDA  
 interlocal agreements CH, GR, GRB  
 interlocal cooperation contracts GR, GRB  
 internal auditor CFC, DC  
 international baccalaureate program EIC, EIF  
 Internet  
   broadcast board meetings BE  
   posting BBFA, BE, CHE, CQA, DBD, DC  
   use of, by board members BBI  
   use of, by employees/students CQ, FNCE  
 intern program DIA, GNC  
 interrogations and searches DHE, FNF, GRA  
 interruption of classes EC, GKA  
 interscholastic activities/athletics FM, FMF  
 Interstate Compact on Educational Opportunity for Military  
   Children EHBAB, EIF, EKB, FB, FDD, FEA, FFAB, FL,  
   FM  
 intoxicants BBC, BJCF, DFBA, DFBB, DFCA, DH, DI, FNCF,  
   FNF, FOC, FOD, FOF, GKA  
 intramural sports FMF  
 inventories CFB  
 investments, bond sales CDA  
 investments of school funds CDA  
 intrastate pipeline emergency response plan CS

- J -

job order contracts CVF  
 JROTC program CG, EHAD, EIF  
 junior colleges, high school credit program EHDD  
 jurisdiction  
   district, over students FO, FNC  
   peace officers CKE  
 jury duty DEC  
 juvenile justice system FODA  
 juvenile case manager, compulsory attendance FED  
 juvenile residential facilities EEM  
 juvenile service providers GRAC

- K -

key control CLA  
 kindergarten  
   acceleration EHDC  
   eligibility FD  
   instructional requirements EHAB  
   progress reports EIA  
   retention EIE  
   school day EC  
 knives FNCG, FOD, GKA

- L -

labor organizations DGA, DGB  
 land, sale of BAA, CDB, CDBA

language other than English EHAB, EHAC  
 law enforcement  
     agencies GRA  
     district peace officers CKE  
     officers on district property GKA  
     reports from FL, GRA  
     reports to/refer to DH, FFG, FNF, GRA  
     vehicles CI  
 lawful assembly, disruption of GKA  
 lay-offs (RIF) DFCA, DFF  
 learning disabilities EHB, EHBA, EHBA, EHBAB, EHBAC,  
     EIE  
 lease of real property by the district CX  
 leasing and renting  
     authority BAA, GKD  
     buildings and grounds CDB, GKD  
     buses CNA, CNB  
     equipment and supplies CMB  
     payments CDD, CX  
 leaves and absences, employees  
     assault (recuperative leave) DEC  
     concurrent use of DEC  
     continuation of health benefits CRD  
     discretionary use of DEC  
     extended DEC  
     family and medical leave CRD, DEC, DECA, DECB  
     funeral (bereavement) leave DEC  
     infant care/child adoption DEC, DECA  
     intermittent leave DEC, DECA  
     mandatory court appearances/jury duty DEC  
     maternity leave DEC, DECA  
     military leave/reserve duty DEC, DECB  
     nondiscretionary use of DEC  
     on-the-job injury CRE, DEC  
     paid/unpaid leave DEC  
     payment for unused leave DEC  
     personal illness DEC, DECA  
     personal leave DEC  
     professional development leave DEC  
     professional meetings and visitations DMD  
     qualifying exigency DECA  
     sabbatical study/leave DEC  
     state personal leave DEC  
     state sick leave DEC  
     temporary disability DEC  
 leaving campus, students  
     employment FEF  
     illness FEC, FFAC  
     lunch FEE  
     medical appointment FEB  
     parental permission FEB  
     private lessons FEF  
 legal services BDD  
 LEP (See Limited English Proficiency)  
 lesson plans EEP  
 liability  
     board members BBE, CRB  
     for damage to school property FNCB  
     insurance CRB  
     school personnel CRB, DG, DH, FFAC, FFG, FOE  
     volunteers GKG  
 liaison  
     children in conservatorship of state FFC  
     court-related FFC  
     homeless FFC  
 libel FNA, GKDA  
 library-media center  
     materials, complaints EFA

professional resources EFB  
 records and reports EFB  
     selection of materials EFA  
 life insurance CRD  
 life skills programs EHAD  
 Limited English Proficiency (LEP) EHBC, EHBE, EIE, EKB,  
     EKBA  
 limited open forum FNAB  
 line and staff relations BKB  
 line item transfers CE  
 litigation expenses CRB  
 lobbying (restrictions) CH, BBFB  
 Local Government Records Act CPC, GBA, GBAA  
 local government relations GRA  
 local tax revenues CCG  
 locker searches DHE, FNF  
 loitering GKA  
 loss control CK, CKA, CKB, CKC  
 loyalty oath BBB  
 LPAC (Language Proficiency Assessment Committee)  
     EHBE, EIE, EKBA  
 lunchroom maintenance CLB

- M -

McKinney-Vento Homeless Education Assistance Improve-  
     ments Act of 2001 CNA, EHBD, FD, FDC, FFC  
 mail service CPAB  
 maintenance  
     bus maintenance CNBA  
     changes and alterations CLB  
 makeup work for students EIAB  
 manifestation determination (IDEA) EHBAD  
 married students FND  
 marshal, school CKE  
 master teacher grants DEAA  
 maternity leave DEC, DECA, FNE  
 meal service CO, COB  
 media and service centers (regional) GNB  
 mediation (See complaints/grievances)  
 Medicaid FLA  
 medical examinations DBB, FFAA  
 medical insurance CRD, FFD  
 medical treatment FFAC  
 Medicare CFEA  
 medication FFAC  
 meeting notice  
     board of trustees BE  
     budget CE  
     closed (board) BEC  
     tax rate hearing CCG  
 meetings  
     board (See school board meetings)  
     budget CE  
     campus-level committee BQB  
     closed (board) BEC  
     community use of school facilities GKD  
     district-level committee BQA  
     emergency/regular/special (board) BE  
     faculty/staff DLA  
     juvenile justice board FODA  
     media coverage BE, BEE, GBBA  
     public complaints GF  
     special education (ARD/IEP) EHBA, EHBA, EHBAB,  
     EHBAC, EHBAD, EHBAE

memorials CDC, CW  
 mental health first aid immunity DGC  
 mental health intervention FFB  
 mental health promotion DMA  
 mentoring EHBC, GKG  
 metal detectors FNF, GKA  
 microfilm CPC, GBAA  
 migrant student EHBD, EI  
 migratory child EEB, FD  
 mileage reimbursement BBG, BJCA, DEE  
 military  
     dependents FD, FDD  
     discharge records GBA  
     instruction (JROTC) CG, EEL, EHAD, EIF  
     leave CRD, DAA, DEC, DECA, DECB  
     recruiters FL, GKC  
 minerals, sale of BAA, CDB  
 minimal nutritional value CO, FFA  
 Minimum Foundation Program (See Foundation School Program)  
 minimum high school program EIF  
 minimum salary schedule DEA  
 minimum teaching duties DL  
 minutes of board meetings BDAA, BE, BEC  
 mission statement, district AE  
 mobile telephones FNCE  
 modified duty DK  
 mold damage remediation CL, CRB  
 moment of silence EC  
 moonlighting DBD, DEC, DECA  
 moral turpitude BJCF, DFBB, DH  
 moving costs reimbursement DEB  
 multihazard emergency operations plan CKC  
 municipal government GRA  
 music program EHAD

- N -

name, changing district AB  
 National Honor Society FG  
 National School Boards Association BC  
 National School Lunch Program COB  
 neighborhood associations GKE  
 neighborhood schools FC  
 nepotism BBFB, CCH, DBE, DC, DK  
 new facilities, naming/dedication CW  
 new hire reporting DC  
 news conferences and interviews GBBA  
 news coverage  
     board meetings BE, BEE, GBBA  
     broadcasting and recording board meetings BE, BEC  
     news media relations/news releases GBBA  
     sports and special events GBBA  
 newspaper, school distribution of FMA  
 night school EHBI, FP  
 noncertified personnel DBA, DC, DCD, DCE  
 noncontract employment DC, DCD  
 nondiscretionary personal leave DEC  
 nondiscrimination CS, DAA, DAB, DAC, DIA, FB, FFH, GA  
 noninstructional school activities FNAB  
 nonprinted materials and services EFB  
 nonprofit organizations FJ, GE, GKD  
 nonpublic information GBA  
 nonrenewal, term contract BJCF, DFBB, DFFB, DFD  
 nonresident students FD, FDA

nonservice animals EMG  
 nonschool employment DBD  
 nonschool literature FNAA, GKDA  
 No Pass, No Play FM  
 note and bond payments CCA, CCF  
 notice of position openings DC  
 notice to newspaper GC  
 notice to parents re uncertified substitutes DK, DPB, EHBD  
 notice to SBEC BJCE, DF, DFAA, DFBA, DHB  
 nursing mothers DGB

- O -

oath of office BBB  
 objective criteria for personnel decisions DAC  
 obscenity DH, FMA, FNCA  
 observation days EHBK  
 office management  
     communications CPA  
     computer technology BBI, CQ, CY  
     mail delivery CPAB  
     printing CCAA  
     records and reports CPC  
     telephone CPAC  
 officer  
     attendance FED  
     board of trustees BDAA  
     budget BJA, CE  
     peace/police CKE  
         death while on duty DEB  
     public information (records) CPC, GBA  
     public information coordinator GBAA  
     records management CPC  
 offsetting paid leave benefits CRE, DEC  
 open campus FEE  
 open enrollment FDB  
 open-enrollment charter school AH  
 open meetings BDB, BE, BED  
 open records (See Public Information Chapter of Government Code)  
 operations, maintenance CLB  
 organization  
     administrative BJA  
     board of trustees BDAA  
     line and staff relations BKB  
 organization charts BKA  
 organization of grade levels ED  
 organizations  
     booster clubs GE  
     parent organizations GE  
     personnel DGA, DGB  
     relations with community GKE, GKF  
     relations with educational entities GNA, GNB, GNC, GND  
     relations with governmental entities GR, GRA, GRAA, GRAC  
     student FM, FNAB, FNCC  
 orientation/training  
     board members BBD  
     employees DMA  
     substitutes DPB  
 other schools and/or districts, relations with FD, FDA, GNA  
 outside agencies, instructional contracts with EEL  
 outside employment DBD, DEC, DECA  
 overtime DEA, DEAB

- P -

paging devices FNCE  
paperwork reduction BAA, DLB, GND  
paraprofessional personnel  
certification DBA, EHBD  
dismissal DCD  
hiring DC, DCD  
reasonable assurance of re-employment CRF  
parent advisory committee BDF, BQA, BQB, EHAA, GE  
parent and family engagement  
campus-level planning committee BQB  
conferences EIA  
discipline management FNC, FO, FOC, FOCA, FOD,  
FODA, FOE  
district-level planning committee BQA  
school-parent compact EHBD  
special education EHBA, EHBAA, EHBAB, EHBAC,  
EHBAD, EHBAE  
wellness EHAA, FFA  
parent notification DK, DPB, EHBD  
parental rights (See also students: rights and responsibilities)  
access to board meetings BE, FNG  
access to instructional materials EF, EHAA, FNG  
access to student records FL  
consent to counseling of student FFE  
exempt student from instruction EHA, EHAA, FNG  
student placement FDB, FNG  
parenting and paternity awareness program EHAC  
parking controls CLC, FFFD  
parochial schools FD  
partial credit EI  
partnership, school/community GKE  
part-time employees CRD, DC, DCD, DEC, DPB  
pass/fail courses EHAD  
patents CY  
patriotic societies GKD  
payment procedures CHF  
payroll procedures  
salary deductions/reductions CFEA  
schedule CFE  
peace/police officers CKE, DEB  
pediculosis FEC, FFAA  
PEG (See public education grants)  
PEIMS (See Public Education Information Management System)  
performance bonds CV  
performance report AIB, BR, CQA, GND  
performances, student FME  
permits  
lunch FEE  
student work FEF  
teaching, issued by school district DBA  
visitors GKC  
persistently dangerous FDE  
personal graduation plan EIF  
personal leave DEC  
personal property  
disposal CI  
purchases CH  
personnel  
complaints DGBA  
conduct DH, DHE, DIA  
gifts and solicitations DBD, DHA  
involvement in decision making BQ, BQA, BQB

objective criteria DAC  
records  
confidential, access to BBE, DBA, FL, GBA, GBAA  
credentials DBA  
custodian of DBA, FL, GBA, GBAA  
management officer CPC  
requests for copies GBAA  
welfare DI  
personnel-student relations DH, DIA, FFH  
pest control program CLB, DI, FD  
petition for student transfer (See also Every Student Succeeds Act) FDA, FDDA, FDB, FDE  
petitions DG, FNAA, GKDA  
petty cash accounts CHB  
PGP (See personal graduation plan)  
phones, cellular CPAC, FNCE  
physical education  
exemptions EHAC, EIF  
requirements EHAB, EHAC, EHAD, EIF  
student-to-teacher ratios EEB  
substitute courses EIF, EHAC  
physical examination DBB, FFAA  
physical fitness assessment FFAA  
physical restraint, student FO, FOF  
pilot projects EGA  
placement  
in alternative setting FOC  
of home-school students FD  
of transferred expelled students FDA  
of transfer students FDA  
placement review committee FOA, FOD  
plagiarism EIA  
planning and preparation time DL  
planning process BQ, BQA, BQB  
playgrounds CS  
pledge of allegiance EC  
police on school premises CKE, GKA, GRA  
policy system  
attorney involvement BDD  
community involvement BF  
development, adoption, amendment, distribution, review  
BF  
implementation through regulation BP, FN  
staff involvement BQA, BQB  
student involvement FNB  
political activities BBB, BBBB, DGA, GKD  
political advertising BBBB, CCA, CPAB, GKB  
political organizations GR  
politics, participation in DGA, DH  
pool drains CL  
portable buildings CS  
possession/use, alcohol and drugs DH, DHE, DI, FNCF,  
FOA, FOCA, FOD, FOE, FOF, GKA  
postings, required website CQA  
postsecondary instructional program FP  
power of attorney FD  
practice teaching GNC  
prayer DMA, EC, EMI, FMH, FN, FNA, FNAB  
pregnant employees DEC, DEAB  
pregnant students EHBC, FB, FNE  
prekindergarten EC, EEB, EHBC, EHBG  
preparation, teachers DMA  
press services  
board meetings BEE, GBBA  
sports and special events GBBA  
prevailing wage law CV  
prevention, dropout EHBC  
principal's performance incentive BQB

principal's qualifications DP  
 principal evaluation DNB  
 printed materials and services  
   charges for copies FL, GBAA  
   copyrighted materials CY  
 printing and duplicating CPAA  
 prior review FNAA, GKDA  
 private lessons FEF  
 private schools, relations with FD, FEA  
 private tutoring DBD  
 private vehicles, use of CNA, EFD, FFFD, FMG  
 probationary contracts  
   employment practices DC, DCA  
   resignation DFE  
   suspension DFAA  
   termination at end of year DFAB  
   termination during contract DFAA  
 probationary status, return to DFAC  
 professional conduct/ethics DH  
 professional growth/development  
   board member BBD  
   personnel DM, DMA, DMC, DMD  
   superintendent BJA, BJCB  
 professional leaves and absences DEC  
 professional meetings DLA, DMD  
 professional organizations  
   dues CFEA  
   participation in DGA, DGB  
 professional personnel  
   academic freedom EMA  
   accountability (See appraisal)  
   appointment DC, DCA, DCB, DCC, DCD, DCE  
   assignment DK  
   compensation DEA, DEAA, DEAB  
   conferences and visitations DMD  
   consulting BJCC  
   continuing contracts DCC, DFCA, DFFC  
   contract nonrenewal BJCF, DFBB  
   contracts BJC, DCA, DCB, DCC, DCE  
   dismissal BJCE, DCD, DCE, DF, DFAA, DFBA, DFCA,  
     DFFA, DFFC  
   employment practices DC, DCA, DCB, DCC, DCD, DCE  
   ethics DBD, DH  
   evaluation/appraisal BJCD, DN, DNA, DNB  
   expense reimbursement BJCA, DEE  
   filling vacancies DC  
   financial ethics CAA, DBD  
   growth and development DM, DMA, DMC, DMD  
   hearings before hearing examiner BJCE, DFBB, DFD,  
     DFFA, DFFB, DFFC  
   hiring BJB, DC, DCA, DCB, DCC, DCD, DCE  
   leaves and absences DEC, DECA, DECB, DED  
   medical examinations DAA, DBA, DBB  
   noncertified personnel DCD, DCE  
   non-Chapter 21 contract DCE  
   nonrenewal BJCF, DFBB, DFFB  
   nonschool employment DBD  
   orientation DC, DMA, DPB  
   part-time DPB  
   principals, qualifications and duties DP  
   probationary contract DC, DCA, DFAA, DFAB, DFAC  
   probationary status, return to DFAC  
   professional organizations DGA, DGB  
   publishing DME  
   qualifications/credentials DBA, DPB, EHBD  
   reassignment DK  
   recruitment DC  
   reduction in force DFF  
   continuing contracts DFFC  
   financial exigency DFFA, DFFC  
   program change DFFB  
   resignation BJCG, DCD, DFE  
   retirement BJCG, DEG  
   rights and privileges DG, DGA, DGB, DGBA  
   sabbaticals DEC  
   searches DHE  
   staff development DMA, DMC, DMD  
   staff meetings DLA  
   standards of conduct DH  
   superintendent BJA  
   supplemental duty DEAA, DK  
   suspension DFAA, DFBA, DFCA  
   term contract DC, DCB, DFBA, DFBB  
   termination DF, DFA, DFAA, DFAB, DFAC, DFB, DFBA,  
     DFBB, DFC, DFCA, DFD, DFE, DFF, DFFA,  
     DFFB, DFFC  
   transfer DK  
   vacation DED  
   welfare DI  
   work load/schedules DEA, DK, DL  
 professional services/outside sources CH, CV  
 professional visitors and observers GKC  
 program change DFFB  
 programs, special EHB, EHBA, EHBA, EHBAB, EHBAC,  
   EHBAD, EHBAE, EHBB, EHBC, EHBD, EHBE, EHBF,  
   EHBG, EHBH, EHBI, EHBK, EHBL, EHBM, EHBN  
 prohibited weapons FNCG  
 projections  
   enrollment CT  
   facilities cost CV  
   facilities design CT  
 promotion and retention, students EIE  
 property  
   acquisition of sites CHG, CV  
   board authority BAA  
   care of school CLA, CLB, FNCF  
   disposal CI  
   equipment CMA, CMB, CMD  
   insurance CRA  
   personal, sale of CI  
   real, sale of CDB  
   revenue bonds from proceeds CDBA  
   sales CDB  
   surplus, disposal of CI  
   title policy-land purchases CHG  
 protected health information (PHI) CRD, FL  
 psychological services/testing EHBA, FFB, FFE, FFG  
 psychotropics FFAC, FFG  
 public access to defibrillators CKC  
 public access to school records BE, DBA, FL, GBAA  
 publications  
   distribution CPAB, FMA, FNAA, GKDA  
   news releases GBBA  
   prior review/nonschool-sponsored FNAA, GKDA  
   publishing and research DME  
   school bulletins and newsletters GBB  
 public complaints GF  
 public education grant (PEG) program FFAA  
 Public Education Information Management System (PEIMS)  
   CQ  
 public facilities corporations CDH  
 Public Funds Investment Act CDA  
 public gifts CDC, GE  
 public hearings BE, BQA, BQB, CCG, CE, FFC  
 public information GBA, GBAA, GBB, GBBA

Public Information Chapter of Government Code GBA, GBAA  
 public notices GC  
 public official defined BBFB, DBE  
 public participation at board meetings BE, BED, CE  
 Public Property Finance Act (PPFA) CCA, CHG  
 public records GBA, GBAA  
 public relations GB  
 public school child care FFC  
 public servant BBFB, DBE  
 publishing DME  
 purchase orders CHD  
 purchasing  
   authority CH, CV  
   best value method CH, CV  
   bids and proposals CH, CVA, CVB  
   bill payment authorization CHF  
   board approval CH, CV  
   competitive bidding CH, CVA  
   computers CH  
   construction CV, CVA, CVB, CVC, CVD, CVE, CVF  
   cooperative purchasing agreements CH  
   cost control CHD  
   food CH, COA  
   fuel CH  
   inspections, quality control CHD  
   payment procedures CHF  
   purchase orders and contracts CH, CHD  
   requests for proposals CH, CV, CVB  
   requisitions CHD  
   sales calls and demonstrations CHE, GKC  
   specifications CHD, CVA, CVB  
   surplus commodities CO  
   vendor conflict disclosure CHE  
   warranties CHD

- Q -

qualifications  
   board members BBA  
   principal DP  
   superintendent BJA  
   teachers DBA, EHBD  
 qualifying exigency for FMLA DEC, DECA, DECB  
 quantity purchasing  
   consumable supplies CH, CHD  
   food COA  
 quorum, board meetings BBB, BE

- R -

racial discrimination, prohibition on DAA, DIA, FB, FFH  
 raffles CDC, GKB  
 reading academies DMA  
 reading credits EIF  
 real property  
   appraiser CH  
   authority of board BAA  
   broker BAA, CDB  
   disposal of CI  
   lease of CDB, CX

sale or exchange CDB  
 site acquisition CV  
 reasonable absence control CRE, DEC  
 reasonable assurance of employment CRF, DCD, DCE  
 receiving equipment and supplies CMA  
 recognition and awards  
   board members BBG  
   employees DJ  
   students FG  
 recommended high school program EIF  
 records, access to  
   confidential information BBE, DBB, DHE, FFAD, FL, GBAA  
   cost of copies FL, GBAA  
   custodian of records CPC, FL, GBA  
   personnel files DBA  
   public information  
     personnel records CPC, DBA, GBAA  
     students FL  
   request for AG opinion GBAA  
   request for copies FL, GBAA  
   special education EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAE, EHBAF, FL  
 records administrator defined BBFA  
 records and reports  
   attendance, student FE, FEA, FEB, FEC, FED, FEE, FEF  
   budget CE, CFA  
   burglary and damage report CLD  
   certificate of coursework completion EI, EIF  
   discipline FO, FOA, FOB, FOC, FOCA, FOD, FODA, FOE, FOF  
   financial BBFA, CAA, DBD  
   health appraisal FFAA  
   immunizations FD, FFAB  
   inventories CFB  
   law enforcement BJA, DH, FL, GRA, GRAA  
   leaves and absences DEC  
   library, media center EFB  
   microfilming CPC  
   permanent record card FL  
   progress reports to parents EIA  
   quarterly investment CDA  
   releasing student information BBE, FL, GBAA, GRAC  
   retention and destruction CPC, FL, GBAA  
   special education students EHBA, EHBAA, EHBAB, EHBAC, EHBAD, EHBAE, FL, FOE  
   transcripts and permanent record EI, EIA, EIF, FL  
   transfer of cumulative records FL  
 records management functions  
   officer for public information GBAA  
   public information coordinator GBAA  
   records administrator BBFA, CHE, CPC  
   records management officer CPC  
 records management plan CPC  
 recreational facilities bonds CCA, CCD  
 recreation department relations GRA  
 recruitment of personnel BJB, DC  
 recycling CH, CL  
 redistricting BBB  
 reduction in force  
   financial exigency, due to DFF, DFFA, DFFC  
   under continuing contract DFFC  
   not under contract DCD  
   program change, due to DFFB  
   under probationary contract DFAB  
   under term contract DFF, DFFA, DFFB  
 referenda, bond CCA

regional service centers  
     board member training BBD  
     media contracts EFB  
     participation in GNB  
 regulations, administrative BP, BQ, BQA, BQB  
 reimbursement for expenses BBG, BJCA, DEE  
 reinvestment zones CCG  
 release time, personnel DMD  
 releasing students from school FEB, FEE, FEF, FFFA  
 religion, study of EMI  
 Religious Freedom Restoration Act (RFRA) DAA, EMI, FB, GA  
 religious holy days, absence for DEC, FEA, FEB  
 religious matters, neutrality in EMI, FNA  
 Religious Viewpoint Antidiscrimination Act FNA  
 remedial instruction EC, EHBC, EIE  
 removal  
     board members, from office BBC  
     individuals, from school premises BED, GKA  
     students  
         by bus driver FOA  
         to disciplinary alternative education programs FOC  
     emergency FOE  
         by parents from class EF, EHA, EHAA  
         special education students EHBA, FOF  
         by teacher FOA  
     out-of-school suspension FOB  
 renewal of contracts BJCF  
 rental  
     charges by district CDD, GKD  
     leasing by district CX  
     use of facilities by community GKD  
 repairs  
     buildings, grounds, and equipment CH, CLB, CV  
     bus CNB  
     renovations (See facilities)  
 report cards  
     campus BQB, BR  
     district BQA, GND  
     student EIA  
 reports BR  
     accidents/hazards CKB  
     audit CFC  
     board member information requests BBE  
     board training BBD  
     college credit EHDD  
     disciplinary alternative education program FO  
     district and campus performance AIB  
     financial CDA, CFA  
     fraud or financial impropriety CAA  
     law enforcement DH, GRAA  
     leave DEC  
     limited English proficient students EHBE  
     natural gas CS  
     on-the-job injuries CRE  
     PEIMS CQ  
     safety and security audit CK  
     SBEC, to DBAA, DF, DFE, DH, DHB  
     records management CPC  
     special education students (See ARD committee)  
     student assessment performance AIB  
     student attendance FEB  
     student discipline FO, FOA, FOB, FOC, FOCA, FOD, FODA, FOE, FOF  
     student health screenings FFAA  
     student immunization FFAB  
     student physical fitness FFAA  
     student progress EIA, EIE, EKC  
 required instruction  
     all levels EHAA  
     elementary EHAB  
     secondary EHAC  
 requisitions CHD  
 research  
     curriculum EG  
     staff publishing DME  
 reserve funds  
     depository BDAE  
     investments CDA  
 residence requirements  
     board members BBA  
     personnel DB  
     student enrollment FD, FDA  
     superintendent BJC  
 resignations  
     board members BBC, DBE  
     contract personnel DFE  
     personnel not under contract DCD, DFE  
     superintendent BJCG  
 restraint of students FO, FOF  
 retaliation CRE, DG, DIA, DGBA, FFH, FFI  
 retention of records CPC, FL, GBA  
 retention of students EIE  
 retirement  
     payment for unused leave DEC  
     personnel DEG, DPB  
     reemployment DC, DCA  
     superintendent BJCG  
     TRS withholding CFEA  
 return to work CRE, DEC, DECA, DECB, DK  
 revenue sources  
     ad valorem taxes CCG  
     athletic stadium authorities CCE  
     bonds and bond taxes CCA, CCD  
     bonds from proceeds of sale CDBA  
     certificates of indebtedness CCC  
     federal CBB  
     gate receipts CDG  
     grants from private sources CDC  
     investments CDA  
     rentals and service charges CDD  
     royalties CDF  
     school-owned property CDB  
     shop sales CDE  
     short-term notes CCF  
     state CBA  
     time warrants CCB  
 risk management CK, CKA, CKB, CKC, CKD, CKE  
 rodeo safety training FM  
 roth contribution programs CRG  
 routine repairs CLB  
 rules  
     administrative BP  
     discipline management FNC, FO  
     employee conduct/code of ethics DH  
     *Robert's Rules of Order* BE  
     student code of conduct FNC, FO  
     suspension of rules BE  
 sabbaticals DEC  
 safe harbor (See FLSA)

- S -

safe schools FDE  
 safety program  
     accident prevention CKB  
     buildings and grounds CLB, CLC  
     crowd control GKA  
     emergency plans CKC  
     employee participation DH  
     inspections CKA  
     student FFF  
     student patrols FFFB  
     student transportation CNA  
     training CK, CKA, CKC  
 salary deductions/reductions CFEA  
 salary incentives DEAA  
 salary reduction DEA, DFFA  
 salary schedules  
     personnel DEA  
     superintendent BJCA  
 sales  
     buses CNB  
     equipment and supplies CI  
     instructional materials EFAA  
     personal property CI  
     real property CDB  
 sales calls and demonstrations CHE, GKC  
 Sarbanes-Oxley (See financial ethics)  
 savings program, school-based EHAD  
 SBEC (See State Board for Educator Certification)  
 schedules  
     annual calendar EB  
     before/after-school activities FM, FNAB  
     block EEC, EED, EIA, FM  
     budget planning CE  
     daily school program EC  
     employee duty DEA, DK, DL  
     faculty meetings DLA  
     field trips EFD  
     salary DEA  
     student EED  
     transportation, student CNA  
     year-round schools EB  
 scholarships CDC, EIC, FG  
 school assemblies EC  
 school attendance areas FC  
 school attorney BDD  
 school-based health centers FFAE  
 school board (See board of trustees)  
 school closing EB  
 school-community alternative education EHBC, EHBL  
 school-community guidance program FFC  
 school-community relations GK, GKA, GKB, GKC, GKD,  
     GKDA, GKE, GKF, GKG  
 school day DL, EC  
 school directories FL, GBAA  
 school facility planning and construction  
     planning and construction CS, CT, CV, CVA, CVB, CVC,  
     CVD, CVE, CVF  
     selection of architects and engineers CV, CVB  
 school fairs FJ  
 school health advisory council (SHAC) BDF, BQ, EFAA,  
     EHAA, EHAC, FFA  
 school holidays DED, EB  
 school marshal CKE  
 school newspapers FMA, GBB  
 school property, student care of FNCB  
 school report card AIB, BR  
 school resource office (SRO) CKE  
 school safety center BR, CK, CKC, CS  
 school safety transfers FDE  
 school-sponsored media GBB  
 school supplies CMD  
 school volunteers FH, GKG  
 school year EB  
 screening  
     communications disorders FFAA  
     drug and alcohol DHE, FNF  
     dyslexia EHB  
     hearing, vision, scoliosis FFAA  
     type 2 diabetes FFAA  
 searches  
     employees DHE  
     metal detectors FNF, GKA  
     police GRA  
     students FNF  
     telecommunications devices FNCE  
     trained dogs FNF  
 seclusion (See restraint of students)  
 secondary instruction, electives EHAD  
 secondary instruction, required EHAC  
 secret societies FNCC  
 Section 504 DAA, DIA, EHB, FB, FFH, FOF  
 security and safety  
     audit, safety and security BEC, BR, CK, CKC  
     bomb threat procedures CKC  
     breach in electronic communication system CQ  
     campus security CKE, CLA  
     civil defense CKC, GKD, GRA  
     closing of schools CKC  
     criteria for building CS  
     disturbances, disorders, or demonstrations CKC, FNCL,  
     GKA  
     employee identification cards CLA  
     eye-protective devices CKB  
     fire drills and safety precautions CKC  
     motor vehicle rules CLC, FFFD  
     multihazard operations plan CKC  
     narcotics, dangerous drugs, or alcohol DH, DHE, DI,  
     FNCF, GKA  
     peace officers CG, CKE, DEB  
     playgrounds CS  
     safety inspection for hazards CKA, CKB, CLB  
     safety program CK, CKA, CKC, CKE  
     safety-sensitive positions DHE  
     school grounds supervision CLA, FFFA  
     trespassers GKA, GKC  
     vandalism and burglary CLA, FNCF  
 semester system/schedules EB, EEC, EED  
 senior class activities FMD, FMG, FMH, FNCC  
 service animals DAA, FBA  
 service awards DJ  
 service center, regional education GNB  
 severance pay BJCE  
 sex discrimination  
     complaint procedures DGBA, DH, DIA, FFH, FNG, GF  
     personnel DAA, DGBA, DH, DIA  
     students FB, FFH, FNC, FNG  
     Title IX DAA, DIA, FB, FFH  
 sex education EFAA, EHAA  
 sex offender registration CJA, DBAA, DF, GKC, GRAA  
 sexting FFF  
 sexual abuse BQ, DIA, FFG, FFH, FOC  
 sexual harassment DAA, DIA, FB, FFH, FNC  
 SHAC (See school health advisory council)  
 shared services arrangements BQ, DBAA, EHAC, EHBA,  
     EHBAC, EHBB, FFEA, FOCA, GNB  
 shop sales CDE

short-term notes CCF  
 sick leave DEC  
 site-based decision making BQ, BQA, BQB  
 sites  
     acquisition procedures CHG, CT  
     plans and specifications CS, CT  
 smoking DH, FNCD, GKA  
 social events, students FMD  
 social media CQ, DH  
 social networking CQ, DH  
 social security deductions CFEA  
 social services, student FFC, FFE  
 software CQ, CY  
 solicitation of funds DHA, FJ  
 sororities FNCC  
 Southern Association of Colleges and Schools GNE  
 special board meetings BE  
 special education  
     academic assessment EKB  
     ARD committee EHBAB  
     assistive technology EHBA  
     certificate of attendance FMH  
     contracting for EEL  
     diplomas EIF, FMH  
     discipline FOF  
     program requirements EHBA, EHBAA, EHBAB, EHBAC,  
         EHBAD, EHBABAE  
     procedural requirements EHBABAE  
     staff development related to DMA  
     transition plan EHBA, EHBAD, EIF  
     transportation for CNA, CNB  
     video/audio monitoring EHBABF  
 special populations, student EHB, EHBA, EHBAA, EHBAB,  
     EHBAC, EHBAD, EHBABAE, EHBB, EHBC, EHBD,  
     EHBE, EHBFB, EHBG, EHBH, EHBI, EHBK, EHBL,  
     EHBM, EHBN  
 special programs  
     adult education/community education EHBI  
     at-risk EHBC, FDDA  
     bilingual education/English as a second language EHBE  
     career/technical education EHBFB  
     deaf or hearing-impaired EHBH  
     disciplinary alternative education programs FOA, FOCA,  
         FODA  
     driver education EHAD  
     dropout EHBC  
     dyslexia EHB  
     equivalency EHBL  
     firearm safety EHAD  
     gifted and talented students EHBB  
     homebound instruction EEH, EHBA  
     hunter education EHAD  
     mental health intervention BQ, FFB  
     prekindergarten EEB, EHBG  
     remedial/compensatory instruction EHBC, EIE  
     special education EHBA, EHBAA, EHBAB, EHBAC,  
         EHBAD, EHBABAE, EHBABF  
     suicide prevention BQ, DMA, FFB  
     Title I EHBD  
     tutorials EHBC  
 specifications  
     bids, proposals CH, CV, CVA, CVB  
     construction plans and specifications CV, CVA, CVB,  
         CVC, CVD, CVE, CVF  
     educational facility specifications CS, CT  
 sports (See also athletics) FFAA, FM, FMF  
 sports and special events news coverage GBBA  
 SRC (School Report Card) (See report cards)

SRO (See school resource officer)  
 SSI (See Student Success Initiative)  
 staff  
     development DM, DMA, DMC, DMD  
     involvement  
         budget planning BQ, BQA, BQB, CE  
         campus-level planning and decision process BQB  
         discipline management program BQ, FO  
         district-level planning and decision process BQA  
         participation at board meetings BED  
         policy development BF  
         wellness program FFA  
     orientation DMA, DPB  
     participation in community activities DGA, GE  
     political activities DGA  
 STAAR (See State of Texas Assessments of Academic  
     Readiness)  
 state aid  
     eligibility determination CBA  
     revenues CB, CBA  
     special programs GND  
     state education agency relations GND  
 State Board for Educator Certification (SBEC) CJA, DBA,  
     DBAA, DC, DF, DFE, DH, DHB, DK  
 State of Texas Assessments of Academic Readiness  
     (STAAR) EI, EIA, EIC, EKB, EKBA, FMH  
 State School Boards Association BC  
 state virtual school network EHDE  
 "stay put" IDEA students EHBABAE  
 steroids EHAA, FFAC, FNCF, FNF  
 stipends DEAA  
 Stored Wire and Electronic Communications and Transac-  
     tional Records Access Act CQ  
 strikes, employee DGA  
 structural pest control CLB, DI, FD, GB  
 students  
     absences and excuses FEA, FEB, FEC  
     academic freedom EMA, EMB, FNA  
     accidents CK, CKB, FFAC  
     activities FM, FMA, FMD, FME, FMG, FMH  
     community-sponsored activities/contests FJ, FMF  
     eligibility for honors and awards EIC, FG  
     equal access FM, FNAB  
     extracurricular activities FM  
     funds management CFD  
     interscholastic activities/contests FMF  
     organizations FNAB  
     participation eligibility FM  
     performances FME  
     social FMD  
     student government FMB  
     admission requirements FD  
     alcohol/drug use or possession FNCF, FNF, FOC, FOD,  
         FOF  
     allergies FFAF  
     arrests FL, GRA, GRAA  
     assaults on others FNCH, FOD  
     assemblies EC, FM  
     assessment EIE, EK, EKB, EKBA, EKC, EKD, FD  
     assignment to classes EHBA, EIE, FD, FDB  
     assignment to schools FDA, FDB  
     assistance and counseling programs FFB, FFE, FFEA  
     attendance FEA, FEB, FEC, FED, FEE, FEF  
     automobile use CLC, FFFD  
     awards and scholarships FG  
     bicycle use FFFD  
     bullying FFI  
     care of school property FNCB

child abuse/neglect FFG, FFH, GRA  
 clubs, gangs FNCC  
 competency testing EIE, EKB, EKBA, EKC, EKD  
 complaints FNG  
 concussions FM  
 conduct FO  
     code of conduct FNC, FO  
     extracurricular standards of behavior FM, FO  
     on school buses FFFF  
     violation FO, FOA, FOB, FOC, FOCA, FOD, FODA,  
     FOE, FOF  
 conferences, student/parent EIA  
 consent to treatment FFAC  
 contests and competitions FMF  
 corporal punishment FO  
 cyberbullying CQ, FFI  
 demonstrations or strikes FNCI  
 detention FO  
 discipline FO, FOA, FOB, FOC, FOCA, FOD, FODA,  
     FOE, FOF  
 dress code FNCA  
 drug testing, extracurricular activities FNF  
 due process FNG  
 dyslexic EHB, EHBC, EKC, EL  
 early graduation EI, EIC, EIF, FMH  
 elections FMB  
 emergency placement FOE  
 employment EED, FEF  
 equal educational opportunity FB  
 exchange students FD  
 expelled from another district FDA  
 expulsion FO, FOD, FODA, FOF  
 fees, fines, and charges FP  
 foster care FD, FFC  
 gifts to staff members DBD, DHA  
 government FMB  
 graduation EIF, FMH  
 handbook FN  
 hazing FNCC  
 health requirements/services FFA, FFAA, FFAB, FFAC,  
     FFAD, FFAE, FFAF  
 homeless EHBC, EHDC, FD, FDC, FFC  
 immunizations FD, FDD, FFAB  
 injury or sudden illness FFAC  
 in residential facilities EHBA, EHBAC  
 in conservatorship of DFPS EIF, FD  
 insurance programs FFD  
 interrogations FNF, GRA  
 involvement in decision making FNB  
 juvenile justice system EEM, FODA  
 leaving campus during day FEA, FEB, FEE, FEF  
 married students FND  
 Medicaid FLA  
 mental health intervention FFB  
 nonresident FD, FDA  
 organizations FM, FNAB, FNCC  
 performances FME  
 physical examinations FFAA  
 placement in alternative settings FOA, FOC, FOE  
 placement/withdrawal EIE, FD, FDD, FEA  
 prayer EC, EMI, FMH, FN, FNA, FNAB  
 pregnancy EHBC, FNE  
 progress reports EIA  
 promotion and retention EIE  
 psychological services FFB, FFC, FFE, FFG  
 publications FMA, FNAA  
 records  
     access to FL

challenging content of (hearing and appeal) FL  
 custodian of FL  
 directory information FL  
 immunization FFAB  
 notice to parents of records maintained FL  
 release for health or safety emergencies FFAC, FL  
 release of information on more than one student FL  
 release to juvenile service providers GRAC  
 review and destruction of CPC, FL, GBAA  
 right to information and privacy BBE, EF, FL, GBAA  
 transcripts EIA, EIF, FD, FDA, FL  
 transfer of EIF, FD, FFAB, FL  
 relations with staff DH, DIA, FFH  
 released time FEF  
 removal from bus FOA  
 removal from class FOA, FOB, FOC, FOD, FOE, FOF  
 removal to disciplinary alternative programs FOC, FODA  
 rights and responsibilities FN  
     alcohol/drug use, possession FNCF, FNF, FOC,  
     FOD, FOF  
     code of conduct FO  
     complaints FFH, FFI, FNAA, FNG  
     demonstrations, disruptions, and strikes FNCI  
     dress and grooming FNCA  
     due process FNG, FOC, FOD, FOE, FOF  
     freedom of speech/written expression FNA, FNAA  
     hazing FNCC  
     interrogations and searches FNF  
     involvement in decision making FNB  
     married students FND  
     minute of silence EC  
     possession of telecommunications/electronic devices  
     FNCE  
     pregnant students EHBC, FNE  
     publications, school- and nonschool-sponsored FMA,  
     FNAA  
     responsibility for school property FNCB  
     right to information and privacy of records BBE, EF,  
     FL, GBAA  
     right to pray EC, FNA  
     special education EHBA, EHBA, EHBAB, EHBAC,  
     EHBAD, EHBAB  
     student government FMB  
     tobacco use/smoking FNCD  
     weapons FNCG, FOD  
 safety FDE, FFF, FFFD  
 safety patrols FFFB  
 searches FNF  
     by trained dogs FNF  
 schedules EED  
 school-age parents EHBC  
 sexting FFF  
 sexual abuse BQ, DIA, FFG, FFH  
 sexual harassment DIA, FB, FFH, FNC  
 smoking/tobacco use or possession FNCD  
 social events FMD  
 social media CQ  
 social services FFB, FFC, FFE  
 suicide prevention FFB  
 surveys EF, FFAA  
 suspension FM, FO, FOB  
 transfer petition procedures FDA, FDB  
 transfers and withdrawals FD, FDA, FDB, FEA  
 transportation services  
     authorized/nonschool use CNB  
     buses, advertising CNB  
     contracted services CNA  
     eligibility CNA

hazardous routes CNA  
 insurance program CRB  
 maintenance and safety inspections CNC  
 scheduling and routing CNA  
 students with disabilities CNA  
 walkers, riders, and standees CNA  
 tuition EHBG, FDA  
 uniforms FNCA  
 visual depiction of minors FFF  
 volunteers FH  
 weapons FNCG, FNCH, FOD, FOF  
 welfare FF, FFA, FFAA, FFAB, FFAC, FFAD, FFAE, FFAF, FFB, FFC, FFD, FFE, FFEA, FFEB, FFF, FFFA, FFFB, FFFD, FFFF, FFG, FFH, FFI  
 with disabilities (See *also* special education)  
     confidentiality of records FL  
     contracts for instruction EEL  
     discipline FOF  
     educational program EHBA, EHBAA, EHBAB, EHBAC  
     extended year services EHBA, EHBAB  
     facilities CS, GA  
     graduation EIF, FMH  
     homebound EEH, EHBAB  
     withdrawals FD, FEA  
 Student Success Initiative (SSI) EIE  
 student-teacher ratios EEB  
 student teachers GNC  
 subpoenas, personnel DEC  
 substance abuse DH, DHE, DI, DMA, FNCF  
 substitute teaching DPB  
 substitutes, parent notification DBA, DK, DPB  
 suicide prevention BQ, FFB, FFE  
 summer lunch program COB  
 summer school program EHBA, EHBE, EHDA  
 sunscreen FFAC  
 superintendent (See *also* professional personnel)  
     appointment BJB  
     compensation and benefits BJ, BJCA  
     consulting BJCC  
     contract BJC  
     development opportunities BJCB  
     evaluation BJCD  
     expense reimbursement BJCA  
     nonrenewal BJCF  
     qualifications and duties BJA  
     recruitment BJB  
     resignation/retirement BJCG  
     severance BJCE  
     termination BJCE, BJCF  
 supervision  
     facility expansion project CV, CVA, CVB, CVC, CVD, CVE, CVF  
     of students FFFA  
 supplemental duties DEAA, DK  
 supplementary materials selection and adoption EFA, EFAA  
 supplies CM, CMB, CMD  
 support staff  
     assignment DK  
     compensation DEA, DEAB  
     complaints DGBA  
     development opportunities DMA  
     dismissal DCD, DCE  
     employee organizations DGA, DGB  
     evaluation DN  
     exempt/nonexempt DEA, DEAB  
     expense reimbursement DEE  
     filling vacancies DC  
     fringe benefits DEB  
     health examinations DBB  
     hiring DC, DCD, DCE  
     in-service training DMA  
     insurance CRD  
     jury duty DEC  
     leaves and absences DEC  
     meetings DLA  
     noncontractual DC, DCD  
     nonschool employment DBD  
     orientation DC, DMA, DPB  
     overtime pay (nonexempt) DEA, DEAB  
     paid holidays DED  
     part-time and temporary employment DPB  
     recruitment DC  
     resignation DCD, DFE  
     retirement DEG  
     rights and privileges DG, DGA, DGB, DGBA  
     salary deductions/reductions CFEA  
     standards of conduct DH  
     staff development/orientation DMA  
     suspension DCD  
     termination of employment DCD, DCE  
     transfer DK  
     vacations DED  
     work schedules DEA, DK  
 surety bonds CG  
 surplus property  
     personal CI  
     real CDB  
 surrogate parents EHBAD  
 surveys of students EF, FFAA  
 suspension  
     of employees  
         back pay DFBA  
         under continuing contract DFCA  
         not under contract DCD  
         under probationary contract DFAA  
         under term contract DFBA  
         with or without pay DFAA, DFBA, DFCA  
     of policies BF  
     of students  
         from bus riding FFFF  
         from extracurricular activities FM, FO  
         from school FOB  
     tardiness FEC  
     TAKS (See Texas Assessment of Knowledge and Skills)  
     task forces, community GK  
     tax  
         abatement CCG  
         ad valorem CCG  
         anticipation notes CCF  
         assessor/collector  
             bonding of CG  
             duties and requirements BDAF  
         collection BDAF, CCG  
         county tax officials BDAF  
         deposit BDAF  
         disabled veterans CCG  
         exemption CCG  
         funds revenue source CCG  
         hearings CCG

- T -

increment CCG  
 rolls BDAF, CCG  
 taxation authorities relations GRA  
 tax-sheltered annuities CRG  
 TEA (See Texas Education Agency), relations with  
 Teach for Texas Grant EJ  
 teacher aides (paraprofessionals) DBA, EHBD  
 teacher appraisal DNA  
 teacher associations DGA, DGB  
 teacher contracts DC, DCA, DCB, DCC, DCE  
 teacher education program GNC  
 Teacher Protection Act of 2001 BBE, DH  
 Teacher Retirement System (TRS) CFEA, CRD, CRG, DC,  
 DEA, DEAB  
 teacher-student ratios EEB  
 teaching  
   academic freedom EMA  
   controversial issues EMB  
   student teaching and internship GNC  
 teaching day, length of DL, EC  
 teaching permit, district-issued DBA  
 team building BBD, BJCB  
 technology BBI, CQ, CY, DH, EFB, EHB  
 TEKS (Texas Essential Knowledge and Skills) EHAA, EIE  
 telecommunications devices CPAC, DH, FNCE  
 telephone use CPAC, DH  
 television, instructional EFF  
 temporary disability leave DEC  
 temporary personnel DC, DPB  
 term contracts  
   employment practices DC, DCB  
   nonrenewal DFBB  
   reduction in force DFF, DFFA  
   resignation DFE  
   suspension DFBA  
   termination during year DFBA  
 termination, personnel DCD, DCE, DF, DFA, DFAA, DFAB,  
 DFAC, DFB, DFBA, DFBB, DFC, DFCA, DFD, DFE,  
 DFF, DFFA, DFFB, DFFC  
 tests  
   administration of EIE, EK, EKB, EKBA, EKC  
   competency, student EIE, EIF, EKB  
   credit by examination EHDB, EHDC  
   dyslexia EHB  
   exams for acceleration EHDC  
   parental review EF, FNG  
   selection and adoption EK  
   testing program EK, EKB, EKBA, EKC, EKD  
   use and dissemination of test results AI, AIA, AIB, AIC,  
   AID, BR, EKB, GBA  
 Texas Assessment of Knowledge and Skills (TAKS) EIE, EIF,  
 EKB, FMH  
 Texas Economic Development Act CCG  
 Texas Education Agency (TEA), relations with GNE  
 Texas Juvenile Justice Department (TJJJ) EEM, FD  
 Texas Open Meetings Act (TOMA) (See open meetings)  
 Texas Principal Evaluation and Support System (T-PESS)  
 DNB  
 Texas School Safety Center BR, CK, CS  
 Texas Teacher Evaluation and Support System (T-TESS)  
 DNA  
 Texas Virtual School Network (TxVSN) EHDE  
 textbooks (See instructional materials)  
 ticket sales CDG, CFD  
 time warrants CCB  
 Title I EHBD  
 Title V FOC  
 Title VII DAA, DIA

Title IX  
   employees  
     coordinator DIA  
     grievance procedures DGBA, DIA  
     rights and responsibilities DAA, DH, DIA  
   students  
     coordinator FB, FFH  
     grievance procedures FB, FFH, FNG  
     rights and responsibilities FB, FFH  
 TJJJ (See Texas Juvenile Justice Department)  
 tobacco use/prohibition DH, FNCD, GKA  
 TOMA (Texas Open Meetings Act) (See open meetings)  
 top ten percent EIC  
 tornado warnings CKC  
 tournaments FMF  
 T-PESS (See Texas Principal Evaluation and Support Sys-  
 tem)  
 trademarks CY  
 traffic and parking controls CLC  
 training  
   campus administrator appraisal BJCD, DNB  
   board member BBD  
   instructional materials CMD  
   investment officer CDA  
   principal appraisal BJCD, DNB  
   safety CK, DH  
   staff development DMA  
 transcripts and permanent records, fees for copies FL  
 transfer  
   at-risk students FDA, FDAA  
   criteria FDA, FDAA, FDB  
   due to bullying FDB  
   expelled students FD, FOD  
   factors FDA  
   interdistrict FDA  
   intradistrict FDB  
   of leave DEC  
   from low-performing schools FDAA  
   personnel DK  
   petition, students FDAA, FDB  
   revocation of transfer FDA  
   school safety FDE  
   students EHBB, FD, FDA  
   tuition EHBG, FDA  
 transportation  
   bus driver credentials DBA  
   bus maintenance CNB, CNC  
   contract with public companies CNA  
   cost of special/field trips CNB, EFD  
   designation of hazardous routes CNA  
   eligible students CNA  
   hazardous routes CNA  
   monitoring behavior on buses FO  
   safety of students CNC  
   special use of school buses CNB  
   state reimbursement CNA  
   student conduct on buses FO  
   students with disabilities CNA  
   students in foster care CNA  
   students who are homeless CNA  
 travel  
   expense reimbursement BBG, BJCA, DEE  
   in-district expenses DEE  
   mileage reimbursement BBG, DEE  
   for professional development DMC  
   student FMG  
   UIL travel FMF  
 travel study program EHBM

trespassing  
 assistance of local law enforcement agencies GKA  
 prohibited GKA, GKC

trips  
 extracurricular FMG  
 field EFD  
 professional DMC, DMD  
 reimbursement for BBG, BJCA, DEE  
 student FMG  
 use of district vehicles CNB  
 UIL FMF, FMG

truancy FEA, FED  
 truancy prevention facilitator FED  
 truancy prevention measures FED  
 T-TESS (See Texas Teacher Evaluation and Support System)

tuition  
 attendance reporting FDA, FDAA  
 exemption for employees' children FDA  
 exemption for foreign students FD  
 nonresident students FDA  
 prekindergarten students EHBG  
 summer school FDA  
 waiver FDA, FP

tutorial program EHBC  
 tutoring for pay DBD  
 TxVSN (See Texas Virtual School Network)

- U -

UDCA (Unlicensed Diabetes Care Assistant) FFAF  
 UIL (University Interscholastic League) FFAA, FM, FMF  
 unaccompanied youth FDC  
 unauthorized person on school property CLA, GKA, GKC  
 uncertified teachers DBA, DK, DPB  
 underage students FD  
 underground newspapers FNAA  
 unemployment insurance CRF  
 unexpired term, board members BBC  
 uniforms FNCA  
 unions, staff membership in DGA, DGB  
 universities GNC  
 unsafe schools FDE

- V -

vacancies  
 board member BBC  
 school personnel DC

vacations  
 personnel DED  
 school vacations EB

vaccinations FFAB  
 valedictorian/salutatorian awards EIC, FG

vandalism  
 emergency measures CLA  
 prohibited FNCB  
 reporting incidents CLA

vehicle identification insignia CLC, CNB  
 vehicle operation and parking control CLC, FFFD  
 vehicles owned by district CNB

vending machines CFD, COC, FFA  
 vendor relations GKC  
 veterans CCG, DAA, DEC  
 videoconference call (board meetings) BE  
 videotaping/monitoring  
 board meetings BE, GBBA  
 conduct on school buses, in buildings FO  
 special education EHBAF  
 students, with parental consent FNG  
 students, without parental consent EHA, FM, FO  
 Virginia Graeme Baker Pool and Spa Safety Act CL  
 virtual school network (See Texas Virtual School Network)  
 vision statement, district AE  
 visitations DMD  
 visitors  
 campus security CLA  
 law enforcement and other agencies GRA  
 permits GKC  
 professional GKC, GNC  
 students leaving with FFFA

visual materials, depiction of minors FFF  
 vocational education contracts EEL  
 vocational program EEL, EHAC, EIF

volunteers  
 criminal history record check DC, GKG  
 immunity from liability GKG  
 school volunteer program GKG  
 student volunteers FH

voting  
 at board meetings BE  
 early BBB  
 election of board officers BDAA

- W -

wages CV, DEA, DEAB  
 waivers  
 fees FP  
 insurance FFD  
 planning BQA, BQB  
 policy BF

walkers and riders, bus CNA  
 warehousing CMA  
 warning systems CKC  
 warrants, money CCB  
 warrants for student arrest GRA  
 weapons DH, EHAD, FNCG, FOD, FOF, GKA  
 website postings CQA  
 weighted grades EIC  
 welfare authorities relations GRA  
 welfare, employee DI  
 welfare, student FFA, FFB, FFC, FFD, FFE, FFF, FFG

wellness BDF, EHAA, FFA  
 whistleblower complaints DG, DGBA  
 withdrawal, student FD, FEA  
 witnesses in expulsion hearings FOD

work calendars DEA, DK  
 workers' compensation  
 coordination with paid leave benefits CRE, DEC  
 indefinite absence CRE  
 required for construction contractor CV

work load DL  
 work schedules DK  
 workshops, board members BBH  
 work strikes/stoppages DGA

work-study employment EHAD  
written expression, student FMA, FNA, FNAA

- X - Y - Z -

yearbooks FMA  
year-round schools EB  
zoning authorities relations GRA

INNOVATION DISTRICTS

AF  
(LEGAL)

DEFINITIONS

“District-level committee” means the committee established under Education Code 11.251, or a comparable committee if the district is exempted (or has exempted itself) from this provision.

“Innovation plan committee” means a committee appointed by the board of trustees to develop the innovation plan in accordance with statutory requirements. The district-level committee may also serve in this role.

“Public hearing” means an open meeting held by the board of trustees that allows members of the public to hear facts about the proposed plan and designation and provides the opportunity for the public to give opinions and comments on the proposed actions.

“Public meeting” means an open meeting held by the board of trustees that allows members of the public to hear facts about the proposed plan and designation.

“Unacceptable academic performance rating” means a rating of Improvement Required or Unacceptable Performance or as otherwise indicated in the applicable year's academic accountability manual.

“Unacceptable financial accountability rating” means a Financial Integrity Rating System of Texas (FIRST) rating of Substandard Achievement as indicated in the applicable year's financial accountability system manual.

*19 TAC 102.1301*

DISTRICT OF  
INNOVATION

A district is eligible for designation as a district of innovation if the district's most recent performance rating under Education Code 39.054 reflects at least acceptable performance.

A board may not vote on the final approval of the innovation plan if the district is assigned either a final or preliminary rating below acceptable performance. In the event the preliminary rating is changed, the board may then vote to become an innovation district.

Consideration of designation as a district of innovation may be initiated by a resolution adopted by the board or a petition signed by a majority of the members of the district-level committee [see BQA].

*Education Code 12A.001; 19 TAC 102.1303*

PUBLIC HEARING

After adopting a resolution or receiving a petition for consideration as a district of innovation, a board shall hold a public hearing as soon as possible, but not later than 30 days, to consider whether

the district should develop a local innovation plan for the designation of the district as a district of innovation.

At the conclusion of the public hearing or within 30 days after conclusion of the public hearing, the board may decline to pursue designation of the district as a district of innovation or appoint a committee to develop a local innovation plan.

The board may outline the parameters around which the innovation plan committee may develop the plan.

*Education Code 12A.002; 19 TAC 102.1305*

LOCAL INNOVATION  
PLAN

A local innovation plan meeting all legal requirements must be developed for a district before the district may be designated as a district of innovation.

The local innovation plan must provide for a comprehensive educational program for the district, which program may include:

1. Innovative curriculum, instructional methods, and provisions regarding community participation, campus governance, and parental involvement;
2. Modifications to the school day or year [see EB, EC];
3. Provisions regarding the district budget and sustainable program funding;
4. Accountability and assessment measures that exceed the requirements of state and federal law; and
5. Any other innovations prescribed by the board of trustees.

The plan must also identify requirements imposed by the Education Code that inhibit the goals of the plan and from which the district should be exempted on adoption of the plan, subject to Education Code 12A.004. [See EXCEPTIONS, below]

The commissioner of education shall maintain a list of provisions from which designated districts of innovation are exempt. The commissioner shall notify the legislature of each provision from which districts enrolling a majority of students in this state are exempt.

*Education Code 12A.003, .004(b); 19 TAC 102.1305(d)*

EXCEPTIONS

A local innovation plan may not provide for the exemption of a district from the following:

1. Education Code Chapter 11, Subchapters A (Accreditation), C (Board of Trustees), D (Powers and Duties of Board), and E

(Superintendents and Principals), except that a district may be exempt from Sections 11.1511(b)(5) (district- and campus-level planning), 11.1511(b)(14) (board's role in termination and nonrenewal of educator contracts), and 11.162 (school uniforms);

2. State curriculum and graduation requirements adopted under Education Code Chapter 28; and
3. Academic and financial accountability and sanctions under Education Code Chapter 39.

*Education Code 12A.004(a)*

ADOPTION OF LOCAL  
INNOVATION PLAN

The board may not vote on adoption of a proposed local innovation plan unless:

1. The final version of the proposed plan has been available on the district's website for at least 30 days;
2. The board has notified the commissioner of the board's intention to vote on adoption of the proposed plan; and
3. The district-level committee [see BQA] has held a public meeting to consider the final version of the proposed plan and has approved the plan by a majority vote of the committee members. The public meeting may occur at any time, including up to or on the same date at which the board intends to vote on final adoption of the proposed plan.

The board may adopt a proposed local innovation plan by an affirmative vote of two-thirds of the membership of the board.

On adoption of a local innovation plan, the district is designated as a district of innovation for the term specified in the plan, but no longer than five calendar years, and shall begin operation in accordance with the plan. In addition, the district is exempt from state requirements identified under Education Code 12A.003(b)(2). [See LOCAL INNOVATION PLAN, above]

The district shall notify the commissioner of approval of the plan along with a list of approved exemptions by completing the agency's form provided at 19 Administrative Code 102.1307(d).

A district's exemption under the plan includes any subsequent amendment or redesignation of an identified state requirement, unless the subsequent amendment or redesignation specifically applies to an innovation district.

*Education Code 12A.005; 19 TAC 102.1307*

INNOVATION DISTRICTS

AF  
(LEGAL)

TERM	<p>The term of a district's designation as a district of innovation may not exceed five years and is effective upon district approval and notification of the plan to the Texas Education Agency (TEA). A district may only have one innovation plan at any given time. <i>Education Code 12A.006; 19 TAC 102.1311</i></p>
AMENDMENT, RESCISSION, OR RENEWAL OF LOCAL INNOVATION PLAN	<p>A local innovation plan may be amended, rescinded, or renewed if the action is approved by a vote of the district-level committee [see BQA] and a two-thirds majority vote of the board of trustees.</p> <p>An amendment to an approved plan does not change the date of the term of designation as an innovation district. Exemptions that were already formally approved are not required to be reviewed.</p> <p>A district must notify TEA within five business days of rescission and provide a date at which time it will be in compliance with all sections of the Education Code, but no later than the start of the following school year.</p> <p>During renewal, all sections of the plan and exemptions shall be reviewed and the district must follow all components outlined in 19 Administrative Code 102.1307 relating to Adoption of Local Innovation Plans.</p> <p>The district shall notify the commissioner of any actions taken along with the associated exemptions and local approval dates.</p> <p><i>Education Code 12A.007; 19 TAC 102.1313</i></p>
WEBSITE POSTING	<p>The district's innovation plan must be clearly posted on the district's website for the term of the designation as an innovation district. <i>19 TAC 102.1305(e)</i></p>
TERMINATION BY COMMISSIONER  DISCRETIONARY TERMINATION	<p>The commissioner may terminate a district's designation as a district of innovation if the district receives for two consecutive school years:</p> <ol style="list-style-type: none"><li>1. A final unacceptable academic performance rating under Education Code 39.054;</li><li>2. A final unacceptable financial accountability rating under Education Code 39.082; or</li><li>3. A final unacceptable academic performance rating under Education Code 39.054 for one of the school years and an unacceptable financial accountability rating under Education Code 39.082 for the other school year.</li></ol> <p>Instead of terminating a district's designation, the commissioner may permit the district to amend the local innovation plan to address concerns specified by the commissioner.</p> <p><i>Education Code 12A.008(a)–(b); 19 TAC 102.1315(a)</i></p>

INNOVATION DISTRICTS

AF  
(LEGAL)

MANDATORY  
TERMINATION

The commissioner shall terminate a district's designation as a district of innovation if the district receives for three consecutive school years:

1. A final unacceptable academic performance rating under Education Code 39.054;
2. A final unacceptable financial accountability rating under Education Code 39.082; or
3. Any combination of one or more unacceptable ratings Education Code 39.054 and one or more unacceptable ratings under Education Code 39.082.

*Education Code 12A.008(c); 19 TAC 102.1315(b)*

NO APPEAL

The commissioner's decision to terminate a district's designation as a district of innovation is final and may not be appealed. *Education Code 12A.008(d); 19 TAC 102.1315(d)*



OFFICERS AND OFFICIALS  
DUTIES AND REQUIREMENTS OF DEPOSITORY

BDAE  
(LEGAL)

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**Note:** Information regarding depository contracts for districts, including the forms referenced in this policy, is available at [http://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Compliance/Depository\\_Contracts\\_for\\_School\\_Districts/](http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Depository_Contracts_for_School_Districts/).

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SELECTION	A school depository must be a bank located in this state and may be selected only as provided by this policy. "Bank" means a bank, a savings and loan association, or a savings bank organized under the laws of this state, another state, or federal law that has its main office or a branch office in this state. The term does not include any bank the deposits of which are not insured by the Federal Deposit Insurance Corporation (FDIC). <i>Education Code 45.201(2), .202, .203</i>
METHOD	Not later than the 60th day before the date a school district's current depository contract expires, the district shall choose whether to select a depository through competitive bidding or through requests for proposals. <i>Education Code 45.206(a)</i>
COMPETITIVE BIDDING NOTICE	If a district chooses to use competitive bidding, the district shall, not later than the 30th day before the date the current depository contract expires, mail to each bank in the district and, if desired, to other banks, a notice stating the time and place in which bid applications will be received for selecting a depository or depositories. The notice must include the uniform bid blank form prescribed by State Board of Education (SBOE) rule. The district may add to the uniform bid blank other terms that do not unfairly restrict competition between banks in or near the territory of the district. <i>Education Code 45.206(a-1), (b); 19 TAC 109.51(b), (c)</i>
REQUESTS FOR PROPOSALS NOTICE	If a district chooses to use requests for proposals, the district shall, not later than the 30th day before the date the current depository contract expires, mail to each bank located in the district and, if desired, to other banks, a notice stating the time and place in which proposals will be received for selecting a depository or depositories. The notice must include the uniform proposal blank form prescribed by SBOE rule. A district shall state the selection criteria, including the factors specified under Education Code 45.207(c) [see FACTORS TO CONSIDER, below], in the request for proposals. The district may add to the uniform proposal blank other terms that do not unfairly restrict competition between banks in or near the territory of the district. <i>Education Code 45.206(a-2), (b), (d); 19 TAC 109.51(b), (d)</i>
BEST VALUE	A district shall select the proposal that offers the best value to the district based on the evaluation and ranking of each submitted pro-

OFFICERS AND OFFICIALS  
DUTIES AND REQUIREMENTS OF DEPOSITORY

BDAE  
(LEGAL)

posal in relation to the stated selection criteria. A district may negotiate with the bank that submits the highest-ranked proposal to determine any terms of the proposed depository contract other than the interest rates proposed. *Education Code 45.206(d)*

AWARD OF CONTRACT

A district shall award the depository contract to the bank that submits the highest bid or the highest-ranked proposal, as determined under FACTORS TO CONSIDER, below, except that the district may award the contract as provided at TIE BIDS AND PROPOSALS, below if:

1. The district:
  - a. Receives tying bids for the contract; or
  - b. After evaluating the proposals for the contract, ranks two or more proposals equally;
2. Each bank submitting a tying bid or proposal has bid or proposed to pay the district the maximum interest rates allowed by law by the Federal Reserve System and the FDIC; and
3. The tying bids or proposals are otherwise equal in the judgment and discretion of the board.

*Education Code 45.207(a)*

FACTORS TO  
CONSIDER

The board shall at a regular or special meeting consider each bid or proposal received. In determining the highest and best bid or the highest-ranked proposal, or in case of tying bids or proposals the highest and best tying bids or proposals, a board shall consider:

1. The interest rate bid or proposed on time deposits;
2. The charge for keeping district accounts, records, and reports and furnishing checks;
3. The ability of the bank submitting the bid or proposal to provide the necessary services and perform the duties as school district depository; and
4. Any other matter the board considers to be in the best interest of a district.

*Education Code 45.207(c)*

TIE BIDS AND  
PROPOSALS

In the case of tying bids or proposals, a board may:

1. Determine by lot which of the banks submitting the tying bids or proposals will receive the contract; or

OFFICERS AND OFFICIALS  
DUTIES AND REQUIREMENTS OF DEPOSITORY

BDAE  
(LEGAL)

2. Award a contract to each of the banks submitting the tying bids or proposals.

*Education Code 45.207(a-1)*

REJECTION OF BIDS  
OR PROPOSALS

A board has the right to reject any and all bids or proposals. *Education Code 45.207(d)*

CONFLICT OF  
INTEREST

If a member of the board is a stockholder, officer, director, or employee of a bank, the bank is not disqualified from bidding, submitting a proposal, or becoming the depository of the district if the bank is selected by a majority vote of the board or a majority vote of a quorum when only a quorum is present.

ABSTENTION

If a board member is a stockholder, officer, director, or employee of a bank that has bid or submitted a proposal to become the depository, the member may not vote on awarding a depository contract to the bank, and the contract must be awarded by a majority vote of the trustees as provided above who are not either a stockholder, officer, director, or employee of a bank receiving a depository contract.

*Education Code 45.204*

CONTRACT  
TERM

The depository shall serve for a term of two years and until its successor is selected and has qualified. A district and its depository bank may agree to extend the contract for two additional two-year terms. The contract term and any extension must coincide with the district's fiscal year. An extension is not subject to the requirements of Education Code 45.206 [see METHOD, above]. *Education Code 45.205*

FORM

The depository or depositories and a district shall enter into a depository contract(s), bond(s), or other necessary instruments setting forth the duties and agreements pertaining to the depository in the form and with the content prescribed by the SBOE. The parties shall attach and incorporate by reference the bid or proposal of the depository. A copy of the contract and bond, if applicable, shall be filed with TEA. *Education Code 45.208(a), (e); 19 TAC 109.52*

AUTHORIZED  
COLLATERAL  
BOND

The depository shall attach to the contract and file with the district a bond in an initial amount equal to the estimated highest daily balance, determined by the board, of all deposits the district will have in the depository, less any FDIC insurance. The bond must be payable to the district and signed by the depository and some surety company authorized to do business in this state. The depository shall increase the amount of the bond if the board determines it to be necessary to adequately protect the funds of the district deposited with the depository. *Education Code 45.208(b)*

OFFICERS AND OFFICIALS  
DUTIES AND REQUIREMENTS OF DEPOSITORY

BDAE  
(LEGAL)

The bond and surety must be approved by the board. A premium on the bond may not be paid out of district funds. *Education Code 45.208(d)*

BOND  
CONDITIONS

The bond shall be conditioned on:

1. Faithful performance of all legal duties and obligations;
2. Payment on presentation of all checks or drafts on order of the board;
3. Payment on demand of any demand deposit;
4. Payment, after the expiration of the required notice period, of any time deposit;
5. Faithful keeping of school funds by the depository and accounting for the funds according to law; and
6. Faithful paying over to the successor depository all balances remaining in the accounts.

*Education Code 45.208(c)*

APPROVED  
SECURITIES

In lieu of a bond, the depository may deposit or pledge, with the district or a designated trustee, approved securities, as defined in Education Code 45.201(4), in an amount sufficient to adequately protect the funds of the district deposited with the depository. A depository may give a bond and deposit or pledge approved securities in an aggregate amount sufficient to adequately protect the funds of the district. The district shall designate from time to time the amount to adequately protect the district. The district may not designate an amount less than the balance of school district funds on deposit with the depository from day to day, less any applicable FDIC insurance. *Education Code 45.208(f)*

In accordance with written board policy, a district shall determine if an investment security, as defined in Government Code 2257.002(5), is eligible to secure deposits of public funds under the Public Funds Collateral Act, Government Code, Chapter 2257. *Gov't Code 2257.023(a)*

"Eligible security" means:

1. A surety bond;
2. An investment security;
3. An ownership or beneficial interest in an investment security, other than an option contract to purchase or sell an investment security;

OFFICERS AND OFFICIALS  
DUTIES AND REQUIREMENTS OF DEPOSITORY

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(LEGAL)

4. A fixed-rate collateralized mortgage obligation that has an expected weighted average life of ten years or less and does not constitute a high-risk mortgage security;
5. A floating-rate collateralized mortgage obligation that does not constitute a high-risk mortgage security; or
6. A letter of credit issued by a federal home loan bank.

*Gov't Code 2257.002(4)*

The policy may include the security of the institution that obtains or holds an investment security, the substitution or release of an investment security, and the method by which an investment security used to secure a deposit of public funds is valued. *Gov't Code 2257.023(b)*

TEXAS BULLION  
DEPOSITORY

The Texas Bullion Depository is established as an agency of this state in the office of the comptroller under Subtitle C, Title 10, Government Code. The depository may receive a deposit of bullion or specie from or on behalf of a district in accordance with rules adopted by the comptroller. *Gov't Code 2116.002(a), .005(a)*

An investment by a school district in a depository account may be made instead of an investment as provided by Education Code 45.102, and the depository may be used by a district instead of a depository bank for purposes of Subchapter G, Chapter 45, Education Code. *Gov't Code 2116.015(b)*



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**Note:** The following is an index of periodic reports that are addressed in the legally referenced material of the policy manual. The list is not exhaustive. This list does not address responsive reports (those that are required in response to a specific incident), reports required under special circumstances, or all reports required under administrative procedures of an agency.

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ELECTRONIC  
SUBMISSION OF  
REPORTS TO TEA

Notwithstanding any other law, a district shall submit only in electronic format all reports required to be submitted to TEA under the Education Code. *Education Code 7.060(c)*

REPORTS BY  
DISTRICT

District publication and distribution requirements follow:

1. A written report to each parent of student performance, under Education Code 39.303. [See AIB]
2. At the beginning of the school year, a report to each teacher of students who took a state assessment, indicating whether each student performed satisfactorily or, if the student did not perform satisfactorily, whether the student met the standard for annual improvement, under Education Code 39.304. [See AIB]
3. At the beginning of the school year, a report to each student who took a state assessment, indicating whether the student performed satisfactorily or, if the student did not perform satisfactorily, whether the student met the standard for annual improvement, under Education Code 39.304. [See AIB]
4. Annually, a report describing the educational performance of the district and of each campus in the district, under Education Code 39.306. [See AIB]
5. Annually, by August 8, a report to TEA of the district's ratings on community and student engagement and on compliance with statutory reporting and policy requirements, under Education Code 39.0545. The district shall make the ratings publicly available as provided by commissioner rule, 19 Administrative Code 61.1023. [See AIB]
6. Annually, information from a campus report card to the parent of each student at the campus, under Education Code 39.305. [See AIB]
7. An end-of year financial report, for distribution to the community under Education Code 11.1511(b)(11). [See BAA]

8. Annually, at the last regular meeting of the board held during a calendar year, the president shall announce the name of each board member who has completed the required training, who has exceeded the required hours of training, and who is deficient in the required training as of the date of the meeting; the president shall cause the minutes to reflect the information and shall make this information available to the local media, under 19 Administrative Code 61.1(j) and Education Code 11.159(b). [See BBD]
9. By September 1 of each year, a report to TEA regarding the number of requests submitted by a member of the board, during the preceding school year, for information, documents, and records and the total cost to the district of responding to such requests, under Education Code 11.1512(c)–(f). [See BBE]
10. The annual financial management report, under Education Code 39.083. [See CFA]
11. Annually, a proposed budget shall be submitted to TEA on or before the date established in the *Financial Accountability System Resource Guide*, under Education Code 44.005. [See CE]
12. On or before the date set by the State Board of Education, a report of the revenues and expenditures for the preceding fiscal year shall be filed with TEA, under Education Code 44.007(c), (d). [See CFA]
13. Not later than the 150th day after the date the fiscal year ends, a board president shall submit the annual financial statement to a daily, weekly, or biweekly newspaper published within the boundaries of the district, under Local Government Code 140.006. [See CFA]
14. Not later than the 150th day after the end of the fiscal year for which an audit was made, a copy of the annual audit report shall be filed with TEA, under Education Code 44.008(d). [See CFC]
15. At least once every three years, a district shall conduct a safety and security audit of the district's facilities and report the results of the safety and security audit to the Texas School Safety Center, under Education Code 37.108. [See CK]
16. Not later than March 1 of each year, each district police department shall submit a report containing information about motor vehicle stops during the previous calendar year to the governing body of each county or municipality served by the

- department, under Code of Criminal Procedure 2.134. [See CKE]
17. By September 1, districts involved in a school bus advertising program shall provide to the Texas Department of Public Safety written notification of the number of school buses operated by or for the district that display exterior advertising or another paid announcement, under 37 Administrative Code 14.65(a)(1), (b). [See CNB]
  18. Annually, a district shall report to TEA the number of accidents in which its buses were involved in the past year, under Education Code 34.015(b). [See CNC]
  19. By March 1 of each even-numbered year, a district that does not participate in the uniform group health insurance program (TRS ActiveCare) shall report its compliance with the comparability requirements to TRS, under Education Code 22.004(d). [See CRD]
  20. At least every two years, before the beginning of the school year and in strict compliance with the time frames established by Railroad Commission rule, a district shall report to its natural gas supplier the results of a pressure test of natural gas piping systems in each district facility, under Utilities Code 121.502-.504. [See CS]
  21. Each month, a district that employs any retirees shall file a certified statement with TRS, under Government Code 824.6022. [See DC]
  22. Before November 1 of each year, a board shall report to TEA the number of limited English proficient (LEP) students on each campus, under Education Code 29.053(b). [See EHBE]
  23. Annually, a district that operates a high school equivalency program shall submit a progress report to TEA, under 19 Administrative Code 89.1417(a). [See EHBL]
  24. Annually, a district shall report to TEA the number of students who have participated in a program to earn college credit in high school and the courses in which participating students have earned credit, under Education Code 28.009. [See EHDD]
  25. A superintendent shall report the results of reading instruments to the commissioner of education and the board; a student's results, in writing, to the student's parent or guardian; and each student's raw score electronically to TEA, under Education Code 28.006(d). [See EKC]

26. A district shall use the student attendance accounting standards established by the commissioner to make reports on student attendance and student participation in special programs, under 19 Administrative Code 129.1025. [See FEB]
27. A district shall compile the results of the annual physical fitness assessment of students and provide summary results to TEA, under Education Code 38.103. [See FFAA]
28. On or before June 30 of each year, a district shall submit to the Texas Department of State Health Services (TDSHS) a report on the vision and hearing screening status of students who were screened during the reporting year, under Health and Safety Code 36.006 and 25 Administrative Code 37.26(b)(6). [See FFAA]
29. On or before June 30 of each year, a district shall submit to TDSHS a report of spinal screening performed during the school year, under 25 Administrative Code 37.145(b)(5). [See FFAA]
30. A district located in Regional Education Service Centers 1, 2, 3, 4, 10, 11, 13, 15, 18, 19, or 20 shall submit to the University of Texas—Pan American Border Health Office an annual report on its students' risk assessment status for Type 2 diabetes, under Health and Safety Code 95.004(e). [See FFAA]
31. Annually, a district shall submit a report of the immunization status of students to TDSHS, under Education Code 38.002(c) and 25 Administrative Code 97.71. [See FFAB]
32. Annually, a district shall report to the commissioner information regarding each placement in a disciplinary alternative education program (DAEP) and each expulsion, under Education Code 37.020. [See FO]
33. Not later than the 30th day after the contract is executed and again not later than the 30th day after the contract is terminated, a district shall report to the Office of Federal-State Relations any contract between the district and a federal-level government relations consultant, under Government Code 751.016. [See GR]

**Please Note:** This manual does not have policies in all codes. The coding structure is common to all TASB manuals and is designed to accommodate expansion of both (LEGAL) and (LOCAL) policy topics and administrative regulations.

## SECTION C: BUSINESS AND SUPPORT SERVICES

CA	FISCAL MANAGEMENT GOALS AND OBJECTIVES
CAA	Financial Ethics
CB	STATE AND FEDERAL REVENUE SOURCES
CBA	State
CBB	Federal
CC	LOCAL REVENUE SOURCES
CCA	Bond Issues
CCB	Time Warrants
CCC	Certificates of Indebtedness
CCD	Recreational Facilities Bonds
CCE	Athletic Stadium Authority
CCF	Loans and Notes
CCG	Ad Valorem Taxes
CCH	Appraisal District
CD	OTHER REVENUES
CDA	Investments
CDB	Sale, Lease, or Exchange of School-Owned Property
CDBA	Revenue Bonds From Proceeds
CDC	Gifts and Solicitations
CDD	Rentals and Service Charges
CDE	Shop Sales
CDF	Royalties
CDG	Gate Receipts, Concessions
CDH	Public and Private Facilities
CE	ANNUAL OPERATING BUDGET
CEA	Financial Exigency
CF	ACCOUNTING
CFA	Financial Reports and Statements
CFB	Inventories
CFC	Audits
CFD	Activity Funds Management
CFE	Payroll Procedures
CFEA	Salary Deductions and Reductions
CFF	Checking Accounts
CFG	Cash in School Buildings
CG	BONDED EMPLOYEES AND OFFICERS

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## SECTION C: BUSINESS AND SUPPORT SERVICES

CH	PURCHASING AND ACQUISITION
CHB	Petty Cash Account
CHD	Purchasing Procedures
CHE	Vendor Relations
CHF	Payment Procedures
CHG	Real Property and Improvements
CHH	Financing Personal Property Purchases
CI	SCHOOL PROPERTIES DISPOSAL
CJ	CONTRACTED SERVICES
CJA	Criminal History
CK	SAFETY PROGRAM/RISK MANAGEMENT
CKA	Inspections
CKB	Accident Prevention and Reports
CKC	Emergency Plans
CKD	Emergency Medical Equipment and Procedures
CKE	Security Personnel
CL	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
CLA	Security
CLB	Maintenance
CLC	Traffic and Parking Controls
CLD	Records and Reports
CLE	Flag Displays
CM	EQUIPMENT AND SUPPLIES MANAGEMENT
CMA	Receiving and Warehousing
CMB	Authorized Uses of Equipment and Supplies
CMD	Instructional Materials Care and Accounting
CN	TRANSPORTATION MANAGEMENT
CNA	Student Transportation
CNB	District Vehicles
CNBA	Bus Maintenance
CNC	Transportation Safety
CO	FOOD SERVICES MANAGEMENT
COA	Food Purchasing
COB	Free and Reduced-Price Food Program
COC	Vending Machines

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## SECTION C: BUSINESS AND SUPPORT SERVICES

CP	OFFICE MANAGEMENT
CPA	Office Communications
CPAA	Printing and Duplicating
CPAB	Mail and Delivery
CPAC	Telephone
CPC	Records Management
CQ	TECHNOLOGY RESOURCES
CQA	District, Campus, and Classroom Websites
CR	INSURANCE AND ANNUITIES MANAGEMENT
CRA	Property Insurance
CRB	Liability Insurance
CRD	Health and Life Insurance
CRE	Workers' Compensation
CRF	Unemployment Insurance
CRG	Deferred Compensation and Annuities
CS	FACILITY STANDARDS
CT	FACILITIES PLANNING
CV	FACILITIES CONSTRUCTION
CVA	Competitive Bidding
CVB	Competitive Sealed Proposals
CVC	Construction Manager-Agent
CVD	Construction Manager-At-Risk
CVE	Design-Build
CVF	Job Order Contracts
CW	NAMING FACILITIES
CX	RENTING OR LEASING FACILITIES FROM OTHERS
CY	INTELLECTUAL PROPERTY



OTHER REVENUES  
GIFTS AND SOLICITATIONS

CDC  
(LEGAL)

USE OF DONATED  
PROPERTY

A conveyance, devise, or bequest of property for the benefit of the public schools, if not otherwise directed by the donor, vests the property in a board or their successors as trustees for those to be benefited by the donation. Funds or other property donated or the income from the property may be spent by the trustees:

1. For any purpose designated by the donor that is in keeping with the lawful purposes of the schools for the benefit of which the donation was made; or
2. For any legal purpose if a specific purpose is not designated by the donor.

*Education Code 11.156*

CHARITABLE RAFFLES

A district is not a "qualified nonprofit organization" for purposes of the Charitable Raffle Enabling Act and shall not sponsor or conduct raffles, i.e., award one or more prizes by chance at a single occasion among a pool or group of persons who have paid or promised a thing of value for a ticket that represents a chance to win a prize. *Occupations Code 2002.001 et seq.; Atty. Gen. Op. JM-1176 (1990)* [See also GKB]



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**Note:** For purposes of this policy, the terms “gift” and “donation” have the same meaning.

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UNSOLICITED GIFTS  
AUTHORITY TO  
ACCEPT

The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the District. However, any gift that the potential donor has expressly made conditional upon the District’s use for a specified purpose, or any gift of real property, shall require Board approval.

Once accepted, a gift becomes the sole property of the District.

CRITERIA FOR  
ACCEPTANCE

The District shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law.

Before the Superintendent accepts a gift or recommends acceptance of a gift to the Board, as applicable, the Superintendent shall consider whether the gift:

1. Has a purpose consistent with the District’s educational philosophy, goals, and objectives;
2. Places any restrictions on a campus or District program;
3. Would support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted;
4. Would result in ancillary or ongoing costs for the District;
5. Requires employment of additional personnel;
6. Requires or implies the endorsement of a specific business or product [see GKB for advertising opportunities];
7. Would result in inequitable funding, equipment, or resources among District schools or programs;
8. Obligates the District or a campus to engage in specific actions; or
9. Affects the physical structure of a building or would require extensive maintenance on the part of the District.

SOLICITATIONS

An employee who solicits gifts on behalf of the District or for use in the fulfillment of his or her professional responsibilities shall comply with relevant state and federal law and any District administrative regulations.

All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District.

OTHER REVENUES  
GIFTS AND SOLICITATIONS

CDC  
(LOCAL)

WEB-BASED  
SOLICITATIONS

An employee may solicit web-based donations of money or items for use by the employee in fulfilling his or her professional responsibilities or for the District's use, including "crowdfunding." However, an employee shall obtain prior approval from the employee's supervisor before using the name or image of the District, a campus, or any student.

ANNUAL AUDIT

The board shall have a district's fiscal accounts audited annually at district expense by a Texas certified or public accountant holding a permit from the State Board of Public Accountancy.

The audit shall be completed following the close of each fiscal year, and shall meet at least the minimum requirements and be in the format prescribed by the State Board of Education (SBOE), subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by a district through the Public Education Information Management System (PEIMS).

*Education Code 44.008(a), (b)*

AUDIT  
REQUIREMENTS  
AND PROCEDURES

A district must file with TEA an annual financial and compliance report and, if applicable, a state compensatory agreed-upon procedures report. These reports must be audited by an independent auditor, and the audit must be reviewed by TEA, including review of auditors' working papers, in accordance with the *Financial Accountability System Resource Guide (FASRG)*.

The annual financial audit report and state compensatory agreed-upon procedures report are due 150 days after the end of the fiscal year.

INDEPENDENT  
AUDITOR

A district must hire at its own expense an independent auditor to conduct an independent audit of its financial statements and provide an opinion on its annual financial and compliance report.

The independent auditor must:

1. Be associated with a certified public accountancy (CPA) firm that has a current valid license issued by the Texas State Board of Public Accountancy;
2. Be a certified public accountant with a current valid license issued by the Texas State Board of Public Accountancy, as required under Education Code 44.008; and
3. Adhere to the generally accepted auditing standards (GAAS), adopted by the American Institute of CPAs (AICPA), as amended, and the generally accepted government auditing standards (GAGAS), adopted by the U.S. Government Accountability Office, as amended.

The CPA firm must:

1. Be a member of the AICPA Governmental Audit Quality Center (GAQC);
2. Adhere to GAQC's membership requirements; and

3. Collectively have the knowledge, skills, and experience to be competent for the audit being conducted, including thorough knowledge of the government auditing requirements and:
  - a. Texas public school district environment; or
  - b. Public sector; or
  - c. Nonprofit sector.

If at any time the TEA division responsible for financial compliance reviews an audit firm's working papers and finds that the firm or the quality of the work does not meet the required standards, the division may require the district to change its audit firm.

*19 TAC 109.23*

FINANCIAL ACCOUNTABILITY SYSTEM RESOURCE GUIDE	The rules for financial accounting, including the selection of an auditor and the requirements for the audit, are described in the official TEA publication, <i>Financial Accountability System Resource Guide</i> , as amended, which is adopted as the SBOE's official rule. <i>19 TAC 109.41</i>
FILING OF REPORT	A copy of the annual audit report, approved by the board, shall be filed with TEA not later than the 150th day after the end of the fiscal year for which the audit was made. If a board does not approve the audit report, it shall nevertheless file a copy of it with TEA, accompanied by a statement detailing its reasons for failing to approve the report. <i>Education Code 44.008(d)</i>
FINANCIAL RECORDS	Each treasurer receiving or having control of any school fund shall keep a full and separate itemized account of each of the different classes of school funds received, and these records shall be available to audit. <i>Education Code 44.008(c)</i>
FINANCIAL ACCOUNTABILITY RATING SYSTEM	TEA will assign a financial accountability rating to each district. The commissioner of education will evaluate the rating system every three years and may modify the system to improve the effectiveness of the rating system. <i>Education Code 39.082; 19 TAC 109.1001(b), (c)</i>
DATA REVIEWED	TEA will use the following sources of data in calculating the financial accountability indicators for school districts: <ol style="list-style-type: none"><li>1. Audited financial data in a district's annual financial report, the audited annual report required by Education Code 44.008.</li><li>2. PEIMS data submitted by a district.</li><li>3. Warrant holds as reported by the comptroller.</li></ol>

4. The average daily attendance information used for foundation school program purposes for a district.

*19 TAC 109.1001(d)*

**BASIS FOR RATING** TEA will base the financial accountability rating of a district on its overall performance on the financial measurements, ratios, and other indicators established by the commissioner. Financial accountability ratings for a rating year are based on the data from the immediate prior fiscal year. *19 TAC 109.1001(e)*

**TYPES OF RATINGS** The types of financial accountability ratings a district may receive are A for superior achievement, B for above standard achievement, C for standard achievement, and F for substandard achievement. A school district receiving territory due to an annexation order by the commissioner under Education Code 13.054, or consolidation under Education Code, Chapter 41, Subchapter H, will not receive a rating for two consecutive years beginning with the rating year that is based on financial data from the fiscal year in which the order of annexation becomes effective. After the second rating year, the receiving district will be subject to the financial accountability rating system.

The commissioner may lower a financial accountability rating based on the findings of an action conducted under Education Code, Chapter 39. A financial accountability rating remains in effect until replaced by a subsequent rating.

*19 TAC 109.1001(h)-(j)*

**ISSUANCE OF RATINGS** TEA will issue a preliminary financial accountability rating to a district on or before August 8 of each year. TEA will not delay the issuance of a preliminary or final rating if a district fails to meet the statutory deadline under Education Code 44.008 for submitting the annual financial report. Instead, the district will receive an F rating for substandard achievement.

If TEA receives an appeal of a preliminary rating under 19 Administrative Code 109.1001(l), TEA will issue a final rating to a district no later than 60 days after receiving the appeal. If TEA does not receive an appeal of a preliminary rating, the preliminary rating automatically becomes a final rating 31 days after issuance of a preliminary rating.

*19 TAC 109.1001(k)*

A final rating issued by TEA may not be appealed under Education Code 7.057 or any other law or rule. *19 TAC 109.1001(m)*

ANNUAL AUDIT OF  
DROPOUT RECORDS

The commissioner shall develop a process for auditing district dropout records electronically. The commissioner shall also develop a system and standards for review of the audit or use systems already available at TEA. The system must be designed to identify districts that are at high risk of having inaccurate dropout records and that, as a result, require on-site monitoring of dropout records.

If the electronic audit of a district's dropout records indicates that the district is not at high risk of having inaccurate dropout records, the district may not be subject to on-site monitoring. If the risk-based system indicates that a district is at high risk of having inaccurate dropout records, the district is entitled to an opportunity to respond to the commissioner's determination before on-site monitoring may be conducted. A district must respond not later than the 30th day after the date the commissioner notifies the district of the commissioner's determination. If a district's response does not change the commissioner's determination that the district is at high risk of having inaccurate dropout records or if the district does not respond in a timely manner, the commissioner shall order TEA staff to conduct on-site monitoring.

*Education Code 39.308(a)-(c)*

CONTRACTED SERVICES

CJ  
(LEGAL)

EMPLOYMENT  
ASSISTANCE  
PROHIBITED

A district that receives Title I funds shall have regulations or policies that prohibit any individual who is a school employee, contractor, or agent, or a district, from assisting a school contractor or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or district knows, or has probable cause to believe, that such contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

This requirement shall not apply if the information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the implementing regulations under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations; and:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law;
2. The contractor or agent has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or
3. The case or investigation remains open and there have been no charges filed against, or indictment of, the contractor or agent within four years of the date on which the information was reported to a law enforcement agency.

*20 U.S.C. 7926* [See also DC]



CONTRACTED SERVICES

CJ  
(LOCAL)

EMPLOYMENT  
ASSISTANCE  
PROHIBITED

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees]



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**Note:** For provisions regarding selection and adoption of instructional materials, see EFAA.

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INSTRUCTIONAL  
MATERIALS

Instructional materials selected for use in the public schools shall be furnished without cost to the students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's instructional materials allotment (IMA). All instructional materials, including electronic or online instructional material to the extent of any applicable licensing agreement, purchased in accordance with Education Code Chapter 31 for a district are the property of the district. *Education Code 31.001, .102(a)–(b); 19 TAC 66.1315(a), (c)*

DELEGATION OF  
POWER

A board may delegate to an employee the power to requisition, distribute, and manage the inventory of instructional materials, consistent with Education Code Chapter 31. *Education Code 31.104(a)*

FUNDING

A school district is entitled to an allotment each biennium from the state instructional materials fund for each student enrolled in the district on a date during the last year of the preceding biennium specified by the commissioner of education. The commissioner shall determine the amount of the allotment per student each biennium on the basis of the amount of money available in the state instructional materials fund to fund the allotment. The allotment shall be transferred from the state instructional materials fund to the credit of the district's instructional materials account as provided by Education Code 31.0212. The allotment allocated to a district is considered revenue and must be coded by the district in a manner required by TEA. *Education Code 31.0211(a); 19 TAC 66.1315(d)*

The commissioner shall, as early as practicable during each biennium, notify each district of the estimated amount of funding to which the district will be entitled during the next fiscal biennium.

DELAYED  
PUBLISHER  
PAYMENT OPTION

A district may requisition and receive state-adopted instructional materials before IMA funds for those materials are available. The total cost of materials in the requisition may not exceed 80 percent of the district's expected IMA for the subsequent fiscal year.

When a district submits a requisition for instructional materials before IMA funds are available, TEA shall expend a district's existing IMA balance before applying the delayed payment option. TEA shall make payment for any remaining balance for a district's order as the IMA funds become available and shall prioritize payment for

requisitions over reimbursement of purchases made directly by a school district.

The commissioner shall ensure that publishers of instructional materials are informed of any potential delay in payment and that payment is subject to the availability of appropriated funds. Publishers may decline orders for which payments could be delayed. A publisher's decision to decline an order shall affect all of that publisher's orders for which payments could be delayed. Publishers may not selectively decline orders from individual districts. Government Code Chapter 2251 does not apply to requisitions under this provision.

*Education Code 31.0215; 19 TAC 66.1327*

NO APPEAL

The amount of the IMA determined by the commissioner is final and may not be appealed. *19 TAC 66.1307*

ALLOTMENT  
ADJUSTMENT  
CHANGE IN  
ENROLLMENT

Not later than May 31 of each school year, a district may request that the commissioner adjust the number of students for which the district is entitled to receive an allotment on the grounds that the number of students attending school in the district will increase or decrease during the school year for which the allotment is provided. The commissioner may also adjust the number of students for which a district is entitled to receive an allotment, without a request by the district, if the commissioner determines a different number of students is a more accurate reflection of students who will be attending school in the district. The commissioner's determination is final. *Education Code 31.0211(e)*

HIGH  
ENROLLMENT  
GROWTH

Each year the commissioner shall adjust the IMA of districts experiencing high enrollment growth. *Education Code 31.0214*

The commissioner's calculation for enrollment growth shall be adjusted automatically for each year of a biennium based on current Public Education Information Management System (PEIMS) enrollment data before the Educational Materials (EMAT) system opens each spring.

A district that experiences a minimum enrollment growth of ten percent over the previous five-year period for which the IMA amount is being determined is eligible to receive an adjustment to accommodate high-enrollment growth.

For each year in a biennium, a district that is experiencing a student population growth that is not reflected in the current state calculation may submit an application to be considered for additional funding if the district experienced:

1. A net increase of 3,500 students over the last five years; or

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INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

CMD  
(LEGAL)

2. An unexpected enrollment growth due to unforeseen circumstances.

A district may request additional funding for its IMA for high enrollment once during each school year.

The amount of funding for high-enrollment growth shall be allocated based on available IMA funds.

*19 TAC 66.1309*

PERMITTED  
EXPENDITURES

Funds allotted under this section may be used to purchase:

1. Instructional materials on the list adopted by the commissioner under Education Code 31.0231;
2. Instructional materials on the list adopted by the State Board of Education (SBOE) under Education Code 31.024;
3. Non-adopted instructional materials;
4. Consumable instructional materials, including workbooks;
5. Instructional materials for use in bilingual education classes, as provided by Education Code 31.029;
6. Instructional materials for use in college preparatory courses under Education Code 28.014, as provided by Education Code 31.031;
7. Supplemental instructional materials, as provided by Education Code 31.035;
8. State-developed open-source instructional materials, as provided by Education Code Chapter 31, Subchapter B-1;
9. Instructional materials and technological equipment under any continuing contracts of the district in effect on September 1, 2011; and
10. Technological equipment necessary to support the use of materials included on the list adopted by the commissioner or any instructional materials purchased with an allotment.

The funds can also be used to pay for training educational personnel directly involved in student learning in the appropriate use of instructional materials, providing access to technological equipment for instructional use, and the salary and other expenses of an employee who provides technical support for the use of technological equipment directly involved in student learning.

*Education Code 31.0211(c); 19 TAC 66.1307(c)*

EQUIPMENT AND SUPPLIES MANAGEMENT  
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(LEGAL)

PROHIBITED  
EXPENDITURES

IMA funds may not be used to purchase:

1. Services for installation;
2. The physical conduit that transmits data such as cabling and wiring or electricity;
3. Office and school supplies; or
4. Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment.

IMA funds may not be used to pay for travel expenses or equipment used at a warehouse for the purpose of moving, storing, or taking inventory of instructional materials.

*19 TAC 66.1307(d)*

ORDER OF  
PURCHASE

Each biennium a district shall use the district's allotment to purchase, in the following order:

1. Instructional materials necessary to permit the district to certify that the district has instructional materials that cover all elements of the essential knowledge and skills of the required curriculum, other than physical education, for each grade level.
2. Any other instructional materials or technological equipment as determined by the district.

*Education Code 31.0211(d)*

CERTIFICATION OF  
ALLOTMENT USE

Each district shall annually certify to the commissioner that the district's IMA has been used only for permitted expenses. *Education Code 31.0213*

INSTRUCTIONAL  
MATERIALS ACCOUNT

The commissioner shall maintain an instructional materials account for each district. In the first year of each biennium, the commissioner shall deposit the district's IMA in the account. The commissioner shall pay the cost of instructional materials requisitioned by a school district under Education Code 31.103 using funds from the district's instructional materials account.

A district may also use funds in the district's account to purchase electronic instructional materials or technological equipment. The district shall submit to the commissioner a request for funds for this purpose from the district's account in accordance with the commissioner's rules.

Money deposited in a district's instructional materials account during each state fiscal biennium remains in the account and available

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INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

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(LEGAL)

for use by the district for the entire biennium. At the end of each biennium, a district with unused money in the district's account may carry forward any remaining balance to the next biennium.

*Education Code 31.0212*

ONLINE REQUISITION  
SYSTEM (EMAT)

The commissioner shall maintain an online requisition system (EMAT) for districts to requisition instructional materials to be purchased with the district's IMA. *Education Code 31.101(f)*

LOCAL FUNDS

A district may use local funds to purchase any instructional materials in addition to those selected under Education Code Chapter 31. *Education Code 31.106*

REQUISITIONS, USE,  
AND DISTRIBUTION

A district shall make a requisition for instructional materials using the online requisition program (EMAT) maintained by the commissioner not later than June 1 of each year. A district may requisition instructional materials on the SBOE instructional materials list for grades above the grade level in which a student is enrolled. *Education Code 31.103(b)–(c)*

DURATION OF  
SELECTION

Once instructional materials have been selected, the district must use the material for the length of time described by Education Code 31.101. *Education Code 31.101* [See EFAA]

VALUE

Current instructional materials in a district's inventory are considered assets and a value must be determined by the district. *19 TAC 66.1315(e)*

DISTRIBUTION

The board shall distribute or provide access to instructional materials to students as it may deem most effective and economical. *Education Code 31.102(c); 19 TAC 66.1315(f)*

SUPPLEMENTAL  
INSTRUCTIONAL  
MATERIALS

A school district may requisition supplemental instructional material adopted by the SBOE but not on the instructional material list under Education Code 31.023 only if the district requisitions the supplemental instructional material along with other supplemental instructional materials or instructional materials on the SBOE instructional materials list that in combination cover each element of the essential knowledge and skills for the course for which the district is requisitioning the supplemental instructional materials. *Education Code 31.035(d)*

AVAILABILITY OF  
OPEN-SOURCE  
INSTRUCTIONAL  
MATERIALS

A district that selects open-source instructional material shall requisition a sufficient number of printed copies for use by students unable to access the instructional material electronically unless the district or school provides to each student:

1. Electronic access to the instructional material at no cost to the student; or

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2. Printed copies of the portion of the instructional material that will be used in the course.

*Education Code 31.103(d)*

REIMBURSEMENTS OF  
IMA EXPENDITURES

A district may be reimbursed for allowable IMA expenditures. Reimbursements shall be funded through a district's IMA as funds become available.

A district may receive a reimbursement only if the district:

1. Submits a request through the EMAT system;
2. Has a zero IMA balance or the cost of an allowable product or service is more than the district's available IMA balance at the time the request is submitted; and
3. Has received approval from TEA through the EMAT system.

TEA shall establish a reimbursement process for school districts and open-enrollment charter schools.

*19 TAC 66.1325*

EMPLOYEE TRAINING

A board shall require the employee responsible for ordering instructional materials to complete TEA-developed training in the use of the IMA and the use of the instructional materials ordering system (EMAT). Training shall be completed prior to ordering instructional materials for the first time and again each time the district is notified by TEA that the training has been updated. The district shall maintain documentation of the completion of the required training. *19 TAC 66.107(d)*

SPECIALIZED  
INSTRUCTIONAL  
MATERIAL FORMATS

"Specialized instructional material format" means any form of published material converted into an alternative medium that is exclusively for use by persons who are blind or with other disabilities, as authorized by the Vocational-Rehabilitation Act and the Americans with Disabilities Act. *19 TAC 66.1301(10)*

All laws and rules applying to instructional materials provided to students with no visual impairments that do not conflict with Education Code 31.028 apply to the distribution and control of specialized instructional material formats, including but not limited to the following:

1. A requisition for special instructional materials shall be based on actual student enrollment to meet individual student needs.
2. Each district shall conduct an annual physical inventory of all currently adopted accessible instructional materials that have been requisitioned by and delivered to the district. The results

of the inventory shall be recorded in the district's files and made available to TEA upon request.

Reimbursement and/or replacement shall be made for all volumes of specialized instructional material formats determined to be lost.

FOR TEACHERS

Adopted instructional materials needed by a teacher who is blind or visually impaired shall be furnished in a specialized format by the state without cost. The materials are to be loaned to the district as long as needed and are to be returned to the state when they are no longer needed. Materials in the medium needed by the teacher may be requisitioned by an instructional materials coordinator after the superintendent has certified the following to the commissioner:

1. The name of the teacher;
2. The grade or subject taught; and
3. The fact of the teacher's visual impairment.

FOR STUDENTS

Non-adopted instructional materials purchased by a district shall be made available and provided in the specified format needed to students who are blind and visually impaired at the district's expense.

FOR PARENTS

Adopted instructional materials in a specialized format that are requested by a parent who is blind or visually impaired shall be furnished without cost by the state. Materials in the medium needed by the parent may be requisitioned by an instructional materials coordinator. Requests for electronic files shall be filled by TEA after the parent signs and TEA receives a statement, through the district, promising that the parent will safeguard the security of the files and observe all current copyright laws. All specialized instructional material formats and electronic files with educational content that have been provided to parents who are blind or visually impaired must be returned to the local school district at the end of the school year for reuse.

*19 TAC 66.1311, .1319(e)*

BILINGUAL  
INSTRUCTIONAL  
MATERIALS

A district shall purchase with the district's IMA or otherwise acquire instructional materials for use in bilingual education classes. The calculation used for adjusting the IMA for bilingual education student enrollment is based on actual bilingual enrollment. The calculation shall take into account funds used for TEA administrative purposes and juvenile justice alternative education programs and include adjustments for bilingual education student enrollment and high-enrollment growth. *Education Code 31.029; 19 TAC 66.1313*

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CERTIFICATION OF  
INSTRUCTIONAL  
MATERIALS

Prior to the beginning of each school year, each district shall certify to the commissioner in a format approved by the commissioner that, for each subject in the foundation and enrichment curriculum other than physical education, and each grade level, the district provides each student instructional materials that cover all elements of the essential knowledge and skills adopted by the SBOE for that subject and grade level.

To determine whether each student has instructional materials that cover all elements of the essential knowledge and skills, a district may consider both state- and commissioner-adopted instructional materials and non-adopted instructional materials, including:

1. Instructional materials adopted by the SBOE;
2. Materials adopted or purchased by the commissioner under Education Code 31.0231 or Education Code Chapter 31, Subchapter B-1;
3. Open-source instructional materials submitted by eligible institutions and adopted by the SBOE;
4. Open-source instructional materials made available by other public schools; and
5. Instructional materials developed or purchased by the district.

Upon request by the commissioner, the certification shall include supporting documentation describing the instructional materials on which the certification is based.

The certifications shall be ratified by the board in a public meeting.

A district may not submit a requisition or request for disbursement through the EMAT system for the next school year until the required annual certification has been received by the commissioner for the current school year.

*Education Code 31.004; 19 TAC 66.1305*

OWNERSHIP

A student must return all instructional materials to the teacher at the end of the school year or when the student withdraws from school, unless the instructional material is open-source instructional material that a district does not intend to use for another student. The printed copy of the open-source instructional material becomes the property of the student to whom it is distributed.

This provision does not apply to an electronic copy of open-source instructional material.

*Education Code 31.104(c), (g)–(h); 19 TAC 66.107(b)*

EQUIPMENT AND SUPPLIES MANAGEMENT  
INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

CMD  
(LEGAL)

RESPONSIBILITY FOR  
INSTRUCTIONAL  
MATERIALS AND  
EQUIPMENT

Each student or his or her parent or guardian is responsible for all instructional material and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment forfeits the right to free instructional materials and technological equipment until all instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian.

The board may not require an employee of the district to pay for instructional materials or technological equipment that is stolen, misplaced, or not returned by a student. [See DG]

As provided by board policy, a district may waive or reduce the payment required if the student is from a low-income family. [See FP] A district shall allow the student to use instructional materials and technological equipment at school during each school day.

If instructional materials or technological equipment is not returned in an acceptable condition and payment is not made, a district may withhold the student's records. A district may not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. [See FL and GBA regarding student and parental right to access records; and FD, FFAB, and FL regarding a district's duties to provide records to another district]

These provisions do not apply to an electronic copy of open-source instructional material.

*Education Code 31.104(d), (e), (h); 19 TAC 66.107(c), .1319(d)*  
[See also EF]

ACCEPTABLE  
CONDITION

Printed instructional materials are considered to be in acceptable condition if:

1. The cover, binding, pages, spine, and all integral components of the instructional materials are wholly intact and the instructional materials are fully usable by other students; and
2. All components of the instructional materials are not soiled, torn, or damaged—whether intentionally or by lack of appropriate care—such that any portion of the content is too disfigured or obscured to be fully accessible to other students.

*19 TAC 66.1201*

Electronic instructional materials are considered to be in acceptable condition if:

1. All components or applications that are a part of the electronic instructional materials are returned;
2. The electronic instructional materials do not contain computer code (bug, virus, worm, or similar malicious software) that has been designed to self-replicate, damage, change, or otherwise hinder the performance of any computer's memory, file system, or software; and
3. The electronic instructional materials have not been installed with plug-ins, snap-ins, or add-ins without the prior approval of the school district.

*19 TAC 66.1203*

Technological equipment is considered to be in acceptable condition if:

1. The equipment is returned with the software and hardware in their original condition unless the district authorized changes; and
2. The physical condition of the equipment has been cared for appropriately such that the equipment is not broken or damaged beyond cost-effective replacement or repair.

*19 TAC 66.1205*

LOST, DAMAGED,  
OR WORN OUT  
INSTRUCTIONAL  
MATERIALS

Each district is fiscally responsible for lost, damaged, or worn out instructional materials.

A district may use the IMA or other available funds to replace lost, damaged, or worn out instructional materials.

Worn out or damaged instructional materials must be declared by the district as unsuitable for student use and the district must document the method of disposal.

A district declaring worn out instructional materials must follow the commissioner-approved standards for worn out instructional materials.

Recycling funds received from the disposal of worn out instructional materials must be:

1. Reported to TEA through procedures established by the commissioner; and
2. Used to purchase instructional materials and technological equipment allowed under Education Code 31.0211.

EQUIPMENT AND SUPPLIES MANAGEMENT  
INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

CMD  
(LEGAL)

A district must adjust its inventory for lost, damaged, or worn out instructional materials and replacements through the EMAT system and document all transactions in the district annual inventory.

*19 TAC 66.1321*

SALE OR DISPOSAL

A board must notify TEA of its intent to sell or dispose of instructional materials or technological equipment by a process established by the commissioner.

SALE AFTER  
DISCONTINUED  
FOR USE

A board may sell any printed or electronic instructional materials purchased with the district's IMA on the date the instructional material is discontinued for use in the public schools. The board may only sell or dispose of online or electronic instructional materials in compliance with the terms of any applicable licensing agreement.

TECHNOLOGICAL  
EQUIPMENT

A board may sell technological equipment owned by the district that was purchased with the district's IMA.

REPORT TO  
COMMISSIONER

A board must report to the commissioner the amount of funds to be received from the sale of the instructional materials and technological equipment, identify the purchaser, and identify the instructional materials and/or technological equipment to be sold.

USE OF PROCEEDS  
OF SALE

Funds received by a district from a sale of instructional materials or technological equipment purchased with the IMA must be used to purchase instructional materials and technological equipment allowed under Education Code 31.0211. The board must certify to the commissioner that the new instructional materials acquired from the sale of discontinued instructional materials will cover the Texas essential knowledge and skills and be made available to students and/or teachers.

DISPOSAL

A board may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the SBOE if the board determines that the instructional material is not needed by the district and the board does not reasonably expect that the instructional material will be needed.

A board shall determine how the district will dispose of discontinued printed instructional materials and technological equipment and must notify the commissioner prior to the disposal of any instructional materials, identifying the instructional materials to be disposed and the method of disposal.

*Education Code 31.105; 19 TAC 66.1317*

ANNUAL INVENTORY

A district shall conduct an annual physical inventory of:

1. All currently adopted instructional materials that have been requisitioned by and delivered to the district;

EQUIPMENT AND SUPPLIES MANAGEMENT  
INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

CMD  
(LEGAL)

2. All non-adopted instructional materials purchased with funds from the IMA; and
3. All technological equipment purchased with funds from the IMA.

The results of the inventory shall be recorded in a district's files and in the EMAT system.

*19 TAC 66.107(a), .1319(a)*

LOCAL HANDLING  
EXPENSES

School districts shall not be reimbursed from state funds for expenses incurred in local handling of instructional materials. *19 TAC 66.104(d)*

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**Note:** The following is an index of website posting requirements that are addressed in the legal reference material of the policy manual. The list is not all-inclusive. The list does not address postings that are required in response to a specific incident or postings required under special circumstances.

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REQUIRED INTERNET  
POSTINGS

A district that maintains an Internet website shall post the following:

1. Not later than 30 days after an accreditation status of accredited-warned, accredited-probation, or not accredited-revoked is assigned, a district must post notice on the home page of its website with a link to the required notification under 19 Administrative Code 97.1055(f), and maintain this until the district is assigned the accredited status. [See AIA]
2. A board shall disseminate its Texas Academic Performance Report (TAPR) by posting it on the district website under 19 Administrative Code 61.1022(f). [See AIB]
3. Not later than the tenth day after the first day of instruction of each school year, a district shall make available each campus report card, the district's performance report, the district's accreditation status and performance rating, and a definition and explanation of each accreditation status, under Education Code 39.362. [See AIB]
4. Not later than August 8 of each year, a district shall post the locally determined performance ratings and compliance status for the district and each campus under 19 Administrative Code 61.1023(h). [See AIB]
5. A district shall post its annual federal report card under 20 U.S.C. 6311(h)(2). [See AIB]
6. A district shall post a targeted improvement plan for a campus assigned an unacceptable performance rating on its website before the board hearing on the plan under Education Code 39.106(e-1). [See AIC]
7. A district shall post an election notice required under Election Code 85.007. [See BBB]
8. A district that is located wholly or partly in a municipality with a population of more than 500,000 and with a student enrollment of more than 15,000 shall post a report filed pursuant to Election Code Chapter 254 by a board member, a candidate for membership on the board, or a specific-purpose committee for supporting, opposing, or assisting a candidate or

- member of a board under Election Code 254.04011. [See BBBA]
9. A district shall provide access to the conflicts disclosure statements and questionnaires under Local Government Code 176.009. [See BBFA, CHE]
  10. A district shall post the statements regarding activities to support student health under Education Code 28.004. [See BDF]
  11. A board must post notice of a board meeting and, if the district contains all or part of the area within the corporate boundaries of a municipality with a population of 48,000 or more, the board must also post the agenda for a board meeting under Government Code 551.056. [See BE]
  12. A district that has a student enrollment of 10,000 or more shall post the archived recording, or a link thereto, of its meetings under Government Code 551.128(b-1). [See BE]
  13. A district issuing capital appreciation bonds shall post the information required by Government Code 1201.0245. [See CCA]
  14. A district shall include on the home page of its website the prescribed statement if the district increases the amount of taxes to fund maintenance and operation expenditures under Tax Code 26.05(b). [See CCG]
  15. A district shall post a summary of its proposed budget concurrently with publication of the proposed budget under Education Code 44.0041. [See CE]
  16. A district shall maintain its adopted budget on the district's website until the third anniversary of the date the budget was adopted, under Education Code 44.0051. [See CE]
  17. A district shall continuously post its annual financial report under Local Government Code 140.008 on its website until the district posts the next annual report, or, as an alternative, the district may post a link to the comptroller's website where the district's financial information may be viewed. [See CFA]
  18. A district shall continuously post on its website the contact information for the district's main office, including the physical address, the mailing address, the main telephone number, and an e-mail address, under Local Government Code 140.008(f)(2). [See CFA]
  19. A district shall report its energy usage information on a publicly accessible Internet website with an interface designed for

- ease of navigation, if available, under Government Code 2265.001. [See CL]
20. A district that does not participate in the uniform group health insurance program (TRS ActiveCare) shall post its comparability report, together with the policy or contract for the group health coverage plan, under Education Code 22.004(d). [See CRD]
  21. A district shall post the board's employment policies under Education Code 21.204(d). [See DCB]
  22. A district shall post the transition and employment guide for students enrolled in special education programs and their parents in order to provide information on statewide services and programs that assist in the transition to life outside the public school system, under Education Code 29.0112.
  23. A district shall publish information from TEA under Education Code 28.02121 explaining the advantages of the distinguished level of achievement and each endorsement. [See EIF]
  24. A district shall post the date the PSAT/NMSQT will be administered and the date any college advanced placement tests will be administered, under Education Code 29.916. [See EK]
  25. A district that receives funds under Title 1, Part A shall post on its website and the website of each campus for each grade served, information on each assessment required by the state to comply with 20 U.S.C. 6311, other assessments required by the state, and assessments required district-wide, under 20 U.S.C. 6312(e)(2)(B). [See EKB]
  26. A district shall post information regarding local programs and services, including charitable programs and services, available to assist homeless students, under Education Code 33.906. [See FDC]
  27. A district shall prominently post information about required and recommended immunizations and procedures for claiming an exemption from immunization requirements under Education Code 38.019. [See FFAB]
  28. To the extent practicable, a district must post the procedure for reporting bullying established by the district's bullying policy, under Education Code 37.0832(e). [See FFI]

TECHNOLOGY RESOURCES  
DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

CQA  
(LEGAL)

OPTIONAL INTERNET  
POSTINGS

A district that maintains an Internet website may post the following:

1. A board may broadcast an open meeting over the Internet, under Government Code 551.128. [See BE]
2. A district may publish the superintendent's employment contract on the district's website instead of publishing it in the annual financial management report under 19 Administrative Code 109.1001(o). [See CFA]
3. Notice of a vacant position for which a certificate or license is required may be provided by posting the position on the district's Internet website, rather than on a bulletin board, under Education Code 11.1513. [See DC]
4. A district may place on its Internet website a current copy of the procedural safeguards notice regarding special education and related services, under 34 C.F.R. 300.504(b). [See EHBAE]
5. A district may provide the annual notice to the parent of each student enrolled in grade 9 or above of the availability of programs under which a student may earn college credit, under Education Code 28.010. [See EHDD]

"GEOSPATIAL DATA  
PRODUCTS"

"Geospatial data product" means a document, computer file, or Internet website that contains geospatial data; a map; or information about a service involving geospatial data or a map. *Gov't Code 2051.101(1)*

NOTICE

A district shall include a notice on each geospatial data product that:

1. Is created or hosted by the district;
2. Appears to represent property boundaries; and
3. Was not produced using information from an on-the-ground survey conducted by or under the supervision of a registered professional land surveyor or land surveyor authorized to perform surveys under laws in effect when the survey was conducted.

The notice must be in substantially the following form: "This product is for informational purposes and may not have been prepared for or be suitable for legal, engineering, or surveying purposes. It does not represent an on-the-ground survey and represents only the approximate relative location of property boundaries."

The notice may include language further defining the limits of liability of a geospatial data product producer; apply to a geospatial data

product that contains more than one map; or for a notice that applies to a geospatial data product that is or is on an Internet website, be included on a separate page that requires the person accessing the website to agree to the terms of the notice before accessing the geospatial data product.

*Gov't Code 2051.102*

EXEMPTION

A district is not required to include the notice on a geospatial data product that:

1. Does not contain a legal description, a property boundary monument, or the distance and direction of a property line;
2. Is prepared only for use as evidence in a legal proceeding;
3. Is filed with the clerk of any court; or
4. Is filed with the county clerk.

*Gov't Code 2051.103*



EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

DBA  
(LEGAL)

NOTICE TO PARENTS  
TEACHER  
QUALIFICATIONS

As a condition of receiving assistance under Title I, Part A of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6301 et seq.), a district shall, at the beginning of each school year, notify the parents of each student attending any school receiving such funds that the parents may request, and the district shall provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the student's teacher:
  - a. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

*20 U.S.C. 6312(e)(1)(A)*

FEDERALLY  
REQUIRED NOTICE  
WHEN TEACHER  
LACKS  
CREDENTIALS

A school that receives such federal funds shall also provide to each individual parent of a child who is a student in such school, with respect to such student, timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

*20 U.S.C. 6312(e)(1)(B)(ii)*

STATE-REQUIRED  
NOTICE WHEN  
TEACHER LACKS  
CREDENTIALS

If a 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.

A 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. A 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. A district shall retain a copy of the notice and make

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
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(LEGAL)

information relating to teacher certification available to the public on request.

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 of education.

*Education Code 21.057; 19 TAC 231.1*

PROFESSIONAL  
PERSONNEL  
CERTIFICATE

A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a district unless the person holds an appropriate certificate or permit. A person who desires to teach shall present the person’s certificate for filing with a district before the person’s contract with a board is binding.

A person employed by a district as an educational diagnostician before September 1, 2008, may continue employment with the district without obtaining a certificate or permit as an educational diagnostician so long as the person is employed by that district.

A person is not required to hold a certificate under Education Code 21.0487 to be employed by a district as a Junior Reserve Officer Training Corps instructor.

An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

*Education Code 21.003(a), .0487(d), .053(a)–(b)*

LICENSE

A person may not be employed by a district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

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(LEGAL)

counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession. A person may perform specific services within those professions for a district only if the person holds the appropriate credentials from the appropriate state agency.

A person employed by a district before September 1, 2011, to perform marriage and family therapy is not required to hold a license as a marriage and family therapist as long as the person remains employed by the district.

*Education Code 21.003(b)*

SCHOOL DISTRICT  
TEACHING PERMIT

A district may issue a school district teaching permit and employ as a teacher a person who does not hold a teaching certificate issued by SBEC. To be eligible for a school district teaching permit, a person must hold a baccalaureate degree. *Education Code 21.055(a)–(b)*

STATEMENT TO  
COMMISSIONER

Promptly after employing a person under a school district permit, a district shall send a written statement to the commissioner. This statement must identify the person, the person's qualifications as a teacher, and the subject or class the person will teach. The person may teach the subject or class pending action by the commissioner.

Not later than the 30th day after the commissioner receives a district's statement, the commissioner may inform the district that the person is not qualified to teach. The person may not teach if the commissioner finds that the person is not qualified. If the commissioner fails to act before the 30th day after receiving the statement, a district may issue the school district teaching permit and the person may teach the subject or class identified in the statement sent to the commissioner.

*Education Code 21.055(c)–(d)*

NONCORE CAREER  
AND TECHNICAL  
COURSES

The following requirements do not apply to a person who will teach only noncore academic career and technical education courses:

1. The requirement to hold a baccalaureate degree;
2. The requirement that the district send a written statement to the commissioner identifying the person, the person's qualifications as a teacher, and the subject or class the person will teach; and

3. The requirement that the commissioner inform the district in writing if the commissioner finds the person to be not qualified to teach.

A board may issue a school district teaching permit to a person who will teach courses only in career and technical education based on qualifications certified by the superintendent. Qualifications must include demonstrated subject matter expertise such as professional work experience, formal training and education, holding an active professional relevant industry license, certification, or registration, or any combination of work experience, training and education, or industry license, certification, or registration, in the subject matter to be taught.

The superintendent shall certify to the board that a new employee has undergone a criminal background check and is capable of proper classroom management. A district shall require a new employee to obtain at least 20 hours of classroom management training and to comply with continuing education requirements as determined by the board.

A person may teach a career and technical education course immediately upon issuance of a permit. Promptly after employing a person who qualifies under Education Code 21.055(d-1), the board shall send to the commissioner a written statement identifying the person, the course the person will teach, and the person's qualifications to teach the course.

*Education Code 21.055(d-1)*

DURATION OF PERMIT

A school district teaching permit remains valid unless the district issuing the permit revokes it for cause. A person authorized to teach under a school district teaching permit issued by a particular district may not teach in another school district unless that other district complies with the permit-issuing provisions. *Education Code 21.055(e)*

CERTIFICATION OF PARAPROFESSIONAL EMPLOYEES

Educational aides shall be certified according to standards established by the State Board for Educator Certification. *19 TAC 230.51*

FEDERAL REQUIREMENTS FOR TEACHERS AND PARAPROFESSIONALS

Teachers and paraprofessionals working in a program supported with funds under Title I, Part A of the Elementary and Secondary Education Act (20 U.S.C. 6301 et seq.) shall meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *20 U.S.C. 6311(g)(2)(J), 6312(c)(6)*

The state's professional standards for paraprofessionals working in a program supported with Title I funds must include qualifications

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

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(LEGAL)

that were in place under former 20 U.S.C. 6319, as that section existed before December 10, 2015. *20 U.S.C. 6311(g)(2)(M)*

QUALIFICATIONS  
BEFORE  
DECEMBER 10, 2015

Each district receiving assistance under Title I, Part A of the ESEA shall ensure that all paraprofessionals working in a program supported with those funds shall:

DUTIES

1. Be assigned only duties consistent with the following:
  - a. A paraprofessional may be assigned to:
    - (1) Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
    - (2) Assist with classroom management, such as organizing instructional and other materials;
    - (3) Provide assistance in a computer laboratory;
    - (4) Conduct parental involvement activities;
    - (5) Provide support in a library or media center;
    - (6) Act as a translator; or
    - (7) Provide instructional services to students in accordance with items (b) and (c).
  - b. A paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with this section; and
  - c. A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

HIGH SCHOOL  
DIPLOMA

2. Regardless of a paraprofessional's hiring date, have earned a secondary school diploma or its recognized equivalent.

HIGHER  
EDUCATION OR  
COMPETENCY  
TEST

3. If hired after January 8, 2002, have one of the following credentials:
  - a. Completed at least two years of study at an institution of higher education;
  - b. Obtained an associate's (or higher) degree; or

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
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- c. Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
  - (1) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
  - (2) Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Receipt of a high school diploma is not sufficient to satisfy the formal academic assessment requirement.

EXCEPTIONS

The HIGHER EDUCATION OR COMPETENCY TEST requirements above shall not apply to a paraprofessional:

- 1. Who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under Title I, Part A by acting as a translator; or
- 2. Whose duties consist solely of conducting parental involvement activities.

*Former 20 U.S.C. 6319 in effect before Dec. 10, 2015*

FEDERAL  
REQUIREMENTS FOR  
SPECIAL EDUCATION  
TEACHERS

Each person employed as a special education teacher who teaches elementary school, middle school, or secondary school must:

- 1. Have obtained full state certification as a special education teacher [including participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 C.F.R. 2005.56(a)(2)(ii) as in effect November 28, 2008], or passed the state special education teacher licensing examination, and holds a license to teach in the state as a special education teacher;
- 2. Have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- 3. Hold at least a bachelor's degree.

*20 U.S.C. 1412(a)(14)(C)*

CPR AND FIRST AID  
CERTIFICATION

A district employee who serves as head director of a school marching band, head coach, or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Associa-

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

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tion, or another organization that provides equivalent training and certification. A district shall adopt procedures for administering this requirement, including procedures for the time and manner in which proof of current certification must be submitted. *Education Code 33.086*

AED CERTIFICATION

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheer-leading coach, and any other employee specified by the commissioner must receive and maintain certification in the use of an automated external defibrillator (AED) from the American Heart Association, the American Red Cross, or a similar nationally recognized association. *Education Code 22.902* [See DMA]

SCHOOL BUS  
DRIVERS  
CREDENTIALS

For purposes of the following provisions, a "school bus driver" is a driver transporting school children and/or school personnel on routes to and from school or on a school-related activity trip while operating a multifunction school activity bus, school activity bus, or school bus. *37 TAC 14.1* [See CNA]

At a minimum, to become employed and maintain employment status as a school bus driver, a person must meet the following requirements:

1. Be at least 18 years old.
2. Possess a valid driver's license designating a class appropriate (with applicable endorsement, if commercial driver license) for the gross vehicle weight rating and manufacturer's designed passenger capacity of the vehicle to be operated.
3. Meet the medical qualifications specified by the Department of Public Safety (DPS) at 37 Administrative Code 14.12. [See DBB]
4. Maintain an acceptable driving record in accordance with the minimum standards established by the DPS at 37 Administrative Code 14.14.
5. Maintain an acceptable criminal history record, secured from any law enforcement agency or criminal justice agency, and reviewed in accordance with the provisions of Education Code Chapter 22. [See DBAA]
6. Possess a valid Texas School Bus Driver Safety Training Certificate, as specified at 37 Administrative Code 14.35 or a valid Enrollment Certificate, as specified at 37 Administrative Code 14.36.

*Transp. Code 521.022; 37 TAC 14.11, .12, .14*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

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PRE-EMPLOYMENT  
INQUIRIES

An applicant for employment as a school bus driver must disclose to the district:

1. Any violations of motor vehicle laws or ordinances (other than parking violations) of which the applicant was convicted or forfeited bond or collateral during the three years preceding the date the application is submitted;
2. Any serious traffic violations, as defined by Transportation Code 522.003(25), of which the applicant was convicted during the ten years preceding the date the application is submitted; and
3. Any suspension, revocation, or cancellation of driving privilege that the applicant has ever received.

The district shall make an inquiry into the applicant's complete driving record, with DPS and with any state in which the applicant held a motor vehicle operator's license or permit within the past seven years. If no previous driving record is found to exist, the district must document its efforts to obtain such information and certify that no previous driving record exists for the individual.

The district shall review the applicant's driving record to determine whether that person meets minimum requirements, as described at 37 Administrative Code 14.14(d) (penalty points for convictions of traffic law violations and crash involvements).

*37 TAC 14.14(b)*

ANNUAL  
EVALUATION

A district shall, at least once every 12 months, make an inquiry into the complete driving record of each school bus driver it employs, with DPS and with any state in which the individual held a motor vehicle operator's license or permit during that time period. The district shall review the driving record to determine whether the individual meets the minimum requirements described at 37 Administrative Code 14.14(d) (penalty points for convictions of traffic law violations and crash involvements). *Transp. Code 521.022(d); 37 TAC 14.14(c)*

DISQUALIFICATION

Any person who has accumulated ten or more penalty points shall be considered ineligible to transport students until such time as he or she may become qualified. A school bus driver who receives notice that his or her license, permit, or privilege to operate a motor vehicle has been revoked, suspended, or withdrawn shall notify the district of the contents of the notice before the end of the business day following the day the driver received it. A district shall not permit a disqualified driver to drive a school bus, school activity bus, or multifunction school activity bus. *37 TAC 14.14(g)*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

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EMPLOYEE RECORDS	The following records on professional personnel must be readily available for review by the commissioner:
PROFESSIONAL EMPLOYEES	<ol style="list-style-type: none"><li>1. Credentials (certificate or license);</li><li>2. Service record(s) and any attachments;</li><li>3. Contract;</li><li>4. Teaching schedule or other assignment record; and</li><li>5. Absence from duty reports.</li></ol>
SERVICE RECORD	<p>The basic document in support of the number of years of professional service claimed for salary increment purposes and both the state's sick and personal leave program data for all personnel is the service record (form FIN-115) or a similar form containing the same information. It is the responsibility of the issuing district to ensure that service records are true and correct and that all service recorded on the service record was actually performed.</p> <p>The service record must be validated by a person designated by a district to sign service records. The service record shall be kept on file at the district.</p>
FORMER EMPLOYEES	<p>On request by a classroom teacher, librarian, school counselor, or nurse or by the school district employing one of those individuals, a district that previously employed the individual shall provide a copy of the individual's service record to the district employing the individual. The district must provide the copy not later than the 30th day after the later of:</p> <ol style="list-style-type: none"><li>1. The date the request is made; or</li><li>2. The date of the last day of the individual's service to the district.</li></ol> <p>The original service record, signed by the employee, shall be given to the employee upon request or sent to the next employing district. A district must maintain a legible copy for audit purposes. A scanned version of the original service record may be considered official if sent directly from one employing district to another employing district.</p> <p><i>Education Code 21.4031; 19 TAC 153.1021(b), (d)</i></p>
ACCESS TO EMPLOYEE RECORDS	With regard to public access to information in personnel records, custodians of such records shall adhere to the requirements of the Public Information Law. <i>Gov't Code Ch. 552</i> [See GBA]

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

DBA  
(LEGAL)

Information in a personnel file is excepted from the requirements of the Public Information Law if the disclosure would constitute a clearly unwarranted invasion of personal privacy.

Except as provided below, an employee of a district shall choose whether to allow public access to information in the district's custody that relates to the employee's home address, home telephone number, emergency contact information, or social security number, or that reveals whether the person has family members.

*Gov't Code 552.024, .102(a)*

The social security number of an employee of a district in the custody of the district is confidential. A 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. *Gov't Code 552.024(a-1), .147(a-1)*

EMPLOYEE  
RIGHT OF  
ACCESS

All information in the personnel file of a district employee shall be made available to that employee or the employee's designated representative as public information is made available under the Public Information Law. An employee or an employee's authorized representative has a special right of access, beyond the right of the general public, to information held by a district that relates to the employee and that is protected from public disclosure by laws intended to protect the employee's privacy interests.

A district may not deny to the employee or his or her representative access to information relating to the employee on the grounds that the information is considered confidential by privacy principles under the Public Information Law. A district may assert as grounds for denial of access other provisions of the Public Information Law or other laws that are not intended to protect the employee's privacy interests.

If a district determines that information in the employee's records is exempt from disclosure under an exception of Government Code Chapter 552, Subchapter C, other than an exception intended to protect the privacy interest of the requestor or the person whom the requestor is authorized to represent, it shall submit a written request for a decision to the attorney general before disclosing the information. If a decision is not requested, a district shall release the information to the requestor not later than the tenth day after the request for information is received.

*Gov't Code 552.023, .102(a), .307*

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), .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 a 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, such as addressing an audience or engaging in a seminar, to

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

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)*

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, except that a schoolteacher, retired schoolteacher, or retired school administrator may receive compensation for serving as a member of a governing body of a school district, city, town, or local governmental district, including a water district created under Section 59, Article XVI, or Section 52, Article III. *Tex. Const., Art. XVI, Sec. 40(b)*

CONFLICTS  
DISCLOSURE  
STATEMENT

A local government officer shall file a conflicts disclosure statement with respect to a vendor if the vendor enters into a contract with the district or the district is considering entering into a contract with the vendor; and the vendor:

BUSINESS  
RELATIONSHIP

1. Has an employment or other business relationship with the local government officer or a family member of the officer, and the business relationship results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that:
  - a. A contract between the district and the vendor has been executed; or

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

GIFT(S)	<ul style="list-style-type: none"><li>b. The district is considering entering into a contract with the vendor;</li></ul> <p>2. Has given to the local government officer or a family member of the officer one or more gifts, as defined by law, and the gift or gifts have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that:</p> <ul style="list-style-type: none"><li>a. A contract between the district and the vendor has been executed; or</li><li>b. The district is considering entering into a contract with the vendor; or</li></ul>
FAMILY RELATIONSHIP	<p>3. Has a family relationship with the local government officer.</p> <p>A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is a political contribution as defined by Title 15, Election Code, or food accepted as a guest.</p> <p><i>Local Gov't Code 176.003(a)–(a-1)</i></p>
DEFINITIONS	<p>“Local government officer” means a member of the board; the superintendent; or an agent (including an employee) of the district who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. <i>Local Gov't Code 176.001(1), (4)</i></p> <p>“Gift” means a benefit offered by a person, including food, lodging, transportation, and entertainment accepted as a guest. The term does not include a benefit offered on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient. <i>Local Gov't Code 176.001(2-b)</i></p> <hr/> <p><b>Note:</b> For additional provisions and definitions relating to conflict disclosure statements, see BBFA(LEGAL).</p> <hr/>
PERSONAL SERVICES PERFORMED BY SUPERINTENDENT	<p>A superintendent of a school district 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 a 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. <i>Education Code 11.201(e)</i></p>

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

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

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EMPLOYMENT PRACTICES

DC  
(LEGAL)

EMPLOYMENT POLICIES	A board shall adopt a policy providing for the employment and duties of district personnel. The policy shall provide that:
SUPERINTENDENT	1. A board employs and evaluates the superintendent;
SELECTION OF PERSONNEL	2. A superintendent has sole authority to make recommendations to a board regarding the selection of all personnel, except that the board may delegate final authority for those decisions to the superintendent [see SUPERINTENDENT RECOMMENDATION, below];
CAMPUS ASSIGNMENTS	3. Each principal must approve each teacher or staff appointment to the principal's campus as provided by Education Code 11.202 [see DK and DP];
JOB POSTINGS	4. Notice will be provided of vacant positions [see POSTING OF VACANCIES, below]; and
EMPLOYEE GRIEVANCES	5. Each employee has the right to present grievances to the board. [See GRIEVANCES, below]
	<i>Education Code 11.1513</i>
TAX IDENTIFIER	A board shall adopt a policy prohibiting the use of social security numbers as employee identifiers other than for tax purposes [see SOCIAL SECURITY NUMBERS, below]. <i>Education Code 11.1514</i>
CONTRACT POSITIONS	A board shall establish a policy designating specific positions of employment, or categories of positions based on considerations such as length of service, to which continuing contracts or term contracts apply. <i>Education Code 21.002(c)</i>
DELEGATION OF AUTHORITY	A district's employment policy may specify the terms of district employment or delegate to the superintendent the authority to determine the terms of employment with the district. <i>Education Code 11.1513(c)</i> [For nepotism implications, see BBFB and DBE]
INTERNAL AUDITOR	If a district employs an internal auditor, the board shall select the internal auditor and the internal auditor shall report directly to the board. <i>Education Code 11.170</i>
SUPERINTENDENT RECOMMENDATION	A board may accept or reject a superintendent's recommendation regarding the selection of district personnel and shall include the board's acceptance or rejection in the minutes of the board's open meeting, in the certified agenda or tape recording of a closed meeting, or in the recording required under Government Code 551.125 or 551.127, as applicable. If a board rejects a superintendent's recommendation, the superintendent shall make alternative recommendations until the board accepts a recommendation. <i>Education Code 11.1513(b)</i>

EMPLOYMENT PRACTICES

DC  
(LEGAL)

POSTING OF  
VACANCIES

A district's employment policy must provide that not later than the tenth school day before the date on which a district fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the board, the district must provide to each current district employee:

1. Notice of the position by posting the position on:
  - a. A bulletin board at:
    - (1) A place convenient to the public in the district's central administrative office, and
    - (2) The central administrative office of each campus during any time the office is open; or
  - b. The district's Internet website, if the district has a website; and
2. A reasonable opportunity to apply for the position.

*Education Code 11.1513(d)*

EXCEPTION

If, during the school year, a district must fill a vacant position held by a teacher, as defined by Education Code 21.201 [see DCB], in less than ten school days, the district must provide notice of the position in the manner described above as soon as possible after the vacancy occurs. However, a district is not required to provide the notice for ten school days before filling the position or to provide a reasonable opportunity to apply for the position. *Education Code 11.1513(e)*

GRIEVANCES

A district's employment policy must provide each employee with the right to present grievances to the board. The policy may not restrict the ability of an employee to communicate directly with a member of the board regarding a matter relating to the operation of a district, except that the policy may prohibit ex parte communication relating to:

1. A hearing under Education Code Chapter 21, Subchapter E (Term Contracts) or F (Hearing Examiners); and
2. Another appeal or hearing in which ex parte communication would be inappropriate pending a final decision by the board.

*Education Code 11.1513(i)–(j)* [See DGBA]

TRANSFERS

A 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)* [See DK]

EMPLOYMENT PRACTICES

DC  
(LEGAL)

CONTRACT  
EMPLOYEES

A district shall employ each classroom teacher, principal, librarian, nurse, or school counselor under a probationary contract, a continuing contract, or a term contract. A district is not required to employ a person other than these listed employees under a probationary, continuing, or term contract. *Education Code 21.002*

CLASSROOM  
TEACHER

“Classroom teacher” means an educator who is employed by a district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher’s aide or a full-time administrator. *Education Code 5.001(2)*

LENGTH OF  
CONTRACT

A contract between a district and an educator must be for a minimum of ten months of service. An educator employed under a ten-month contract must provide a minimum of 187 days of service. The commissioner of education may reduce the number of days of service, but such a reduction by the commissioner does not reduce an educator’s salary. *Education Code 21.401*

EDUCATIONAL AIDES

A board shall establish a plan to encourage the hiring of educational aides who show a willingness to become certified teachers. *Education Code 54.363(f)*

EMPLOYMENT OF  
RETIREES

A district shall file a monthly certified statement of employment of a retiree in the form and manner required by TRS. A district shall inform TRS of changes in status of the district that affect the district’s reporting responsibilities.

The certified statement must include information regarding employees of third party entities if the employees are service or disability retirees who were first employed by the third party entity on or after May 24, 2003, and are performing duties or providing services on behalf of or for the benefit of a district.

An administrator of a district who is responsible for filing the statement, and who knowingly fails to file the statement, commits an offense.

*Gov’t Code 824.6022, 825.403(k); 34 TAC 31.2*

FORMER BOARD  
MEMBER  
EMPLOYMENT

A board member is prohibited from accepting employment with the district until the first anniversary of the date the board member’s membership on a board ends. *Education Code 11.063*

NEW HIRES  
I-9 FORMS

A district shall ensure that an employee properly completes section 1—“Employee Information and Verification”—on Form I-9 at the time of hire.

A district must verify employment eligibility, pursuant to the Immigration Reform and Control Act, and complete Form I-9 by the following dates:

1. Within three business days of initial hiring. If a district hires an individual for employment for a duration of less than three business days, the district must verify employment at the time of hire.

A district shall not be deemed to have hired an individual if the individual is continuing in his or her employment and has a reasonable expectation of employment at all times.

When a district rehires an individual, the district may, in lieu of completing a new I-9, inspect a previously completed I-9 executed within three years of the date of rehire, to determine whether the individual is still eligible to work.

2. For an individual whose employment authorization expires, not later than the date of expiration.

*8 C.F.R. 274a.2(b)(1)(ii), (iii), (vii), (viii)*

NEW HIRE  
REPORTING

A district shall furnish to the Directory of New Hires (Texas Attorney General's Office) a report that contains the name, address, and social security number of each newly hired employee. The report shall also contain a district's name, address, and employer identification number.

A district may also provide, at its option, the employee's date of hire, date of birth, expected salary or wages, and the district's payroll address for mailing of notice to withhold child support.

A district shall report new hire information on a Form W-4 or an equivalent form, by first class mail, telephonically, electronically, or by magnetic media, as determined by the district and in a format acceptable to the attorney general.

DEADLINE

New hire reports are due:

1. Not later than 20 calendar days after the date a district hires the employee; or
2. In the case of a district transmitting reports magnetically or electronically, by two monthly transmissions (if necessary) not less than 12 days nor more than 16 days apart.

New hire reports shall be considered timely if postmarked by the due date or, if filed electronically, upon receipt by the agency.

EMPLOYMENT PRACTICES

DC  
(LEGAL)

PENALTIES	<p>A district that knowingly violates the new hire provisions may be liable for a civil penalty, as set forth at Family Code 234.105.</p> <p><i>42 U.S.C. 653a(b), (c); Family Code 234.101–.105; 1 TAC 55, Subch. I</i></p>
SOCIAL SECURITY NUMBERS	<p>A board shall adopt a policy prohibiting the use of the social security number of an employee of the district as an employee identifier other than for tax purposes. <i>Education Code 11.1514</i></p>
FEDERAL LAW	<p>A district shall not deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her social security number.</p>
EXCEPTIONS	<p>The federal law does not apply to:</p> <ol style="list-style-type: none"><li>1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the social security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;</li><li>2. Any disclosure to a district maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or</li><li>3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within a district's jurisdiction.</li></ol>
STATEMENT OF USES	<p>A district that requests disclosure of a social security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.</p> <p><i>Privacy Act of 1974, Pub. L. No. 93-579, Sec. 7, 88 Stat. 1896, 1897 (1974)</i></p>
EMPLOYMENT ASSISTANCE PROHIBITED	<p>A district that receives Title I funds shall have regulations or policies that prohibit any individual who is a school employee, contractor, or agent, or a district, from assisting a school employee in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or district knows, or has probable cause to believe, that such school employee engaged in sexual misconduct regarding a minor or student in violation of the law.</p> <p>This requirement shall not apply if the information giving rise to probable cause has been properly reported to a law enforcement</p>

agency with jurisdiction over the alleged misconduct; and has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the implementing regulations under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations; and:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee engaged in sexual misconduct regarding a minor or student in violation of the law;
2. The school employee has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or
3. The case or investigation remains open and there have been no charges filed against, or indictment of, the school employee within four years of the date on which the information was reported to a law enforcement agency.

*20 U.S.C 7926* [See also CJ]

EMPLOYMENT PRACTICES

DC  
(LOCAL)

PERSONNEL DUTIES	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
POSTING VACANCIES	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
APPLICATIONS	All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.  [For information related to the evaluation of criminal history records, see DBAA.]
EMPLOYMENT RECOMMENDATIONS	The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel and for noncontractual personnel for which the Board has retained final hiring authority.
EMPLOYMENT OF CONTRACTUAL PERSONNEL	The Board retains final authority for employment of contractual personnel and noncontractual positions as specified below at EMPLOYMENT OF NONCONTRACTUAL PERSONNEL. [See DCA, DCB, and DCE as appropriate]
EMPLOYMENT OF NONCONTRACTUAL PERSONNEL	Except as provided in this policy, the Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]  The Board retains the authority to employ and dismiss the business manager and the maintenance and transportation director.
EMPLOYMENT ASSISTANCE PROHIBITED	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]



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**Note:** This policy summarizes the Family and Medical Leave Act (FMLA) and implementing regulations, including FML for an employee seeking leave because of a relative's military service. For provisions on leaves in general, see DEC. For provisions addressing leave for an employee's military service, see DECB.

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This introductory page outlines the contents of this policy on the Family and Medical Leave Act. See the following sections for statutory provisions on:

SECTION I	General Provisions	pages 2–5
	1. Applicability to districts	
	2. Employee eligibility	
	3. Qualifying reasons for leave	
	4. Definitions	
SECTION II	Leave Entitlement and Use	pages 5–12
	1. Amount of leave	
	2. Intermittent use of leave	
	3. Special rules for instructional employees	
	4. Use of paid leave	
	5. Continuation of health insurance	
	6. Reinstatement of employee	
SECTION III	Notices and Medical Certification	pages 12–19
	1. Notices to employee	
	2. Notice to employer regarding use of FML	
	3. Certification of leave	
SECTION IV	Miscellaneous Provisions	page 19
	1. Preservation of records	
	2. Prohibition against discrimination	

**SECTION I: GENERAL PROVISIONS**

**COVERED EMPLOYER** All public elementary and secondary schools are “covered employers” under the FMLA, without regard to the number of employees employed. The term “employer” includes any person who acts directly or indirectly in the interest of a district to any of the district's employees. *29 U.S.C. 2611(4), 2618(a); 29 C.F.R. 825.104(a)*

**ELIGIBLE EMPLOYEE** “Eligible employee” means an employee who:

1. Has been employed by a district for at least 12 months. The 12 months need not be consecutive;
2. Has been employed by a district for at least 1,250 hours of service during the 12-months immediately preceding the commencement of leave; and
3. Is employed at a worksite where 50 or more employees are employed by the district within 75 miles of that worksite.

*29 U.S.C. 2611(2); 29 C.F.R. 825.110*

[A district that has no eligible employees must comply with the requirements at GENERAL NOTICE, below.]

**QUALIFYING  
REASONS FOR LEAVE**

A district shall grant leave to eligible employees:

1. For the birth of a son or daughter, and to care for the newborn child;
2. For placement with the employee of a son or daughter for adoption or foster care [For the definitions of “adoption” and “foster care,” see 29 C.F.R. 825.122.];
3. To care for the employee’s spouse, son or daughter, or parent with a serious health condition;
4. Because of a serious health condition that makes the employee unable to perform the functions of the employee’s job [For the definition of “serious health condition,” see 29 C.F.R. 825.113.];
5. Because of any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is a military member on active duty or call to covered active duty status (or has been notified of an impending call or order to covered active duty) [For the definition of “military member,” see 29 C.F.R. 825.126(b). For the definition of “covered active duty” and “call to covered active duty status,” see 29 C.F.R. 825.102.]; and

LEAVES AND ABSENCES  
FAMILY AND MEDICAL LEAVE

DECA  
(LEGAL)

6. To care for a covered servicemember with a serious injury or illness incurred in the line of duty if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember. [For the definitions of “covered servicemember” and “serious injury or illness,” see 29 C.F.R. 825.102, .122.]

*29 U.S.C. 2612(a); 29 C.F.R. 825.112*

For provisions regarding treatment for substance abuse, see 29 C.F.R. 825.119.

QUALIFYING  
EXIGENCY

An eligible employee may take FMLA leave for one or more of the following qualifying exigencies:

1. Short-notice deployment.
2. Military events and related activities.
3. Childcare and school activities.
4. Financial and legal arrangements.
5. Counseling.
6. Rest and recuperation.
7. Post-deployment activities.
8. Parental care.
9. Additional activities, provided that the district and employee agree that the leave shall qualify as an exigency and agree to both the timing and duration.

*29 C.F.R. 825.126*

PREGNANCY OR  
BIRTH

Both parents are entitled to FMLA leave to be with a healthy newborn child (i.e., bonding time) during the 12-month period beginning on the date of birth. In addition, the expectant mother is entitled to FMLA leave for incapacity due to pregnancy, for prenatal care, or for her own serious health condition following the birth of the child. The expectant mother is entitled to leave for incapacity due to pregnancy even though she does not receive treatment from a health-care provider during the absence and even if the absence does not last for more than three consecutive calendar days. A spouse is entitled to FMLA leave if needed to care for a pregnant spouse who is incapacitated, during her prenatal care, or following the birth of a child if the spouse has a serious health condition. [For the definition of “needed to care for,” see 29 C.F.R. 825.124.]

*29 C.F.R. 825.120*

DEFINITIONS

“EQUIVALENT  
POSITION”

An “equivalent position” is one that is virtually identical to the employee's former position in terms of pay, benefits, and working conditions, including privileges, perquisites, and status. It must involve the same or substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, responsibility, and authority. *29 C.F.R. 825.215(a)*

“NEXT OF KIN”

“Next of kin of a covered servicemember” (for purposes of military caregiver leave) means:

1. The blood relative specifically designated in writing by the covered servicemember as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. The designated individual shall be deemed to be the covered servicemember's only next of kin; or
2. When no such designation has been made, the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority:
  - a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions,
  - b. Brothers and sisters,
  - c. Grandparents,
  - d. Aunts and uncles, and
  - e. First cousins.

If there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously.

*29 C.F.R. 825.127(d)(3)*

“PARENT”

“Parent” (for purposes of family, medical, and qualifying exigency leave) means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter. This term does not include parents “in law.” *29 C.F.R. 825.122*

For the definition of “parent of a covered servicemember” for purposes of military caregiver leave, see *29 C.F.R. 825.127(d)(2)*.

“SON OR  
DAUGHTER”

“Son or daughter” (for purposes of family and medical leave) means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and “incapable of self-care because of a mental or physical disability” at the time that FMLA leave is to commence. *29 C.F.R. 825.122*

For the definition of “son or daughter on active duty or call to active duty status” for purposes of qualifying exigency leave, see *29 C.F.R. 825.122*.

For the definition of “son or daughter of a covered servicemember” for purposes of military caregiver leave, see *29 C.F.R. 825.127(d)(1)*.

“SPOUSE”

“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state.

This definition includes an individual in a same-sex or common law marriage that either:

1. Was entered into in a state that recognizes such marriages; or
2. If entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

*29 C.F.R. 825.102, .122*

## **SECTION II: LEAVE ENTITLEMENT AND USE**

AMOUNT OF LEAVE

Except in the case of military caregiver leave, an eligible employee's FMLA leave entitlement is limited to a total of 12 workweeks of leave during a 12-month period for any one or more of the qualifying reasons.

Spouses who are employed by the same district may be limited to a combined total of 12 weeks of FMLA leave during any 12-month period if leave is taken for the birth of a son or daughter, the placement of a child for adoption or foster care, or to care for a parent with a serious health condition.

*29 U.S.C. 2612(a), (f); 29 C.F.R. 825.120(a)(3), .200, .201*

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FAMILY AND MEDICAL LEAVE

DECA  
(LEGAL)

DETERMINING THE  
12-MONTH PERIOD

Except with respect to military caregiver leave, a district may choose any one of the following methods for determining the “12-month period” in which the 12 weeks of leave entitlement occurs:

1. The calendar year;
2. Any fixed 12-month “leave year,” such as a fiscal year or a year starting on an employee’s “anniversary” date;
3. The 12-month period measured forward from the date any employee’s first FMLA leave begins; or
4. A “rolling” 12-month period measured backward from the date an employee uses any FMLA leave.

*29 C.F.R. 825.200(b)*

MILITARY  
CAREGIVER LEAVE

In the case of military caregiver leave, an eligible employee’s FMLA leave entitlement is limited to a total of 26 workweeks of leave during a “single 12-month period.” The “single 12-month period” is measured forward from the date an employee’s first FMLA leave to care for the covered servicemember begins, regardless of the method used by a district to determine the 12-month period for other FMLA leaves. During the “single 12-month period,” an eligible employee’s FMLA leave entitlement is limited to a combined total of 26 workweeks of FMLA leave for any qualifying reason. *29 C.F.R. 825.200(f), (g)*

Spouses who are employed by the same district may be limited to a combined total of 26 weeks of FMLA leave during the “single 12-month period” if leave is taken as military caregiver leave, for the birth of a son or daughter, for the placement of a child for adoption or foster care, or to care for a parent with a serious health condition. *29 C.F.R. 825.127(e)(3)*

SUMMER VACATION  
AND OTHER  
EXTENDED BREAKS

If a district’s activity temporarily ceases and employees generally are not expected to report for work for one or more weeks (e.g., a school closing for two weeks for the Christmas/New Year holiday), those days do not count against the employee’s FMLA leave entitlement. Similarly, the period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee’s FMLA leave entitlement. *29 C.F.R. 825.200(h), .601(a)*

INTERMITTENT OR  
REDUCED LEAVE  
SCHEDULE

FMLA leave may be taken intermittently or on a reduced leave schedule under certain circumstances. “Intermittent leave” is FMLA leave taken in separate blocks of time due to a single qualifying reason. A “reduced leave schedule” is a leave schedule that reduces an employee’s usual number of working hours per workweek, or hours per workday.

LEAVES AND ABSENCES  
FAMILY AND MEDICAL LEAVE

DECA  
(LEGAL)

For leave taken because of the employee's own serious health condition, to care for a spouse, parent, son, or daughter with a serious health condition, or military caregiver leave, there must be a medical need for leave and it must be that such medical need can be best accommodated through an intermittent or reduced leave schedule. Leave due to a qualifying exigency may also be taken on an intermittent or reduced schedule basis.

When leave is taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only if the district agrees.

*29 U.S.C. 2612(b); 29 C.F.R. 825.102, .202*

TRANSFER TO  
ALTERNATIVE  
POSITION

If an employee requests intermittent or reduced schedule leave that is foreseeable based on planned medical treatment, a district may require the employee to transfer temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position. *29 U.S.C. 2612(b)(2); 29 C.F.R. 825.204*

CALCULATING  
LEAVE USE

When an employee takes leave on an intermittent or reduced schedule, only the amount of leave actually taken may be counted toward the employee's leave entitlement. A district must account for intermittent or reduced schedule leave using an increment no greater than the shortest period of time that the district uses to account for use of other forms of leave, provided the increment is not greater than one hour. *29 C.F.R. 825.205*

SPECIAL RULES FOR  
INSTRUCTIONAL  
EMPLOYEES

Special rules apply to certain employees of school districts. These special rules affect leave taken intermittently or on a reduced schedule, or taken near the end of an academic term (semester) by instructional employees.

"Instructional employees" are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

*29 C.F.R. 825.600*

LEAVES AND ABSENCES  
FAMILY AND MEDICAL LEAVE

DECA  
(LEGAL)

FAILURE TO  
PROVIDE NOTICE  
OF FORESEEABLE  
LEAVE

If an instructional employee does not give required notice of foreseeable leave to be taken intermittently or on a reduced schedule, a district may require the employee to take leave of a particular duration or to transfer temporarily to an alternative position. Alternatively, a district may require the employee to delay the taking of leave until the notice provision is met. *29 C.F.R. 825.601(b)*

20 PERCENT RULE

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition; the leave is foreseeable based on planned medical treatment; and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, a district may require the employee to choose:

1. To take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
2. To transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

"Periods of a particular duration" means a block or blocks of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed, and may include one uninterrupted period of leave. If an employee chooses to take leave for "periods of a particular duration" in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

*29 U.S.C. 2618(c); 29 C.F.R. 825.601, .603*

LEAVE AT THE END OF  
A SEMESTER

As a rule, a district may not require an employee to take more FMLA leave than the employee needs. The FMLA recognizes exceptions where instructional employees begin leave near the end of a semester. As set forth below, the district may in certain cases require the employee to take leave until the end of the semester.

The school semester, or "academic term," typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of the FMLA.

If a district requires the employee to take leave until the end of the semester, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the district to the end of the semester is not counted as FMLA leave;

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however, the district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the end of the leave.

*29 U.S.C. 2618(d); 29 C.F.R. 825.603*

MORE THAN FIVE  
WEEKS BEFORE  
END OF SEMESTER

A district may require an instructional employee to continue taking leave until the end of the semester if:

1. The employee begins leave more than five weeks before the end of the semester;
2. The leave will last at least three weeks; and
3. The employee would return to work during the three-week period before the end of the semester.

DURING LAST FIVE  
WEEKS OF  
SEMESTER

A district may require an instructional employee to continue taking leave until the end of the semester if:

1. The employee begins leave during the last five weeks of the semester for any reason other than the employee's own serious health condition or a qualifying exigency;
2. The leave will last more than two weeks; and
3. The employee would return to work during the two-week period before the end of the semester.

DURING LAST  
THREE WEEKS OF  
SEMESTER

A district may require an instructional employee to continue taking leave until the end of the semester if the employee begins leave during the three-week period before the end of the semester for any reason other than the employee's own serious health condition or a qualifying exigency.

*29 C.F.R. 825.602*

SUBSTITUTION OF  
PAID LEAVE

Generally, FMLA leave is unpaid leave. However, an employee may choose to substitute accrued paid leave for unpaid FMLA leave. If an employee does not choose to substitute accrued paid leave, a district may require the employee to do so. The term "substitute" means that the paid leave provided by the district, and accrued pursuant to established policies of the district, will run concurrently with the unpaid FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the district's normal leave policy. *29 U.S.C. 2612(d); 29 C.F.R. 825.207(a)*

COMPENSATORY  
TIME

If an employee requests and is permitted to use accrued compensatory time to receive pay during FMLA leave, or if a district requires such use, the compensatory time taken may be counted

against the employee's FMLA leave entitlement. *29 C.F.R. 825.207(f)*

FMLA AND  
WORKERS'  
COMPENSATION

A serious health condition may result from injury to the employee "on or off" the job. If a district designates the leave as FMLA leave, the leave counts against the employee's FMLA leave entitlement. Because the workers' compensation absence is not unpaid, neither the employee nor the district may require the substitution of paid leave. However, a district and an employee may agree, where state law permits, to have paid leave supplement workers' compensation benefits.

If the health-care provider treating the employee for the workers' compensation injury certifies that the employee is able to return to a "light duty job" but is unable to return to the same or equivalent job, the employee may decline the district's offer of a "light duty job." As a result, the employee may lose workers' compensation payments, but is entitled to remain on unpaid FMLA leave until the employee's FMLA leave entitlement is exhausted. As of the date workers' compensation benefits cease, the substitution provision becomes applicable and either the employee may elect or the district may require the use of accrued paid leave.

*29 C.F.R. 825.207(e)*

MAINTENANCE OF  
HEALTH BENEFITS

During any FMLA leave, a district must maintain the employee's coverage under any group health plan on the same conditions as coverage would have been provided if the employee had been continuously employed during the entire leave period.

An employee may choose not to retain group health plan coverage during FMLA leave. However, when the employee returns from leave, the employee is entitled to be reinstated on the same terms as before taking leave without any qualifying period, physical examination, exclusion of pre-existing conditions, and the like.

*29 U.S.C. 2614(c); 29 C.F.R. 825.209*

PAYMENT OF  
PREMIUMS

During FMLA leave, the employee must continue to pay the employee's share of group health plan premiums. If premiums are raised or lowered, the employee would be required to pay the new premium rates. *29 C.F.R. 825.210*

FAILURE TO PAY  
PREMIUMS

Unless a district has an established policy providing a longer grace period, a district's obligations to maintain health insurance coverage cease if an employee's premium payment is more than 30 days late. In order to terminate the employee's coverage, the district must provide written notice to the employee that the payment has not been received. Such notice must be mailed to the employee at least 15 days before coverage is to cease, advising that

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coverage will be dropped on a specified date at least 15 days after the date of the letter unless the payment has been received by that date. Coverage for the employee may be terminated at the end of the 30-day grace period, if the required 15-day notice has been provided.

Upon the employee's return from FMLA leave, the district must still restore the employee to coverage/benefits equivalent to those the employee would have had if leave had not been taken and the premium payment(s) had not been missed. The employee may not be required to meet any qualification requirements imposed by the plan, including any new preexisting condition waiting period, to wait for an open season, or to pass a medical examination to obtain reinstatement of coverage.

*29 C.F.R. 825.212*

RECOVERY OF  
BENEFIT COST

If an employee fails to return to work after FMLA leave has been exhausted or expires, a district may recover from the employee its share of health plan premiums during the employee's unpaid FMLA leave, unless the employee's failure to return is due to one of the reasons set forth in the regulations. A district may not recover its share of health insurance premiums for any period of FMLA leave covered by paid leave. *29 C.F.R. 825.213*

RIGHT TO  
REINSTATEMENT

On return from FMLA leave, an employee is entitled to be returned to the same position the employee held when leave began, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment. An employee is entitled to reinstatement even if the employee has been replaced or his or her position has been restructured to accommodate the employee's absence. However, an employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period. *29 C.F.R. 825.214, .216(a)*

MOONLIGHTING  
DURING LEAVE

If a district has a uniformly applied policy governing outside or supplemental employment, the policy may continue to apply to an employee while on FMLA leave. A district that does not have such a policy may not deny FMLA benefits on the basis of outside or supplemental employment unless the FMLA leave was fraudulently obtained. *29 U.S.C. 2618(e); 29 C.F.R. 825.216(e)*

REINSTATEMENT  
OF SCHOOL  
EMPLOYEES

A district shall make the determination of how an employee is to be restored to "an equivalent position" upon return from FMLA leave on the basis of established school board policies and practices. The "established policies" must be in writing, must be made known to the employee before the taking of FMLA leave, and must clearly explain the employee's restoration rights upon return from leave.

Any established policy which is used as the basis for restoration of an employee to “an equivalent position” must provide substantially the same protections as provided in the FMLA. For example, an employee may not be restored to a position requiring additional licensure or certification. *29 C.F.R. 825.604*

PAY INCREASES  
AND BONUSES

An employee is entitled to any unconditional pay increases that may have occurred during the FMLA leave period, such as cost of living increases. Pay increases conditioned upon seniority, length of service, or work performed must be granted in accordance with a district's policy or practice with respect to other employees on an equivalent leave status for a reason that does not qualify as FMLA leave.

Equivalent pay includes any bonus or payment, whether it is discretionary or non-discretionary. However, if a bonus or other payment is based on the achievement of a specified goal such as hours worked, products sold, or perfect attendance, and the employee has not met the goal due to FMLA leave, then the payment may be denied, unless otherwise paid to employees on an equivalent leave status for a reason that does not qualify as FMLA leave. For example, if an employee who used paid vacation leave for a non-FMLA purpose would receive the payment, then an employee who used paid vacation leave for an FMLA-protected purpose also must receive the payment.

*29 C.F.R. 825.215(c)*

KEY EMPLOYEES

A district may deny job restoration to a key employee if such denial is necessary to prevent substantial and grievous economic injury to the operations of the district. *29 U.S.C. 2614(b); 29 C.F.R. 825.217-.219*

**SECTION III: NOTICES AND MEDICAL CERTIFICATION**

EMPLOYER NOTICES  
GENERAL NOTICE

Every covered employer must post on its premises a notice explaining the FMLA's provisions and providing information concerning the procedures for filing complaints with the Department of Labor's Wage and Hour Division. The notice must be posted prominently where it can be readily seen by employees and applicants for employment. Covered employers must post this general notice even if no employees are eligible for FMLA leave.

If a district has any eligible employees, it shall also:

1. Include the notice in employee handbooks or other written guidance to employees concerning employee benefits or leave rights, if such written materials exist; or

2. Distribute a copy of the general notice to each new employee upon hiring.

Electronic posting is sufficient if it meets the other requirements of this section.

If a district's workforce is comprised of a significant portion of workers who are not literate in English, the district shall provide the general notice in a language in which the employees are literate.

A district may use Department of Labor (DOL) form WHD 1420 or may use another format so long as the information provided includes, at a minimum, all of the information contained in that notice.

*29 C.F.R. 825.300(a)*

ELIGIBILITY NOTICE

When an employee requests FMLA leave, or when a district acquires knowledge that an employee's leave may be for an FMLA-qualifying reason, the district must notify the employee of the employee's eligibility to take FMLA leave. If the employee is not eligible for FMLA leave, the notice must state at least one reason why the employee is not eligible.

A district must provide the eligibility notice within five business days, absent extenuating circumstances. Notification of eligibility may be oral or in writing. The district may use DOL form WH-381 to provide such notification to employees. The district shall translate the notice in any situation in which it is required to translate the general notice.

*29 C.F.R. 825.300(b)*

RIGHTS AND  
RESPONSIBILITIES  
NOTICE

Each time a district provides an eligibility notice to an employee, the district shall also provide a written rights and responsibilities notice. The rights and responsibilities notice must include the information required by the FMLA regulations at 29 C.F.R. 825.300(c)(1).

A district may use DOL form WH-381 to provide such notification to employees. A district may adapt the prototype notice as appropriate to meet these notice requirements. The notice may be distributed electronically if it meets the other requirements of this section. The district shall translate the notice in any situation in which it is required to translate the general notice.

*29 C.F.R. 825.300(c)*

DESIGNATION  
NOTICE

When a district has enough information to determine whether leave is being taken for an FMLA-qualifying reason, the district must notify the employee whether the leave will be designated as FMLA

leave. If the district determines that the leave will not be designated as FMLA-qualifying, the district must notify the employee of that determination. Absent extenuating circumstances, a district must provide the designation notice within five business days.

A district may use DOL form WH-382 to provide such notification to employees. If the leave is not designated as FMLA leave because it does not meet the requirements of the Act, the notice to the employee that the leave is not designated as FMLA leave may be in the form of a simple written statement.

The designation notice must include the information required by the FMLA regulations at 29 C.F.R. 825.300(d)(1) (substitution of paid leave), (d)(3) (fitness for duty certification), and (d)(6) (amount of leave charged against FMLA entitlement). For further provisions on designation of leave, see 29 C.F.R. 825.301.

*29 C.F.R. 825.300(d)*

RETROACTIVE  
DESIGNATION

A district may retroactively designate leave as FMLA leave, with appropriate notice to the employee, if the district's failure to timely designate leave does not cause harm or injury to the employee. In addition, a district and an employee may agree that leave will be retroactively designated as FMLA leave. *29 C.F.R. 825.301(d)*

EMPLOYEE NOTICE

An employee giving notice of the need for FMLA leave must state a qualifying reason for the leave and otherwise satisfy the requirements for notice of foreseeable and unforeseeable leave, below. The employee does not need to expressly assert rights under the Act or even mention the FMLA. *29 C.F.R. 825.301*

FORESEEABLE  
LEAVE

An employee must provide at least 30 days' advance notice before FMLA leave is to begin if the need for leave is foreseeable based upon an expected birth, placement for adoption or foster care, or planned medical treatment of the employee, a family member, or a covered servicemember. If 30 days' notice is not practicable, the employee must give notice as soon as practicable. For leave due to a qualifying exigency, the employee must provide notice as soon as practicable regardless of how far in advance the leave is foreseeable.

When planning medical treatment, the employee must consult with the district and make a reasonable effort to schedule the treatment so as not to disrupt unduly the district's operations, subject to the approval of the health-care provider.

*29 C.F.R. 825.302*

UNFORESEEABLE  
LEAVE

When the approximate timing of leave is not foreseeable, an employee must provide notice to a district as soon as practicable un-

der the facts and circumstances of the particular case. It generally should be practicable for the employee to provide notice of leave that is unforeseeable within the time prescribed by the district's usual and customary notice requirements applicable to such leave. *29 C.F.R. 825.303*

COMPLIANCE WITH  
DISTRICT  
REQUIREMENTS

A district may require an employee to comply with its usual and customary notice and procedural requirements for requesting leave, absent unusual circumstances. If an employee does not comply with usual notice and procedural requirements, and no unusual circumstances justify the failure to comply, FMLA leave may be delayed or denied. *29 C.F.R. 825.302(d), .303(c)*

CERTIFICATION OF  
LEAVE

A district may require that an employee's FMLA leave be supported by certification, as described below. The district must give notice of a requirement for certification each time certification is required. At the time the district requests certification, the district must advise the employee of the consequences of failure to provide adequate certification. *29 C.F.R. 825.305(a)*

TIMING

In most cases, a district should request certification at the time the employee gives notice of the need for leave or within five business days thereafter or, in the case of unforeseen leave, within five business days after the leave commences. The district may request certification at a later date if the district later has reason to question the appropriateness of the leave or its duration. The employee must provide the requested certification to the district within 15 calendar days after the district's request, unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good faith efforts. *29 C.F.R. 825.305(b)*

INCOMPLETE OR  
INSUFFICIENT  
CERTIFICATION

A district shall advise an employee if it finds a certification incomplete or insufficient and shall state in writing what additional information is necessary to make the certification complete and sufficient. The district must provide the employee with seven calendar days (unless not practicable under the particular circumstances despite the employee's diligent, good faith efforts) to cure any such deficiency.

A certification is "incomplete" if one or more of the applicable entries have not been completed. A certification is "insufficient" if it is complete, but the information provided is vague, ambiguous, or non-responsive. A certification that is not returned to the district is not considered incomplete or insufficient, but constitutes a failure to provide certification.

*29 C.F.R. 825.305(c)*

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MEDICAL  
CERTIFICATION OF  
SERIOUS HEALTH  
CONDITION

When leave is taken because of an employee's own serious health condition, or the serious health condition of a family member, a district may require the employee to obtain medical certification from a health-care provider. A district may use DOL optional form WH-380-E when the employee needs leave due to the employee's own serious health condition and optional form WH-380-F when the employee needs leave to care for a family member with a serious health condition. A district may not require information beyond that specified in the FMLA regulations.

An employee may choose to comply with the certification requirement by providing the district with an authorization, release, or waiver allowing the district to communicate directly with the health-care provider.

For the definition of "health-care provider," see 29 C.F.R. 825.125.

*29 C.F.R. 825.306*

GENETIC  
INFORMATION

A district subject to the Genetic Information Nondiscrimination Act (GINA) shall comply with the GINA rules with respect to a request for medical information. *29 C.F.R. 1635.8(b)(1)(i)(A)* [See DAB]

AUTHENTICATION  
AND CLARIFICATION

If an employee submits a complete and sufficient certification signed by the health-care provider, a district may not request additional information from the health-care provider. However, the district may contact the health-care provider for purposes of clarification and authentication of the certification after the district has given the employee an opportunity to cure any deficiencies, as set forth above. To make such contact, a district must use a health-care provider, a human resources professional, a leave administrator, or a management official. Under no circumstances may the employee's direct supervisor contact the employee's health-care provider.

"Authentication" means providing the health-care provider with a copy of the certification and requesting verification that the information on the form was completed and/or authorized by the health-care provider who signed the document; no additional medical information may be requested.

"Clarification" means contacting the health-care provider to understand the handwriting on the certification or to understand the meaning of a response. A district may not ask the health-care provider for additional information beyond that required by the certification form. The requirements of the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule must be satisfied when individually identifiable health information of an employee is shared with a district by a HIPAA-covered health-care provider.

*29 C.F.R. 825.307(a)*

LEAVES AND ABSENCES  
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(LEGAL)

**SECOND AND THIRD OPINIONS** If a district has reason to doubt the validity of a medical certification, the district may require the employee to obtain a second opinion at the district's expense. If the opinions of the employee's and the district's designated health-care providers differ, the district may require the employee to obtain certification from a third health-care provider, again at the district's expense. *29 C.F.R. 825.307(b), (c)*

**FOREIGN MEDICAL CERTIFICATION** If the employee or a family member is visiting another country, or a family member resides in another country, and a serious health condition develops, the district shall accept medical certification as well as second and third opinions from a health-care provider who practices in that country. If the certification is in a language other than English, the employee must provide the district with a written translation of the certification upon request. *29 C.F.R. 825.307(f)*

**RECERTIFICATION** A district may request recertification no more often than every 30 days and only in connection with an absence by the employee, except as set forth in the FMLA regulations. The district must allow at least 15 calendar days for the employee to provide recertification.

As part of the recertification for leave taken because of a serious health condition, the district may provide the health-care provider with a record of the employee's absence pattern and ask the health-care provider if the serious health condition and need for leave is consistent with such a pattern.

*29 C.F.R. 825.308*

**CERTIFICATION—QUALIFYING EXIGENCY LEAVE** The first time an employee requests leave because of a qualifying exigency, a district may require the employee to provide a copy of the military member's active duty orders or other documentation issued by the military which indicates that the military member is on covered active duty or call to covered active duty status, and the dates of the covered military member's covered active duty service.

A district may also require that the leave be supported by a certification that addresses the information at 29 C.F.R. 825.309(b). The district may use DOL optional form WH-384, or another form containing the same basic information, for this certification. The district may not require information beyond that specified in the regulations.

*29 C.F.R. 825.309*

**CERTIFICATION—MILITARY CAREGIVER LEAVE** When an employee takes military caregiver leave, a district may require the employee to obtain a certification completed by an authorized health-care provider of the covered servicemember. In addition, the district may request that the employee and/or covered

servicemember address in the certification the information at 29 C.F.R. 825.310(c). The district may also require the employee to provide confirmation of a covered family relationship to the seriously injured or ill servicemember.

A district may use DOL optional form WH-385, or another form containing the same basic information, for this certification. The district may not require information beyond that specified in the regulations. A district must accept as sufficient certification "invitational travel orders" ("ITOs") or "invitational travel authorizations" ("ITAs") issued to any family member to join an injured or ill servicemember at his or her bedside.

A district may seek authentication and/or clarification of the certification under the procedures described above. Second and third opinions, and recertifications, are not permitted for leave to care for a covered servicemember.

*29 C.F.R. 825.310*

INTENT TO RETURN  
TO WORK

A district may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work. The district's policy regarding such reports may not be discriminatory and must take into account all of the relevant facts and circumstances related to the individual employee's leave situation. *29 C.F.R. 825.311*

FITNESS FOR DUTY  
CERTIFICATION

As a condition of restoring an employee who took FMLA leave due to the employee's own serious health condition, a district may have a uniformly applied policy or practice that requires all similarly situated employees (i.e., same occupation, same serious health condition) who take leave for such conditions to obtain and present certification from the employee's health-care provider that the employee is able to resume work. A district may require that the certification specifically address the employee's ability to perform the essential functions of the employee's job. *29 C.F.R. 825.312*

FAILURE TO  
PROVIDE  
CERTIFICATION

If the employee fails to provide the district with a complete and sufficient certification, despite the opportunity to cure, or fails to provide any certification, the district may deny the taking of FMLA leave. This provision applies in any case where a district requests a certification, including any clarifications necessary to determine if certifications are authentic and sufficient. *29 C.F.R. 825.305*

For failure to provide timely certification of foreseeable leave, see 29 C.F.R. 825.313(a). For failure to provide timely certification of unforeseeable leave, see 29 C.F.R. 825.313(b). For failure to provide timely recertification, see 29 C.F.R. 825.313(c). For failure to

provide timely fitness-for-duty certification, see 29 C.F.R. 825.313(d).

**SECTION IV: MISCELLANEOUS PROVISIONS**

RECORDS

A district shall make, keep, and preserve records pertaining to its obligations under the FMLA in accordance with the recordkeeping requirements of the Fair Labor Standards Act (FLSA) and the FMLA regulations. A district shall keep these records for no less than three years and make them available for inspection, copying, and transcription by representatives of the DOL upon request.

If the district is preserving records electronically, the district must comply with 29 C.F.R. 825.500(b). A district that has eligible employees must maintain records with the data set forth at 29 C.F.R. 825.500(c). A district that has no eligible employees must maintain just the data at 29 C.F.R. 825.500(c)(1). For districts in a joint employment situation, see 29 C.F.R. 825.500(e).

Records and documents relating to certifications, recertifications, or medical histories of employees or employees' family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate files/records from the usual personnel files.

If the Genetic Information Nondiscrimination Act (GINA) is applicable, records and documents created for purposes of FMLA leave that contain family medical history or genetic information shall be maintained in accordance with the confidentiality requirements of GINA (see 29 C.F.R. 1635.9), which permit such information to be disclosed consistent with the requirements of the FMLA. [For information regarding GINA, see DAB(LEGAL).]

If the Americans with Disabilities Act (ADA) is also applicable, such records shall be maintained in conformance with ADA confidentiality requirements [see 29 C.F.R. 1630.14(c)(1)], except as set forth in this section of the regulations.

*29 C.F.R. 825.500*

PROHIBITION AGAINST  
DISCRIMINATION AND  
RETALIATION

The FMLA prohibits interference with an employee's rights under the law, and with legal proceedings or inquiries relating to an employee's rights. *29 U.S.C. 2615; 29 C.F.R. 825.220*



COMPENSATION AND BENEFITS  
EXPENSE REIMBURSEMENT

DEE  
(LOCAL)

PRIOR APPROVAL  
REQUIRED

An employee shall be reimbursed for reasonable, allowable expenses incurred in carrying out District business only with the prior approval of the employee's supervisor and in accordance with administrative regulations.

DOCUMENTATION  
REQUIRED

For any allowable expense incurred, the employee shall submit a statement, with receipts to the extent feasible, documenting actual expenses.



PROBATIONARY CONTRACTS  
SUSPENSION/TERMINATION DURING CONTRACT

DFAA  
(LOCAL)

SUSPENSION WITH  
PAY

A probationary contract employee may be suspended with pay and placed on administrative leave by the Superintendent during an investigation of alleged misconduct by the employee or at any time the Superintendent determines that the District's best interest will be served by the suspension.



TERM CONTRACTS  
SUSPENSION/TERMINATION DURING CONTRACT

DFBA  
(LOCAL)

SUSPENSION WITH  
PAY

A term contract employee may be suspended with pay and placed on administrative leave by the Superintendent during an investigation of alleged misconduct by the employee or at any time the Superintendent determines that the District's best interest will be served by the suspension.



EDUCATORS' CODE OF ETHICS

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. *19 TAC 247.1*

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(EXHIBIT)

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(EXHIBIT)

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- e. Whether the communication was sexually explicit; and
- f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

19 TAC 247.2



EMPLOYEE STANDARDS OF CONDUCT  
REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

DHB  
(LEGAL)

REPORT REQUIRED	In addition to the reporting requirement under Family Code 261.101 [see FFG], a superintendent shall notify the State Board for Educator Certification (SBEC) if:
CRIMINAL HISTORY	1. An educator employed by or seeking employment with the district has a reported criminal history and the district obtained information about the educator's criminal record by a means other than the criminal history clearinghouse established by the Texas Department of Public Safety;
TERMINATION	2. An educator's employment at the district was terminated based on evidence that the educator engaged in an act of misconduct listed below;
RESIGNATION	3. An educator has submitted a notice of resignation and evidence exists that would support a finding that the educator engaged in an act of misconduct listed below; or
ASSESSMENT INSTRUMENT	4. The educator engaged in conduct that violated the assessment instrument security procedures established under Education Code 39.0301.

*Education Code 21.006, 22.087; 19 TAC 249.14(d)*

REPORTABLE MISCONDUCT	A superintendent shall make a report to SBEC under Education Code 21.006 if there is evidence that the educator:  1. Sexually or physically abused or otherwise committed an unlawful act with a student or minor;  2. Was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor;  3. Possessed, transferred, sold, or distributed a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 U.S.C. Section 801 et seq.;  4. Illegally transferred, appropriated, or expended funds or other property of the district;  5. Attempted by fraudulent or unauthorized means to obtain or alter a professional certificate or permit for the purpose of promotion or additional compensation; or  6. Committed a criminal offense or any part of a criminal offense on school property or at a school-sponsored event.
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*Education Code 21.006(b); 19 TAC 249.14(d)*

DEFINITIONS	"Abuse" includes the following acts or omissions:
"ABUSE"	

EMPLOYEE STANDARDS OF CONDUCT  
REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

DHB  
(LEGAL)

1. Mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
2. Causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
3. Physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
4. Sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

*19 TAC 249.3(1)*

"REPORTED  
CRIMINAL HISTORY"

"Reported criminal history" means information concerning any formal criminal justice system charges and dispositions. The term includes arrests, detentions, indictments, criminal informations, convictions, deferred adjudications, and probations in any state or federal jurisdiction. *19 TAC 249.3(43)*

"SOLICITATION OF A  
ROMANTIC  
RELATIONSHIP"

"Solicitation of a romantic relationship" means deliberate or repeated acts that can be reasonably interpreted as the solicitation by an educator of a relationship with a student that is romantic in nature. A romantic relationship is often characterized by a strong emotional or sexual attachment and/or patterns of exclusivity, but does not include appropriate educator-student relationships that arise out of legitimate contexts such as familial connections or longtime acquaintance. The following acts, considered in context, may constitute prima facie evidence of the solicitation by an educator of a romantic relationship with a student:

1. Behavior, gestures, expressions, or communications with a student that are unrelated to the educator's job duties and evidence a romantic intent or interest in the student, including statements of love, affection, or attraction. Factors that may be considered in determining the romantic intent of such communications or behavior include:
  - a. The nature of the communications;
  - b. The timing of the communications;
  - c. The extent of the communications;

EMPLOYEE STANDARDS OF CONDUCT  
REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

DHB  
(LEGAL)

- d. Whether the communications were made openly or secretly;
  - e. The extent that the educator attempts to conceal the communications;
  - f. If the educator claims to be counseling a student, SBEC may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate authorities; and
  - g. Any other evidence tending to show the context of the communications between educator and student.
2. Making inappropriate comments about a student's body, creating or transmitting sexually suggestive photographs or images, or encouraging the student to transmit sexually suggestive photographs or images.
  3. Making sexually demeaning comments to a student.
  4. Making comments about a student's potential sexual performance.
  5. Requesting details of a student's sexual history.
  6. Requesting a date, sexual contact, or any activity intended for the sexual gratification of the educator.
  7. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party.
  8. Inappropriate hugging, kissing, or excessive touching.
  9. Providing the student with drugs or alcohol.
  10. Suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage.
  11. Any other acts tending to show that the educator solicited a romantic relationship with the student.

*19 TAC 249.3(50)*

A superintendent may notify SBEC of any educator misconduct that the superintendent believes in good faith may be subject to sanctions by SBEC. *19 TAC 249.14(d)*

EMPLOYEE STANDARDS OF CONDUCT  
REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

DHB  
(LEGAL)

DEADLINE TO REPORT The superintendent must notify SBEC in writing not later than the seventh day after the date the superintendent knew about an employee's termination of employment following an alleged incident of misconduct. *Education Code 21.006(c)*

CONTENTS OF REPORT The report shall include the name or names of any student or minor who is the victim of abuse or unlawful conduct by an educator. The report shall, at a minimum, describe in detail the factual circumstances requiring the report and identify the subject of the report by providing the following available information:

1. Name and any aliases;
2. Certificate number, if any, or social security number;
3. Last known mailing address and home and daytime phone numbers;
4. All available contact information for any alleged victim or victims; and
5. Name or names and any available contact information of any relevant witnesses to the circumstances requiring the report.

*Education Code 21.006(c); 19 TAC 249.14(e)*

A superintendent shall include the name of a student or minor who is the victim of abuse or unlawful conduct by an educator, but the name of the student or minor is not public information under Government Code Chapter 552. [See GBAA] *Education Code 21.006(h)*

ACCEPTING RESIGNATION Before accepting an employee's resignation that requires filing a report, the superintendent shall inform the educator in writing that a report will be filed and that sanctions against his or her certificate may result as a consequence. The superintendent shall notify the board before filing the report.

NOTICE TO EDUCATOR AND BOARD

COMPLETION OF INVESTIGATION A superintendent shall complete an investigation of an educator if there is reasonable cause to believe the educator may have engaged in misconduct described above despite the educator's resignation from district employment before completion of the investigation.

*19 TAC 249.14(d)(3)*

NOTICE A superintendent shall notify the board and the educator of the filing of a written report with SBEC. *Education Code 21.006(d)*

SANCTIONS FOR FAILURE TO REPORT A superintendent who fails to timely make a required report is subject to sanctions by SBEC. *Education Code 21.006(f); 19 TAC 249.14(e)*

EMPLOYEE STANDARDS OF CONDUCT  
REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

DHB  
(LEGAL)

IMMUNITY

A superintendent who, in good faith and while acting in an official capacity, files a report with SBEC is immune from civil or criminal liability that might otherwise be incurred or imposed. *Education Code 21.006(e)*



PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LEGAL)

TEACHER APPRAISAL      The employment policies adopted by the board must require a written evaluation of each teacher at annual or more frequent intervals.

A teacher appraisal must be done at least once during each school year. A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years.

*Education Code 21.203, .352(c)*

INTERIM  
EVALUATIONS AND  
GUIDANCE

In addition to conducting a complete appraisal as frequently as required by Education Code 21.352(c), a district shall require that appropriate components of the appraisal process, such as classroom observations and walk-throughs, occur more frequently as necessary to ensure that a teacher receives adequate evaluation and guidance. A district shall give priority to conducting appropriate components more frequently for inexperienced teachers or experienced teachers with identified areas of deficiency. *Education Code 21.352(c-1)*

REQUIRED  
COMPONENTS

The statutorily required components of teacher appraisal are defined as follows:

1. The implementation of discipline management procedures is the teacher's pedagogical practices that produce student engagement and establish the learning environment.
2. The performance of teachers' students is how the individual teacher's students progress academically in response to the teacher's pedagogical practice as measured at the individual teacher level by one or more of the following student growth measures:
  - a. Student learning objectives;
  - b. Student portfolios;
  - c. Pre- and post-test results on district-level assessments;  
or
  - d. Value-added data based on student state assessment results.

*19 TAC 150.1001(f)*

NOTICE AND USE OF  
EVALUATIONS

A district shall use a teacher's consecutive appraisals from more than one year, if available, in making employment decisions and

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LEGAL)

	<p>developing career recommendations for the teacher. <i>Education Code 21.352(e)</i></p> <p>The district shall notify a teacher of the results of any appraisal of the teacher in a timely manner so that the appraisal may be used as a developmental tool by the district and the teacher to improve the overall performance of the teacher. <i>Education Code 21.352(f)</i></p>
ROLE OF EXTRACURRICULAR ACTIVITIES	<p>A teacher who directs extracurricular activities in addition to performing classroom teaching duties shall be appraised only on the basis of classroom teaching performance and not on performance in connection with extracurricular activities. <i>Education Code 21.353</i></p>
ACCESS TO EVALUATIONS	<p>A district shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file.</p> <p>Each teacher is entitled to receive a written copy of the evaluation promptly on its completion. The evaluation and any rebuttal may be given to another school district at which the teacher has applied for employment at the request of that district.</p> <p><i>Education Code 21.352(c)</i></p>
CONFIDENTIALITY	<p>A document evaluating the performance of a teacher is confidential. <i>Education Code 21.355</i></p>
TWO APPRAISAL METHODS	<p>A district shall use one of the following methods to appraise teachers:</p> <ol style="list-style-type: none"><li>1. The teacher appraisal system recommended by the commissioner of education [see STATE METHOD (T-TESS) below]; or</li><li>2. A local teacher appraisal system [see DISTRICT OPTION and CAMPUS OPTION below].</li></ol> <p><i>Education Code 21.352(a); 19 TAC 150.1001(a)</i></p>
SELECTION OF APPRAISAL METHOD	<p>A superintendent, with the approval of a board, may select the state appraisal method. Each district or campus wanting to select or develop an alternative teacher appraisal system must follow the requirements set forth below at DISTRICT OPTION or CAMPUS OPTION. <i>19 TAC 150.1001(c)</i></p>
NOTICE TO SERVICE CENTER	<p>A superintendent shall notify the executive director of the district's regional education service center in writing of the district's choice of appraisal system when using an alternative to the state appraisal method and detail the components of that system by the first day of instruction for the school year in which the alternative system is used.</p>

A district shall submit annually to its service center a summary of the campus-level evaluation scores from the state appraisal method or the district's locally adopted appraisal system, in a manner prescribed by the commissioner.

*19 TAC 150.1008*

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**Note:** The following provisions apply to teacher appraisal using the state appraisal method.

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STATE METHOD  
(T-TESS)

The commissioner's recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), was developed in accordance with Education Code 21.351. *19 TAC 150.1001(b), .1002(a)*

ORIENTATION AND  
ANNUAL REVIEW

A district shall ensure that all teachers are provided with an orientation to the T-TESS no later than the final day of the first three weeks of school and at least two weeks before the first observation when:

1. The teacher is new to the district;
2. The teacher has never been appraised under the T-TESS; or
3. District policy regarding teacher appraisal has changed since the last time the teacher was provided with an orientation to the T-TESS.

The teacher orientation shall be conducted in a face-to-face setting during a district's first year of T-TESS implementation and include all state and local appraisal policies and the local appraisal calendar. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the T-TESS specifics and to have their questions answered.

*19 TAC 150.1006*

APPRAISERS

The teacher appraisal process requires at least one certified appraiser. An appraiser must be the teacher's supervisor or a person approved by the board.

CAMPUS  
ADMINISTRATOR

Only a campus administrator may act as a certified appraiser, except as provided below.

Under the T-TESS, a "campus administrator" includes a principal, an assistant principal, an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification, or supervisory staff whose job descrip-

tion includes the appraisal of teachers and who is not a classroom teacher.

An individual other than a campus administrator may act as a certified appraiser if:

1. The individual has been certified by completing the required training prior to conducting appraisals; and
2. In the case where the certified appraiser is a classroom teacher, the certified appraiser:
  - a. Conducts appraisals at the same school campus at which the certified appraiser teaches if the certified appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities; or
  - b. Does not conduct appraisals of classroom teachers who teach at the same campus as the certified appraiser if the certified appraiser is not a department or grade-level chair.

TRAINING AND  
CERTIFICATION

Before conducting appraisals, an appraiser must be certified by having satisfactorily completed the state-approved T-TESS appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advanced Educational Leadership (AEL) certification. Appraisers without ILT, ILD, or AEL certification before January 1, 2016, may not take ILT or ILD to satisfy the requirement. Periodic recertification and training shall be required.

*Education Code 21.351(c); 19 TAC 150.1005*

APPRAISAL  
CALENDAR

A district shall establish a calendar for teacher appraisals and provide that calendar to teachers within three weeks from the first day of instruction. The appraisal period for each teacher must include all of the days of the teacher's contract.

Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.

The appraisal calendar shall:

1. Exclude observations in the two weeks after the day of completion of the T-TESS orientation in the school years when an orientation is required; and

2. Indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students.

*19 TAC 150.1003(d)*

A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required. *Education Code 21.352(d); 19 TAC 150.1003(c)*

ASSESSMENT OF  
TEACHER  
PERFORMANCE

Each teacher must be appraised each school year, except as provided below at LESS-THAN-ANNUAL APPRAISAL. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified. *19 TAC 150.1003(a)*

During the appraisal period, the certified appraiser shall evaluate and document teacher performance specifically related to the domain criteria as identified in 19 Administrative Code 150.1002(a) and the performance of teachers' students as defined in 19 Administrative Code 150.1001(f)(2). *19 TAC 150.1003(e)*

LESS-THAN-  
ANNUAL  
APPRAISAL

A teacher may receive a full appraisal less than annually if the teacher agrees in writing and the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in 19 Administrative Code 150.1002(a) or the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2). A teacher who receives a full appraisal less than annually must receive a full appraisal at least once during each period of five school years.

District policy may stipulate:

1. Whether the option to receive a full appraisal less frequently than annually is to be made available to teachers;
2. Whether the option to receive a full appraisal less frequently than annually is to be adopted district-wide or is to be campus specific;
3. If the appraisal accompanying a teacher new to a district or campus meets this option, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and
4. Whether a certified appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies

documented in accordance with 19 Administrative Code 150.1003(b)(6) and (f) (related to cumulative data regarding teacher performance in addition to formal classroom observations).

A school district may choose annually to review the written agreement to have less frequent full appraisals with the teacher. However, at the conclusion of the school year, the district may modify appraisal options through board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous year(s).

In a year in which a teacher does not receive a full appraisal due to meeting the requirements, a teacher shall participate in:

1. The Goal-Setting and Professional Development Plan process;
2. The performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2); and
3. A modified end-of-year conference that addresses:
  - a. The progress on the Goal-Setting and Professional Development Plan;
  - b. The performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2); and
  - c. The following year's Goal-Setting and Professional Development plan.

*19 TAC 150.1003(l)*

DOMAINS AND  
DIMENSIONS

Each teacher shall be appraised on the following domains and dimensions of the T-TESS rubric that is aligned to the Texas Teacher Standards in 19 Administrative Code Chapter 149 (relating to Commissioner's Rules Concerning Educator Standards):

1. Domain I. Planning, which includes the following dimensions:
  - a. Standards and alignment;
  - b. Data and assessment;
  - c. Knowledge of students; and
  - d. Activities.
2. Domain II. Instruction, which includes the following dimensions:

- a. Achieving expectations;
  - b. Content knowledge and expertise;
  - c. Communication;
  - d. Differentiation; and
  - e. Monitor and adjust.
3. Domain III. Learning Environment, which includes the following dimensions:
- a. Classroom environment, routines, and procedures;
  - b. Managing student behavior; and
  - c. Classroom culture.
4. Domain IV. Professional Practices and Responsibilities, which includes the following dimensions:
- a. Professional demeanor and ethics;
  - b. Goal setting;
  - c. Professional development; and
  - d. School community involvement.

The evaluation of each of the dimensions above shall consider all data generated in the appraisal process. The data for the appraisal of each dimension shall be gathered from pre-conferences, observations, post-conferences, end-of-year conferences, the Goal-Setting and Professional Development Plan process, and other documented sources.

Each teacher shall be evaluated on the 16 dimensions in Domains I–IV identified above using the following categories:

1. Distinguished;
2. Accomplished;
3. Proficient;
4. Developing; and
5. Improvement needed.

STUDENT  
PERFORMANCE

Beginning with the 2017–18 school year, each teacher appraisal shall include the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2) (relating to student growth measures).

If calculating a single overall summative appraisal score for teachers, the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2), shall count for at least 20 percent of a teacher's summative score.

Each teacher shall be evaluated on the performance of teachers' students using one of the terms from the following categories:

1. Distinguished or well above expectations;
2. Accomplished or above expectations;
3. Proficient or at expectations;
4. Developing or below expectations; or
5. Improvement needed or well below expectations.

*19 TAC 150.1002*

APPRAISAL  
PROCESS

The annual teacher appraisal, or full appraisal, shall include:

1. A completed and appraiser-approved Goal-Setting and Professional Development Plan that shall be:
  - a. Submitted to the teacher's appraiser within the first six weeks from the day of completion of the T-TESS orientation for teachers in their first year of appraisal under the T-TESS or for teachers new to the district; or
  - b. Initially drafted in conjunction with the teacher's end-of-year conference from the previous year, revised as needed based on changes to the context of the teacher's assignment during the current school year, and submitted to the teacher's appraiser within the first six weeks of instruction; and
  - c. Maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activities detailed in the approved plan;
  - d. Shared with the teacher's appraiser prior to the end-of-year conference; and
  - e. Used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimensions of the T-TESS rubric;
2. For a teacher in the first year of appraisal under the T-TESS or for teachers new to the district, a Goal-Setting and Profes-

- sional Development Plan conference prior to the teacher submitting the plan to the teacher's appraiser;
3. After a teacher's first year of appraisal under the T-TESS within the district, an observation pre-conference conducted prior to announced observations;
  4. At least one classroom observation of a minimum of 45 minutes, with additional walk-throughs and observations conducted at the discretion of the certified appraiser and in accordance with the Education Code 21.352(c-1). Additional observations and walk-throughs do not require an observation post-conference. Additional observations and walk-throughs do require a written summary if the data gathered during the additional observation or walk-through will impact the teacher's summative appraisal ratings, in which case the written summary shall be shared within ten working days after the completion of the additional observation or walk-through. Title 19 Administrative Code 150.1004 (relating to Teacher Response and Appeals) applies to a written summary of an additional observation or walk-through that will impact the teacher's summative appraisal ratings;
  5. An observation post-conference that:
    - a. Shall be conducted within ten working days after the completion of an observation;
    - b. Is diagnostic and prescriptive in nature;
    - c. Includes a written report of the rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement; and
    - d. Can allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement based on the post-conference discussion with the teacher;
  6. Cumulative data from written documentation collected regarding job-related teacher performance, in addition to formal classroom observations;
  7. An end-of-year conference that:
    - a. Reviews the appraisal data collected throughout the current school year and previous school years, if available;
    - b. Examines and discusses the evidence related to the teacher's performance on the four dimensions of Domain IV of the T-TESS rubric;

- c. Examines and discusses evidence related to the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2) (relating to student growth measures), when available; and
  - d. Identifies potential goals and professional development activities for the teacher for the next school year; and
8. A written summative annual appraisal report to be provided to the teacher within ten working days of the conclusion of the end-of-year conference.

*19 TAC 150.1003(b)*

SHORTER OBSERVATIONS	By written, mutual consent of the teacher and the certified appraiser, the required 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes. <i>19 TAC 150.1003(g)</i>
CUMULATIVE DATA	The certified appraiser is responsible for documentation of cumulative data. Any third-party information from a source other than the certified appraiser that the certified appraiser wishes to include as cumulative data shall be verified and documented by the certified appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the certified appraiser's knowledge of the occurrence. The principal shall also be notified in writing of the cumulative data when the certified appraiser is not the teacher's principal. <i>19 TAC 150.1003(f)</i>
SUMMATIVE REPORT	A written summative annual appraisal report shall be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period. <i>19 TAC 150.1003(h)</i>
END-OF-YEAR CONFERENCE	An end-of-year conference shall be held within a time frame specified on the district calendar, no later than 15 working days before the last day of instruction for students. The end-of-year conference shall focus on the data and evidence gathered throughout the appraisal year; the teacher's efforts as they pertain to Domain IV; the results of the performance of teachers' students, when available, as defined in 19 Administrative Code 150.1001(f)(2); and the potential goals and professional development plans for the following year. The written summative annual appraisal report shall be shared with the teacher within ten working days following the conclusion of the end-of-year conference but no later than 15 working days before the last day of instruction.

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LEGAL)

In cases where the certified appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the end-of-year conference.

*19 TAC 150.1003(i), (j)*

ADDITIONAL  
DOCUMENTATION

Any documentation collected after the end-of-year conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any dimension, another summative report shall be developed to inform the teacher of the changes. *19 TAC 150.1003(k)*

TEACHER RESPONSE  
AND REBUTTAL

A teacher may submit a written response or rebuttal at the following times:

1. For Domains I, II, and III, after receiving a written observation summary or any other written documentation related to the ratings of those three domains; or
2. For Domain IV and for the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2), after receiving a written summative annual appraisal report.

Any written response or rebuttal must be submitted within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. A teacher may not submit a written response or rebuttal to a written summative annual appraisal report for the ratings in Domains I, II, and III if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal.

*Education Code 21.352(c); 19 TAC 150.1004(a), (b)*

REQUEST FOR  
SECOND APPRAISAL

A teacher may request a second appraisal by another certified appraiser at the following times:

1. For Domains I, II, and III, after receiving a written observation summary with which the teacher disagrees; or
2. For Domain IV and for the performance of teachers' students, as defined in 19 Administrative Code 150.1001(f)(2), after receiving a written summative annual appraisal report with which the teacher disagrees.

The second appraisal must be requested within ten working days of receiving a written observation summary or a written summative

annual appraisal report. A teacher may not request a second appraisal by another certified appraiser in response to a written summative annual appraisal report for the ratings of dimensions in Domains I, II, and III if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal.

A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.

The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains I–III or shall review the Goal-Setting and Professional Development Plan for evidence of goal attainment and professional development activities, when applicable. Cumulative data may also be used by the second appraiser to evaluate other dimensions.

A district shall adopt written procedures for determining the selection of second appraisers. The procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

*Education Code 21.352(c); 19 TAC 150.1004(c)–(g)*

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**Note:** The following provisions apply to teacher appraisal using a district-developed appraisal method.

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DISTRICT OPTION

A district that does not choose to use the T-TESS must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined below.

DEVELOPMENT OF  
APPRAISAL SYSTEM

The district-level planning and decision-making committee shall:

1. Develop an appraisal process;
2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and
3. Consult with the campus-planning and decision-making committee on each campus in the district.

APPRAISAL  
PROCESS

The appraisal process shall include:

1. At least one appraisal each year, or less frequently if in accordance with Education Code 21.352(c) [see TEACHER APPRAISAL above];

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LEGAL)

2. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
3. Criteria based on observable, job-related behavior, including:
  - a. Teachers' implementation of discipline management procedures, as defined in 19 Administrative Code 150.1001(f)(1); and
  - b. Beginning with the 2017–18 school year, the performance of the teachers' students as defined in 19 Administrative Code 150.1001(f)(2).

BOARD  
ACCEPTANCE

A district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the board with a recommendation to accept or reject.

The board may accept or reject, with comments, the appraisal process and performance criteria, but may not modify the process or criteria.

*Education Code 21.352(a)(2), (b); 19 TAC 150.1007(a)*

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**Note:** The following provisions apply to teacher appraisal using a campus-developed appraisal method.

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CAMPUS OPTION

A campus within a district may choose to develop a local appraisal system.

DEVELOPMENT OF  
APPRAISAL SYSTEM

The campus planning and decision-making committee shall:

1. Develop an appraisal process;
2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and
3. Submit the process and criteria to the district-level planning and decision-making committee.

APPRAISAL  
PROCESS

The appraisal process shall include:

1. At least one appraisal each year, or less frequently if in accordance with Education Code 21.352(c) [see TEACHER APPRAISAL above];
2. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and

3. Criteria based on observable, job-related behavior, including:
  - a. Teachers' implementation of discipline management procedures, as defined in 19 Administrative Code 150.1001(f)(1); and
  - b. Beginning with the 2017–18 school year, the performance of the teachers' students as defined in 19 Administrative Code 150.1001(f)(2).

BOARD  
ACCEPTANCE

Upon submission of the appraisal process and criteria to the district-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent.

The superintendent shall submit to the board:

1. The recommended campus appraisal process and criteria;
2. The district-level planning and decision-making committee's recommendation; and
3. The superintendent's recommendation.

The board may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

*Education Code 21.352(a)(2), (b); 19 TAC 150.1007(b)*

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**Note:** The following provision applies to appraiser training under a local appraisal process (district- or campus-developed).

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APPRAISERS

A district that locally develops and adopts its own educator appraisal system should have a clearly defined set of procedures for training appraisers. The district should identify the qualities appraisers must demonstrate and include appropriate proficiency checks to evaluate the performance of all educators performing appraisals under the district's locally adopted appraisal systems. The school district shall be responsible for documenting that appraisers have met training criteria established by the district. *19 TAC 244.3*

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**Note:** The standards to be used to inform the training, appraisal, and professional development of teachers are outlined in 19 Administrative Code 149.1001.

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PERFORMANCE APPRAISAL  
EVALUATION OF CAMPUS ADMINISTRATORS

DNB  
(LEGAL)

FREQUENCY

The employment policies adopted by a board must require a written evaluation at annual or more frequent intervals of each principal, supervisor, school counselor, or other full-time, certified professional employee, and nurse. *Education Code 21.203(a)*

District funds may not be used to pay an administrator who has not been appraised in the preceding 15 months. *Education Code 21.354(d)*

PRINCIPAL APPRAISAL

A district shall appraise each principal annually. In appraising principals, a school district shall use either:

1. The appraisal system and school leadership standards and indicators developed or established by the commissioner of education; or
2. An appraisal process and performance criteria developed by the district in consultation with the district-level and campus-level committees [see BQA and BQB] and adopted by the board.

*Education Code 21.3541(f), (g); 19 TAC 150.1023(a)*

The commissioner's recommended principal appraisal system, the Texas Principal Evaluation and Support System (T-PESS), was developed in accordance with Education Code 21.3541.

The superintendent, with the approval of the board, may select the T-PESS. Each school district wanting to select or develop an alternative principal appraisal system must follow Education Code 21.3541, and 19 Administrative Code 150.1026 (relating to Alternatives to the Commissioner's Recommended Principal Appraisal System).

*19 TAC 150.1021(b), (c)*

NOTICE TO ESC

The superintendent shall notify the executive director of its regional education service center in writing of the school district's choice of appraisal system when using an alternative to the commissioner's recommended appraisal system and detail the components of that system by the first day of instruction for the school year in which the alternative system is used.

Each school district shall submit annually to its regional education service center a summary of the evaluation scores from the T-PESS or the district's locally adopted appraisal system, in a manner prescribed by the commissioner.

*19 TAC 150.1027*

PERFORMANCE APPRAISAL  
EVALUATION OF CAMPUS ADMINISTRATORS

DNB  
(LEGAL)

TEXAS PRINCIPAL  
EVALUATION AND  
SUPPORT SYSTEM  
(T-PESS)

Each principal shall be appraised on the following standards and indicators of the T-PESS rubric that is aligned to the Texas Administrator Standards in 19 Administrative Code, Chapter 149 (relating to Commissioner's Rules Concerning Educator Standards):

1. Standard I. Instructional Leadership, which includes four indicators;
2. Standard II. Human Capital, which includes four indicators;
3. Standard III. Executive Leadership, which includes four indicators;
4. Standard IV. School Culture, which includes five indicators; and
5. Standard V. Strategic Operations, which includes four indicators.

The evaluation of each of the standards and indicators above shall consider all data generated in the appraisal process.

Each principal shall be evaluated on the attainment and progress toward at least one goal, as referenced in 19 Administrative Code 150.1023 (relating to Appraisals, Data Sources, and Conferences). At least one goal shall be focused on the improvement of the principal's practice, as captured in the T-PESS rubric indicators and descriptors.

If calculating a single overall summative appraisal score for principals, the rating for the attainment of goals shall count for:

1. At least 20 percent of a principal's summative score for a principal who has served at least one year in his or her role on the same campus; or
2. At least 30 percent of a principal's summative score for a principal who is in his or her first year as principal on a particular campus.

Each principal shall be evaluated on each of the 21 indicators in Standards I–V identified above and on the attainment of each goal, using the following categories:

1. Distinguished;
2. Accomplished;
3. Proficient;
4. Developing; and
5. Improvement needed.

PERFORMANCE APPRAISAL  
EVALUATION OF CAMPUS ADMINISTRATORS

DNB  
(LEGAL)

Beginning with the 2017–18 school year, each principal appraisal shall include the campus-level academic growth or progress of the students enrolled at the principal’s campus.

If calculating a single overall summative appraisal score for principals, the measure of student growth or progress shall count for:

1. At least 20 percent of a principal’s summative score for a principal who has served two or more years in his or her role on the same campus;
2. At least 10 percent of a principal’s summative score for a principal who has served one year in his or her role on the same campus; or
3. May not be included in calculating a single overall summative appraisal score for a principal who is in his or her first year as principal on a particular campus.

Each principal shall be evaluated on student growth or progress using one of the terms from the following categories:

1. Distinguished;
2. Accomplished;
3. Proficient;
4. Developing; or
5. Improvement needed.

*19 TAC 150.1022*

APPRAISAL  
PROCEDURES

The annual principal appraisal shall include:

1. At least one appraiser-approved goal that shall be:
  - a. Initially drafted in conjunction with the principal’s end-of-year conference from the previous year, as applicable, revised as needed based on changes to the context of the principal’s assignment at the beginning of the current school year, and submitted to the principal’s appraiser; and
  - b. Maintained throughout the course of the school year by the principal to track progress in the attainment of goals and the actions taken to achieve the goals;
  - c. Shared with the principal’s appraiser prior to the end-of-year conference; and

PERFORMANCE APPRAISAL  
EVALUATION OF CAMPUS ADMINISTRATORS

DNB  
(LEGAL)

- d. Used after the end-of-year conference in the determination of ratings for the attainment of goals;
2. A pre-evaluation conference prior to the principal submitting his or her goals to the principal's appraiser;
3. A mid-year conference to determine and discuss progress toward the attainment of goals;
4. An end-of-year conference that:
  - a. Reviews data collected throughout the current school year and previous school years, if available;
  - b. Examines and discusses the artifacts and evidence related to the principal's performance on the 21 indicators of T-P ESS rubric and the attainment of goals;
  - c. Examines and discusses evidence related to student growth or progress measures, as described in 19 Administrative Code 150.1022(f)–(h), when available; and
  - d. Identifies potential goals and professional development activities for the principal for the next school year; and
5. A written summative annual appraisal report to be provided to the principal after the conclusion of the end-of-year conference.

CALENDAR	Each school district shall establish a calendar for the appraisal of principals and provide that calendar to principals prior to the pre-evaluation conference.
APPRAISAL REPORT	The written summative annual appraisal report shall be placed in the principal's personnel file by the end of the appraisal period.
ADDITIONAL DOCUMENTATION	Any documentation collected after the end-of-year conference but before the end of the contract term during one school year may be considered as part of the appraisal of a principal. If the documentation affects the principal's evaluation in any indicator, the attainment of goals, or a measure of student growth or progress, another summative report shall be developed to inform the principal of the changes prior to the end of the contract term.  <i>19 TAC 150.1023(b)–(e)</i>
APPRAISER QUALIFICATIONS	The principal appraisal process requires at least one certified appraiser. Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved T-P ESS. Periodic recertification and training may be required. <i>19 TAC 150.1024</i>

PERFORMANCE APPRAISAL  
EVALUATION OF CAMPUS ADMINISTRATORS

DNB  
(LEGAL)

ORIENTATION            A district shall ensure that a principal is provided with an orientation of the T-PESS either prior to or in conjunction with the pre-evaluation conference when:

1. The principal is new to the district;
2. The principal has never been appraised under the T-PESS; or
3. District policy regarding principal appraisal has changed since the last time the principal was provided with an orientation to the T-PESS.

The principal orientation shall include all state and local appraisal policies and the local appraisal calendar.

*19 TAC 150.1025*

ALTERNATIVES TO  
T-PESS

A district that does not choose to use the T-PESS must develop its own principal appraisal system supported by locally adopted policy and procedures; developed in consultation with the district-level and campus-level committees established under Education Code 11.251; and adopted by the board. *Education Code 21.3541; 19 TAC 150.1026*

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**Note:** The standards, indicators, knowledge, and skills to be used to align with the training, appraisal, and professional development of principals are outlined in 19 Administrative Code 149.2001.

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APPRAISAL OF  
CAMPUS  
ADMINISTRATORS  
OTHER THAN  
PRINCIPALS

A district shall appraise each campus administrator, other than a principal, annually using either:

1. The commissioner's recommended appraisal process and performance criteria; or
2. An appraisal process and performance criteria developed by the district in consultation with the district- and campus-level committees and adopted by the board.

*Education Code 21.354(c)*

A district may use the T-PESS to appraise campus administrators other than principals provided the school district makes appropriate modifications to ensure that the T-PESS rubric and components fit the job descriptions of the campus administrators other than principals evaluated with the T-PESS. A district using T-PESS for administrators other than principals shall evaluate administrators on the attainment and progress toward at least one goal, as referenced in 19 Administrative Code 150.1023 (relating to Appraisals, Data Sources, and Conferences). At least one goal shall be fo-

PERFORMANCE APPRAISAL  
EVALUATION OF CAMPUS ADMINISTRATORS

DNB  
(LEGAL)

cused on the improvement of the administrator's practice, as captured in the T-PESS rubric indicators and descriptors.

Each school district wanting to select or develop a local appraisal system for campus administrators other than principals must use an appraisal process and performance criteria developed in consultation with the district- and campus-level committees established under Education Code 11.251; and adopted by the board.

*Education Code 21.354(c)(2); 19 TAC 150.1028, 244.2(c)*

APPRAISERS

A district using T-PESS for administrators other than principals or that locally develops and adopts its own educator appraisal system should have a clearly defined set of procedures for training appraisers. The school district should identify the qualities appraisers must demonstrate and include appropriate proficiency checks to evaluate the performance of all educators performing appraisals under the district's adopted appraisal systems. The school district shall be responsible for documenting that appraisers have met training criteria established by the district. *19 TAC 244.2(c), .3*

SCHOOL  
COUNSELORS

The commissioner shall develop and periodically update an evaluation form for use by districts in evaluating school counselors.  
*Education Code 21.356*

CONFIDENTIALITY OF  
EVALUATION

A document evaluating the performance of an administrator is confidential. *Education Code 21.355*

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**Note:** For provisions regarding inventory and requisition of instructional materials, see CMD.

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DEFINITIONS

“Instructional material” is defined as content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material. *Education Code 31.002(1)*

“Open-source instructional material” is electronic instructional material that is available for downloading from the Internet at no charge to a student and without requiring the purchase of an unlock code, membership, or other access or use charge, except for a charge to order an optional printed copy of all or part of the instructional material. *Education Code 31.002(1-a)*

“Technological equipment” is hardware, a device, or equipment necessary for instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials; or professional use by a classroom teacher. *Education Code 31.002(4)*

SBOE INSTRUCTIONAL  
MATERIALS LIST

For each subject and grade level, the State Board of Education (SBOE) shall adopt a list of instructional materials.

The list includes each instructional material that meets applicable physical specifications and contains material covering at least half of the elements of the essential knowledge and skills of the subject and grade level. *Education Code 31.023(a)*

A district may requisition instructional materials on the SBOE’s list for grades above the grade level in which the student is enrolled. *19 TAC 66.104(b)*

OPEN-SOURCE  
INSTRUCTIONAL  
MATERIAL

The SBOE shall place open-source instructional material for a secondary-level course submitted for adoption by an eligible institution on the list if it satisfies the requirements described in Education Code 31.0241. *Education Code 31.0241(b)*

COMMISSIONER  
INSTRUCTIONAL  
MATERIALS LIST

The commissioner of education, with input from the SBOE, shall adopt a list of:

1. Electronic instructional material; and

INSTRUCTIONAL MATERIALS  
SELECTION AND ADOPTION

EFAA  
(LEGAL)

2. Material that conveys information to the student or otherwise contributes to the learning process, including tools, models, and investigative materials designed for use as part of the foundation curriculum for science in kindergarten through grade 5 and personal financial literacy in kindergarten through grade 8.

*Education Code 31.0231(a)*

SUPPLEMENTAL  
INSTRUCTIONAL  
MATERIALS LIST

The SBOE may adopt supplemental instructional materials that are not on the SBOE instructional materials list. Supplemental instructional material contains material covering one or more primary focal points or primary topics of a subject in the required curriculum but is not designed to serve as the sole textbook for a full course. *Education Code 31.035(a)*

LOCAL SELECTION

A board shall select instructional materials in an open meeting as required by the Texas Open Meetings Act, including public notice. *19 TAC 66.104(a)*

NOTICE TO SBOE

Each year, during a period established by the SBOE, a board shall notify the SBOE of instructional materials selected in accordance with Education Code 31.101. *Education Code 31.101(a)*

FOUNDATION  
CURRICULUM

For subjects in the foundation curriculum, a board shall notify the SBOE of the instructional materials it selects from the instructional materials list, including the commissioner's instructional materials list. *Education Code 31.101(a)(1)*

ENRICHMENT  
CURRICULUM

For a subject in the enrichment curriculum, a board shall notify the SBOE of instructional material it selects from the instructional materials list, including the commissioner's instructional materials list, or that it selected instructional materials that do not appear on the list. *Education Code 31.101(a)(2)*

SUPPLEMENTAL  
MATERIALS

A board may select supplemental instructional materials adopted by the SBOE, as set forth at Education Code 31.035 [see CMD]. If a board selects supplemental instructional materials, the district shall certify to TEA that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by the district, cover the essential knowledge and skills for the course. *Education Code 31.035(d), (f)*

OPEN-SOURCE  
MATERIAL

A district may adopt state-developed open-source instructional material at any time, regardless of the instructional material review and adoption cycle. *Education Code 31.073(c)*

SPECIAL  
EDUCATION

Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instruc-

INSTRUCTIONAL MATERIALS  
SELECTION AND ADOPTION

EFAA  
(LEGAL)

tional material is adopted or the grade in which the student is enrolled. *19 TAC 66.104(c)*

DURATION OF  
SELECTION  
LISTED  
MATERIALS

A district that selects subscription-based instructional material on the SBOE instructional materials list or electronic instructional material on the commissioner's instructional materials list may cancel the subscription and subscribe to new instructional material on the SBOE list or electronic instructional material on the commissioner's list before the end of the state contract period if:

1. The district has used the instructional material for at least one school year; and
2. TEA approves the change based on a written request to TEA by the district that specifies the reasons for changing the instructional material used by the district.

*Education Code 31.101(e)*

OTHER  
MATERIALS

For instructional material that is not on the instructional materials list, a district must use the instructional material for the period of the review and adoption cycle the SBOE has established for the subject and grade level for which the instruction material is used.

*Education Code 31.101(d)*

CRIMINAL OFFENSE

A board member, 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.

A board member, 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 material or technological equipment; and
3. Could not be lawfully purchased with state instructional materials funds.

"Gift, favor, or service" does not include:

1. Staff development, in-service, or teacher training; or
2. Ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

*Education Code 31.152*

INSTRUCTIONAL MATERIALS  
SELECTION AND ADOPTION

EFAA  
(LEGAL)

HUMAN SEXUALITY  
MATERIALS

Course materials relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by a board with the advice of the local school health advisory council. *Education Code 28.004(e)* [See EHAA]

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LEGAL)

A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. A district may establish a shared services arrangement with other districts. *Education Code 29.122*

DEFINITION

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

*Education Code 29.121*

IDENTIFICATION

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

*19 TAC 89.1*

LEARNING  
OPPORTUNITIES

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.

2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year.
4. Opportunities to accelerate in areas of strength.

*19 TAC 89.3*

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**Note:** See DMA(LEGAL) for training requirements for teachers of GIFTED AND TALENTED EDUCATION.

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**Note:** Only districts that identify 15 or more eligible students are required to provide prekindergarten programs.

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TUITION-FREE

A district shall offer prekindergarten classes if it identifies 15 or more eligible students who are at least four years of age. A district may offer prekindergarten if it identifies 15 or more eligible children who are at least three years of age.

A district may not charge tuition for a prekindergarten program offered under these provisions.

EXEMPTION

A district may apply to the commissioner of education (“commissioner”) for an exemption from the requirement that it provide a free prekindergarten program if the district would be required to construct classroom facilities in order to provide the program.

DEFINITIONS

In this section:

1. “Child” includes a stepchild.
2. “Parent” includes a stepparent.

ELIGIBILITY

A child is eligible for enrollment in free prekindergarten if the child is at least three years of age and:

1. Is unable to speak and comprehend the English language;
2. Is educationally disadvantaged;
3. Is homeless, as defined by federal law [see FD(LEGAL)], regardless of the residence of the child, of either parent of the child, or of the child’s guardian or other person having lawful control;
4. Is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
5. Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
6. Is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under Family Code 262.201.

A child who is eligible for enrollment under item 4 or 5 above remains eligible if the child’s parent leaves the armed forces, or is no

longer on active duty, after the child begins the prekindergarten class.

NOTICE

A district shall develop a system to notify the population in the district with children who are eligible for enrollment in a free prekindergarten program of the availability of the program. The system must include public notices issued in English and Spanish.

HALF-DAY BASIS

A free prekindergarten class shall be operated on a half-day basis.

TRANSPORTATION

A district is not required to provide transportation for a prekindergarten class. If transportation is provided, it is included for funding purposes as part of the regular transportation system.

*Education Code 29.153*

TUITION-  
SUPPORTED  
OR DISTRICT-  
FINANCED

A district may offer on a tuition basis or use district funds to provide:

1. An additional half-day of prekindergarten classes to children eligible for free prekindergarten; and
2. Half-day and full-day prekindergarten classes to children not eligible for free prekindergarten.

A district may not adopt a tuition rate that is higher than necessary to cover the added costs of the program, including any costs associated with collecting, reporting, and analyzing data under Education Code 29.1532(c) (regarding PEIMS data for prekindergarten programs). A district must submit its proposed tuition rate to the commissioner for approval.

*Education Code 29.1531*

PROGRAM DESIGN

A district's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills. *Education Code 29.1532(a)*

DAILY PHYSICAL  
ACTIVITY

A district shall require students in full-day prekindergarten to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year, as part of the district's physical education program or through structured activity during a campus's daily recess.

To the extent practicable, a district shall require a student enrolled in prekindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten.

If a district determines, for any particular grade level, that requiring moderate or vigorous daily physical activity is impractical due to

scheduling concerns or other factors, the district may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week.

A district must provide an exemption for a student who is unable to participate in the required physical activity because of illness or disability.

*Education Code 28.002(l)*

HIGH-QUALITY  
PREKINDERGARTEN  
GRANT PROGRAM

From funds appropriated for that purpose, the commissioner shall establish a grant funding program under which funds are awarded to districts to implement a prekindergarten grant program under Education Code Chapter 29, Subchapter E-1 and 19 Administrative Code 102.1003.

A district may participate in and receive funding under the program if the district meets all program standards required under Subchapter E-1. A program is subject to any other requirements imposed by law that apply to a prekindergarten program.

*Education Code 29.165*

A district that receives funding under this grant shall maintain locally and provide at TEA's request the necessary documentation to ensure fidelity of high-quality prekindergarten program implementation. *19 TAC 102.1003(k)*

ELIGIBILITY FOR  
FUNDING

All eligible districts may receive grant funding for each qualifying student in average daily attendance in a high-quality prekindergarten program in the district. A school district that receives the funding may use the funding only to improve the quality of the district's prekindergarten programs. Funding for each qualifying student in attendance for the entire instructional period on a school day shall not exceed \$1,500. *Education Code 29.166; 19 TAC 102.1003(a), (j)*

To be eligible to receive grant funding under the program, a district shall:

1. Implement a curriculum for a high-quality prekindergarten grant program that addresses all of the Texas Prekindergarten Guidelines (updated 2015) in the domains identified in 19 Administrative Code 102.1003(c);
2. Measure the progress of each student in meeting the recommended end of prekindergarten year outcomes identified in the Texas Prekindergarten Guidelines, and the preparation of each student for kindergarten using a kindergarten readiness

instrument for reading as described in Education Code 28.006.

3. Develop, implement, and make available on the district or campus website a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. [See FAMILY ENGAGEMENT PLAN below]

*19 TAC 102.1003(c), (d), (f)*

QUALIFYING  
STUDENTS

A district receiving funds under the program must provide educational services to qualifying students. A student qualifies for additional funding if the student is four years of age on September 1 of the year the student begins the program and:

1. Is unable to speak and comprehend the English language;
2. Is educationally disadvantaged;
3. Is a homeless child, as defined by 42 U.S.C. § 11434a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child;
4. Is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
5. Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
6. Is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Family Code 262.201.

*Education Code 29.153(b); 19 TAC 102.1003(b)*

CURRICULUM  
REQUIREMENTS

A district shall select and implement a curriculum for a prekindergarten grant program that:

1. Includes the prekindergarten guidelines established by TEA;
2. Measures the progress of students in meeting the recommended learning outcomes; and
3. Does not use national curriculum standards developed by the Common Core State Standards Initiative.

The curriculum must address all of the Texas Prekindergarten Guidelines (updated 2015) in the domains identified in 19 Administrative Code 102.1003(c).

In a format prescribed by TEA, a district that receives funding under this grant shall report:

1. The curriculum used in the high-quality prekindergarten program classes as required by 19 Administrative Code 102.1003(c);
2. A description and the results of each prekindergarten instrument used in the high-quality prekindergarten program classes as required by 19 Administrative Code 102.1003(d);
3. A description of each kindergarten readiness instrument used in the district to measure the effectiveness of the district's high-quality prekindergarten program classes as required by 19 Administrative Code 102.1003(d); and
4. The results for at least 95 percent of the district's kindergarten students on the kindergarten readiness instrument.

*Education Code 29.167(a); 19 TAC 102.1003(c), (g)*

TEACHER  
REQUIREMENTS

Each teacher for a prekindergarten program class must be certified under Education Code Chapter 21, Subchapter B and have one of the following additional qualifications:

1. A Child Development Associate (CDA) credential or another early childhood education credential approved by TEA;
2. Certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;
3. At least eight years' experience of teaching in a nationally accredited child care program;
4. A graduate or undergraduate degree in early childhood education or early childhood special education;
5. Documented completion of the Texas School Ready Training Program; or
6. Be employed as a prekindergarten teacher in a district that has ensured that:
  - a. Prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of documented professional development addressing all ten domains in the

Texas Prekindergarten Guidelines that were approved prior to 2015 in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period;

- b. Teachers who have not completed training required above prior to assignment in a prekindergarten class complete:
  - (1) The first 30 hours of 150 cumulative hours of documented professional development addressing all ten domains in the Texas Prekindergarten Guidelines (updated 2015) in addition to other relevant topics related to high-quality prekindergarten before the end of the 2016–17 school year; and
  - (2) Complete the additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and
- c. At least half of the hours required above shall include experiential learning, practical application, and direct interaction with specialists in early childhood education or instructional coaches.

A district may allow a teacher employed by the district to receive the training required to be awarded a CDA credential from a regional education service center. Training may not include national curriculum standards developed by the Common Core State Standards Initiative.

A school district must attempt to maintain an average ratio in any prekindergarten program class of not less than one certified teacher or teacher's aide for each 11 students.

*Education Code 29.167; 19 TAC 102.1003(e), (i)*

FAMILY  
ENGAGEMENT  
PLAN

A district shall develop and implement a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education.

An effective family engagement plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning that is child centered, age appropriate, and family driven.

The family engagement plan must be based on family engagement strategies established by TEA as set out in 19 Administrative Code 102.1003(f).

*Education Code 29.168; 19 TAC 102.1003(f)*

PROGRAM  
EVALUATION

A school district shall:

1. Select and implement appropriate methods for evaluating the district's program classes by measuring student progress; and
2. Make data from the results of program evaluations available to parents.

A district may administer diagnostic assessments to students in a program class to evaluate student progress but may not administer a state standardized assessment instrument.

An assessment instrument administered to a prekindergarten program class must be selected from a list of appropriate prekindergarten assessment instruments identified by the commissioner.

*Education Code 29.169; 19 TAC 102.1003(h)*

ELIGIBLE PRIVATE  
PROVIDERS

A district participating in the grant program may enter into a contract with an eligible private provider to provide services or equipment for the program.

To be eligible to contract with a district to provide a program or part of a program, a private provider must be licensed by and in good standing with the Department of Family and Protective Services. A private provider is in good standing with the Department of Family and Protective Services if the department has not taken an action against the provider's license during the 24-month period preceding the date of a contract with a school district. The private provider must also:

1. Be accredited by a research-based, nationally recognized, and universally accessible accreditation system approved by the commissioner;
2. Be a Texas Rising Star Program provider with a three-star certification or higher;
3. Be a Texas School Ready! participant;
4. Have an existing partnership with a district to provide a prekindergarten program not provided under Subchapter E-1; or
5. Be accredited by an organization that is recognized by the Texas Private School Accreditation Commission.

A prekindergarten program provided by a private provider under Education Code 29.171 is subject to the requirements of Education Code Chapter 29, Subchapter E-1.

*Education Code 29.171*

SPECIAL PROGRAMS  
PREKINDERGARTEN

EHBG  
(LEGAL)

PREKINDERGARTEN  
EXPANSION GRANT

A district may use funds from grants administered by the commissioner to expand an existing half-day prekindergarten program to a full-day basis or to implement a prekindergarten program on a campus that does not have a prekindergarten program.

A district may use funds received under this program to employ teachers and other personnel for a prekindergarten program or to acquire curriculum materials or equipment, including computers, for use in prekindergarten programs.

A district may use funds granted under this program in contracting with another entity, including a private entity.

*Education Code 29.155*

READY TO READ  
GRANT

A district that operates a prekindergarten program is eligible to apply for a Ready to Read grant if at least 75 percent of the children enrolled in the program are low-income students, as determined by commissioner rule.

Grants shall be used to provide scientific, research-based prereading instruction for the purpose of directly improving prereading skills and for identifying cost-effective models for prereading intervention. Grants funds shall be used for:

1. Professional staff development in prereading instruction;
2. Prereading curriculum and materials;
3. Prereading skills assessment materials; and
4. Employment of prereading instructors.

*Education Code 29.157*

STATEWIDE  
INFORMATION  
REFERRAL  
NETWORK

A district shall provide the Texas Information and Referral Network with information regarding eligibility for and availability of child-care and education services for inclusion in the statewide information referral network. A district shall provide the information in a form determined by the executive commissioner of the Texas Health and Human Services Commission. *Gov't Code 531.0312*

“Child care and education services” includes child-care and education services provided by a school district through a prekindergarten or after-school program. *Gov't Code 531.03131(a)*

Staff of the Texas Information and Referral Network shall send an electronic mail message to each appropriate entity containing the name of and contact information for each applicant and a description of the services for which the applicant is applying.

On receipt of such an electronic mail message, a district shall contact the applicant to verify information regarding the applicant's eligibility for available child-care and education services. On certifying eligibility, a district shall match the applicant with entities providing those services in the applicant's community, including local workforce development boards, local child-care providers, or a Head Start or Early Head Start program provider.

A district shall cooperate with the Texas Information and Referral Network as necessary in the administration of this project.

*Gov't Code 531.0312(c)-(e)*

SHARED SITE

Before establishing a new prekindergarten program, a district shall consider the possibility of sharing use of an existing Head Start or other child-care program site as a prekindergarten site. *Education Code 29.1533*

PRE-K LICENSING  
STANDARDS

If a district contracts with a private entity to operate a prekindergarten program, the program shall comply at a minimum with the applicable child-care licensing standards adopted by the Texas Department of Family and Protective Services under Human Resources Code 42.042. *Education Code 29.1532(b)*



ALTERNATIVE METHODS FOR EARNING CREDIT  
COLLEGE COURSE WORK/DUAL CREDIT

EHDD  
(LEGAL)

NOTICE TO PARENTS

Each school year, a district shall notify the parent of each student enrolled in grade 9 or above of the availability of programs under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs, and international baccalaureate programs. The notice must include the name and contact information of any public or private entity offering such a program in the district.

A district may provide the notice on the district's Internet website.

*Education Code 28.010*

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**Note:** For information on dual credit courses available through the Texas Virtual School Network (TxVSN), see EHDE and [www.txvsn.org](http://www.txvsn.org).

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COLLEGE CREDIT  
PROGRAM

A district shall implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. If requested by the district, a public institution of higher education in this state shall assist the district in developing and implementing the program. The college credit may be earned through:

1. International baccalaureate, advanced placement, or dual credit courses;
2. Articulated postsecondary courses provided for local credit or articulated postsecondary advanced technical credit courses provided for state credit; or
3. Any combination of the courses in items 1 and 2.

Annually, a district shall report to TEA:

1. The number of students, including career and technical students, who have participated in the program and earned college credit; and
2. The cumulative number of courses in which participating students have enrolled and college credit hours the students have earned.

The program may provide a student the opportunity to earn credit for a course or activity, including an apprenticeship or training hours:

1. That satisfies a requirement necessary to obtain an industry-recognized credential or certificate or an associate degree, and is approved by the Texas Higher Education Coordinating Board; and

ALTERNATIVE METHODS FOR EARNING CREDIT  
COLLEGE COURSE WORK/DUAL CREDIT

EHDD  
(LEGAL)

2. For which a student may earn credit concurrently toward both the student's high school diploma and postsecondary academic requirements.

A district is not required to pay a student's tuition or other associated costs for taking a course under this section.

*Education Code 28.009*

COLLEGE-LEVEL  
COURSES

A board may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by any of the following regional accrediting associations:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Western Association of Colleges and Schools
6. Northwest Association of Colleges and Schools

To be eligible to enroll and be awarded credit toward state graduation requirements, a student shall have the approval of the high school principal or other school official designated by a district. The course(s) for which credit is awarded shall provide advanced academic instruction beyond or in greater depth than the essential knowledge and skills for the equivalent high school course.

*19 TAC 74.25*

DUAL CREDIT  
PROGRAMS  
DEFINITIONS

For purposes of the following provisions, "college" means a public two-year associate degree-granting institution or a public university.

"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 4.83(2), (4)*

PARTNERSHIP  
AGREEMENTS WITH  
PUBLIC COLLEGES

A district may enter into an agreement with a public college to form a dual credit partnership in accordance with 19 Administrative Code Chapter 4, Subchapter D. *Education Code 130.008; 19 TAC Ch. 4, Subch. D*

ALTERNATIVE METHODS FOR EARNING CREDIT  
COLLEGE COURSE WORK/DUAL CREDIT

EHDD  
(LEGAL)

COMMUNITY COLLEGE JURISDICTION	<p>A school district that operates a high school may enter into an agreement with a community college district, regardless of whether the high school is located within the service area of the community college district, to offer a course as provided by Education Code 130.008. <i>Education Code 130.008(d)</i></p>
STUDENT ELIGIBILITY	<p>A high school student is eligible to enroll in academic dual credit courses and workforce education dual credit courses as permitted by 19 Administrative Code 4.85(b).</p> <p>To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).</p> <p>An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.</p> <p>An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.</p> <p><i>19 TAC 4.85(b)</i></p>
QUALIFIED INSTRUCTOR	<p>A course offered for joint high school and junior college credit must be taught by a qualified instructor approved or selected by the public junior college. An instructor is qualified if the instructor holds:</p> <ol style="list-style-type: none"><li>1. A doctoral or master's degree in the discipline that is the subject of the course;</li><li>2. A master's degree in another discipline with a concentration that required completion of a minimum of 18 graduate semester hours in the discipline that is the subject of the course; or</li><li>3. For a course that is offered in an associate degree program and that is not designed for transfer to a baccalaureate degree program:<ol style="list-style-type: none"><li>a. A degree described above;</li><li>b. A baccalaureate degree in the discipline that is the subject of the course; or</li><li>c. An associate degree and demonstrated competencies in the discipline that is the subject of the course, as determined by the Texas Higher Education Coordinating Board.</li></ol></li></ol> <p>Not later than the 60th day after receipt, a public junior college shall approve or reject an application for approval to teach a course at a high school that is submitted by an instructor employed</p>

by the district with which the junior college entered into an agreement to offer the course.

*Education Code 130.008(g), (h)*

ATTENDANCE  
ACCOUNTING

The time during which a student attends a dual credit course, including a course provided under the college credit program, shall be counted as part of the minimum instructional hours required for a student to be considered a full-time student in average daily attendance. [See FEB] *Education Code 42.005*

The commissioner of education may approve instructional programs provided off campus by an entity other than a district as a program in which participation by a student may be counted for purposes of determining average daily attendance. *Education Code 42.0052(a)*

REPORTING OFF-  
CAMPUS  
PROGRAMS

A district may adopt a policy that allows a student to participate in an off-campus instructional program. The program must be provided only by an institution of higher education that is accredited by one of the regional accrediting associations specified in 19 Administrative Code 74.25 (relating to High School Credit for College Courses).

To be eligible, a student must:

1. Be in grade 11 or 12;
2. Have demonstrated college readiness as outlined in the requirements for participation in dual credit programs in the Student Attendance Accounting Handbook;
3. Meet any eligibility requirements adopted by the institution of higher education; and
4. Have the approval of the high school principal or other school official designated by the district.

The off-campus program must comply with rules adopted by the Texas Higher Education Coordinating Board in the Texas Administrative Code, Title 19, Part 1, with respect to teacher qualifications.

*19 TAC 129.1031*

Time that a student participates in an off-campus instructional program approved by the commissioner under Education Code 42.0052(a) shall be counted as part of the minimum number of instructional hours required for a student to be considered a full-time student in average daily attendance. *Education Code 42.005(h)*

ALTERNATIVE METHODS FOR EARNING CREDIT  
COLLEGE COURSE WORK/DUAL CREDIT

EHDD  
(LEGAL)

PARTNERSHIP  
AGREEMENT

The board of a district and the governing board of a college must approve any dual credit partnership between the schools before offering such courses.

The partnership agreement must address:

1. Eligible courses;
2. Student eligibility;
3. Location of class;
4. Student composition of class;
5. Faculty selection, supervision, and evaluation;
6. Course curriculum, instruction, and gathering;
7. Academic policies and student support services;
8. Transcribing of credit; and
9. Funding.

*19 TAC 4.84-.85*

INSTRUCTIONAL  
PARTNERSHIPS WITH  
COMMUNITY COLLEGE  
DISTRICTS

Types of instructional partnerships between a district and a community college district include:

1. Award of High School Credit Only (see HIGH SCHOOL CREDIT-ONLY COURSES, below).
2. Award of Dual Credit (see DUAL CREDIT PROGRAMS, above).
3. Tech-Prep Programs (see TECH-PREP PROGRAMS, below).
4. Remedial or Developmental Instruction for High School Graduates (see REMEDIAL PROGRAMS, below).
5. College Preparatory Courses for High School Students (see COLLEGE PREPARATORY COURSES, below)

*19 TAC 9.143*

AGREEMENT

For any educational partnership between a 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.

ALTERNATIVE METHODS FOR EARNING CREDIT  
COLLEGE COURSE WORK/DUAL CREDIT

EHDD  
(LEGAL)

5. Eligible courses.
6. Grading criteria.
7. Transcribing of credit.
8. Funding provisions.

*19 TAC 9.144*

HIGH SCHOOL  
CREDIT-ONLY  
COURSES

A district may contract with a community college district for the college district to provide coursework necessary for students to complete high school as described in 19 Administrative Code 9.125. The district and college district shall negotiate an agreed cost for instruction. *19 TAC 9.125, .143(a)*

TECH-PREP  
PROGRAMS

A district may partner with a college district to allow for the articulation of high school technical courses taught by the high school to high school students for immediate high school credit and later college credit, to be awarded upon enrollment of the students in the college district in an associate degree or certificate program. *19 TAC 9.143(c)*

REMEDIAL  
PROGRAMS

A board may contract, as outlined in 19 Administrative Code 9.125, with the board of the community college district in which a district is located for the college district to provide remedial programs for students enrolled in a district's secondary schools in preparation for graduation from secondary school and entrance into college.

Community colleges may provide instruction to high school students for either remedial course work to prepare students to pass the required State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) assessments or developmental course work to prepare the students to pass an assessment instrument approved by the board under 19 Administrative Code 4.56 (relating to Assessment Instruments).

High school students who have passed all of the STAAR EOC assessments with the high school graduation standard may be permitted to enroll in state-funded developmental courses offered by a community college at the college's discretion if a need for such course work is indicated by student performance on an assessment instrument approved by the board under 19 Administrative Code 4.56 (relating to Assessment Instruments).

The district and college district shall negotiate an agreed cost for instruction. Remedial and developmental courses may not be offered for dual credit.

*Education Code 130.090; 19 TAC 9.125, .143(d), .146*

ALTERNATIVE METHODS FOR EARNING CREDIT  
COLLEGE COURSE WORK/DUAL CREDIT

EHDD  
(LEGAL)

COLLEGE PREPARATORY COURSES	College Preparatory Courses are locally developed through a memorandum of understanding created between school districts and community colleges. <i>19 TAC 9.147</i>
CERTAIN ACADEMIES	A district shall grant a student a maximum of two years' credit toward the academic course requirements for high school graduation for courses successfully completed at the Texas Academy of Leadership in the Humanities (at Lamar University—Beaumont), the Texas Academy of Mathematics and Science (at the University of Texas—Brownsville or University of North Texas—Denton), or the Texas Academy of International Studies (at Texas A&M University—Laredo). <i>Education Code 28.024</i>



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 2–5
	1. Individual Graduation Committee (IGC)	
	2. Special Education	
	3. Posthumous Diploma	
	4. Diplomas for Veterans	
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### **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 applicable state assessments [see EKB]; or
2. An individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]

*Education Code 28.025(c)*

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**Note:** Education Code 28.0258 related to individual graduation committees expires September 1, 2017.

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INDIVIDUAL  
GRADUATION  
COMMITTEE

Without complying with the requirements above, a student may receive a diploma if the person is eligible for a diploma as determined by an individual graduation committee (IGC) established under Education Code 28.0258. *Education Code 28.025(c-6)*

For each 11th or 12th grade student who has failed to comply with the end-of-course (EOC) assessment instrument performance requirements under Education Code 39.025 for not more than two courses, the district shall establish an IGC at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate. A student may not qualify to graduate before the student's 12th grade year. A student may graduate by means of an IGC if the student has qualified for an IGC and the IGC convened prior to September 1, 2017.

A district may not establish an initial IGC for eligible students after June 10 or before the start of the next school year. Once the IGC has been established, it is the original IGC for that student.

In order for a student to be included as a graduate in the district's graduation data in the school year in which the student meets the requirements provided by law to graduate under IGC provisions, an IGC must make a decision to award a diploma no later than August 31 immediately following that school year. A student who graduates as a result of an IGC decision after August 31 shall be reported in the subsequent year's graduation data.

If a student leaves a district after an original IGC has been established and before that original IGC awards a high school diploma to the student, any other district that later enrolls the student shall request information from the student's original IGC of record and

shall implement the original IGC recommendations to the extent possible.

The IGC shall be composed of:

1. The principal or principal's designee;
2. For each EOC assessment instrument on which the student failed to perform satisfactorily, the teacher of the course;
3. The department chair or lead teacher supervising the teacher(s) above; and
4. As applicable:
  - a. The student's parent or person standing in parental relation to the student;
  - b. A designated advocate if the parent is unable to serve; or
  - c. The student, at the student's option, if the student is at least 18 years of age or is an emancipated minor.

The superintendent shall establish procedures for convening the committee.

The district shall provide an appropriate translator, if available, for a parent, advocate, or student who is unable to speak English.

In the event that the teacher identified in item 2 above is unavailable, the principal shall designate a teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area as an alternate member of the committee.

In the event that the student's parent or person standing in parental relation to the student is unavailable to participate in the IGC, the principal shall designate an advocate with knowledge of the student to serve as an alternate member of the committee.

*Education Code 28.0258(a), (c), (c-2); 19 TAC 74.1025(c)-(e), (g), (l)*

NOTICE

A district shall ensure a good faith effort is made to timely notify the appropriate person described under item 4 above of the time and place for convening the IGC and the purpose of the committee. The notice must be provided in person or by regular mail or e-mail; clear and easy to understand; and written in English, in Spanish, or, to the extent practicable, in the native language of the appropriate person. *Education Code 28.0258(d)*

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

**CURRICULUM REQUIREMENTS** To be eligible to graduate and receive a high school diploma from the IGC, a student must successfully complete the curriculum requirements required for high school graduation. [See SECTION IV, below] *Education Code 28.0258(e)*

**ADDITIONAL REQUIREMENTS TO GRADUATE** A student's IGC shall recommend additional requirements by which the student may qualify to graduate, including additional remediation; and for each EOC assessment instrument on which the student failed to perform satisfactorily:

1. The completion of a project related to the subject area of the course that demonstrates proficiency in the subject area; or
2. The preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency in the subject area.

A student may submit to the IGC coursework previously completed to satisfy a recommended additional requirement.

*Education Code 28.0258(f), (g)*

In determining whether a student is qualified to graduate, the committee shall consider the criteria at Education Code 28.0258(h) and any other academic information designated for consideration by the board. After considering the criteria, the committee may determine that the student is qualified to graduate. A student may graduate and receive a high school diploma on the basis of the committee's decision only if the student successfully completes all additional requirements recommended by the committee, the student meets applicable curriculum requirements, and the committee's vote is unanimous. The decision of a committee is final and may not be appealed. *Education Code 28.0258(i)*

**PEIMS REPORTING** Each district shall report through PEIMS the following:

1. The number of students each school year for which an IGC is established; and
2. The number of students each school year who are awarded a diploma based on the decision of an IGC.

**DOCUMENTATION** A district shall maintain documentation to support the decision of the IGC to award or not award a student a high school diploma.

**SPECIAL EDUCATION** A student receiving special education services is not subject to the IGC requirements. As provided in 19 Administrative Code 89.1070 and 19 Administrative Code 101.3023, a student's ARD committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

*19 TAC 74.1025(i)-(k), (m)*

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

ENGLISH LANGUAGE LEARNERS	For provisions related to an IGC and English language learners (ELL), see 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 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 SECTION VI: GRADUATION OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES, below, and EKB] <i>19 TAC 101.3023(a)</i>
POSTHUMOUS DIPLOMA	Beginning with students enrolled in grade 12 during the 2005–06 school year, and on request of the student's parent, a 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	A 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.  <i>Education Code 28.0254</i>
DIPLOMAS FOR VETERANS	Notwithstanding any other provision of this policy, a 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: <ol style="list-style-type: none"><li>1. World War II, the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War, or the war in Afghanistan; or</li><li>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.</li></ol> <i>Education Code 28.0251</i>

**SECTION II: PERSONAL GRADUATION PLAN**

JUNIOR HIGH OR  
MIDDLE SCHOOL PGP

A 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 a 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.

A 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.

TEA must make available to a district information that explains the advantages of the distinguished level of achievement described by Education Code 28.025(b-15) and each endorsement described by Education Code 28.025(c-1). A district, in turn, shall publish the information from TEA on the Internet website of the district and ensure that the information is available to students in grades nine and above and the parents or legal guardians of those students in the language in which the parents or legal guardians are most proficient.

A district is required to provide this information in the language in which the parents or legal guardians are most proficient only if at least 20 students in a grade level primarily speak that language.

*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 a 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 19 Administrative Code Chapter 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.

A 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 same course may count as part of the set of four courses for more than one endorsement.

A 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.

A 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	<p>A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:</p> <ol style="list-style-type: none"><li>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</li><li>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.</li></ol> <p><i>19 TAC 74.11(d)</i></p>
DISTINGUISHED LEVEL OF ACHIEVEMENT	<p>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. <i>19 TAC 74.11(e)</i></p>
PREREQUISITES	<p>A student may not be enrolled in a course that has a required prerequisite unless:</p> <ol style="list-style-type: none"><li>1. The student has completed the prerequisite course(s);</li><li>2. The student has demonstrated equivalent knowledge as determined by the district; or</li><li>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.</li></ol> <p>A 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.</p> <p><i>19 TAC 74.11(j), (k)</i></p>
COLLEGE COURSES	<p>Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements. <i>19 TAC 74.11(i)</i></p>

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

PHYSICAL  
EDUCATION  
SUBSTITUTIONS

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]

OTHER PHYSICAL  
ACTIVITY

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. A district must apply to the commissioner of education 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.

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

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:

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)*

COMMUNITY-BASED  
FINE ARTS  
PROGRAMS

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 school district in which the student is enrolled.

In accordance with local policy, credit may be earned through participation in the community-based fine arts program only if the program meets each of the following requirements:

1. The district must apply to the commissioner for approval of the community-based fine arts program;
2. The board must certify that the program provides instruction in the essential knowledge and skills for fine arts as defined by 19 Administrative Code, Chapter 117, Subchapter C;

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

3. The district must document student completion of the approved activity;
4. The program must be organized and monitored by appropriately trained instructors;
5. The fine arts program may be provided on or off a school campus and outside the regular school day; and
6. Students may not be dismissed from any part of the regular school day to participate in the community-based fine arts program.

The district shall require that instructors of the community-based fine arts program provide the district, at its request, the information necessary to obtain the criminal history record information required for school personnel in accordance with 19 Administrative Code, Chapter 153, Subchapter DD, if the community-based program is offered on campus.

*Education Code 28.025(b-9); 19 TAC 74.12(b)(7)(B), .1030*

PERFORMANCE  
ACKNOWLEDGMENTS

In accordance with the requirements of 19 Administrative Code 74.14, a student may earn a performance acknowledgment on the student's 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 an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace;
  - e. On an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or
2. Earning a state-recognized or nationally or internationally recognized business or industry certification or license.

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

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

TRANSITION TO  
FOUNDATION HIGH  
SCHOOL PROGRAM

A 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 school district.

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.

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

APPLICABILITY	<p>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.</p> <p><i>19 TAC 74.61(c), (d), .71(c), (d)</i></p>
REQUIREMENTS	<p>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.</p> <p>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.</p> <p><i>Education Code 28.025; 19 TAC 74.62, .72</i></p>
RECOMMENDED HIGH SCHOOL PROGRAM	<p>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.</p> <p>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.</p> <p><i>Education Code 28.025; 19 TAC 74.63, .73</i></p>
ADVANCED / DISTINGUISHED ACHIEVEMENT HIGH SCHOOL PROGRAM	<p>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.</p> <p>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.</p> <p><i>Education Code 28.025; 19 TAC 74.64, .74</i></p>
SUBSTITUTIONS	<p>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. <i>19 TAC 74.63(d), .64(e), .73(d), .74(e)</i></p>

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

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 A 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(h), .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. A 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 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**

DEFINITIONS

MODIFIED  
CURRICULUM AND  
CONTENT

Modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in 19 Administrative Code Chapters 110–118, 126–128, and 130. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

EMPLOYABILITY  
AND SELF-HELP  
SKILLS

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.

SUMMARY OF  
ACADEMIC  
ACHIEVEMENT AND  
EVALUATION

All students graduating must be provided with a summary of academic achievement and functional performance as described in 34 C.F.R. 300.305(e)(3). This summary must 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. An evaluation as required by 34 C.F.R. 300.305(e)(1) (evaluation to determine that the child is no

longer a child with a disability), must be included as part of the summary for a student graduating under 19 Administrative Code 89.1070 (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C). Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) and who will remain in school to complete their education do not have to be evaluated.

STUDENTS  
ENTERING GRADE 9  
IN OR AFTER THE  
2014–15 SCHOOL  
YEAR

A student entering grade 9 in the 2014–15 school year and thereafter who receives 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 demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110-118, 126-128, and 130 and satisfactorily completed credit requirements for graduation under the foundation high school program applicable to students in general education as well as satisfactory performance on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.
2. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the foundation high school program through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student's IEP and meet one of the following conditions:
  - a. Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.
  - b. Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

- c. The student has 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.
- d. The student no longer meets age eligibility requirements.

When a student receives a diploma under item 2(a), (b), or (c), above, the ARD committee must 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.

ENDORSEMENTS

A student receiving special education services may earn an endorsement if the student:

1. Satisfactorily completes the requirements for graduation under the foundation high school program as well as the additional credit requirements in mathematics, science, and elective courses with or without modified curriculum;
2. Satisfactorily completes the courses required for the endorsement without any modified curriculum; and
3. Performs satisfactorily on the required state assessments.

A student in grade 11 or 12 receiving special education services during the 2014–15, 2015–16, or 2016–17 school year who has taken each of the state assessments required by 19 Administrative Code Chapter 101, Subchapter CC (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements of items 1 and 2 above.

In order for a student receiving special education services to use a course to satisfy both a requirement under the foundation high school program and a requirement for an endorsement, the student must satisfactorily complete the course without any modified curriculum.

STUDENTS  
ENTERING GRADE 9  
BEFORE THE 2014–  
15 SCHOOL YEAR

A student receiving special education services who entered grade 9 before the 2014–15 school year may graduate and be awarded a high school diploma under the foundation high school program if the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. A student transitioning to the Foundation High School Program may earn an endorsement as set out above [see ENDORSEMENTS, above].

A student receiving special education services in 11th or 12th grade during the 2014–15, 2015–16, or 2016–17 school year who has taken each of the required state assessments but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements. [See SPECIAL EDUCATION, above, and EKB]

A student receiving special education services who entered grade 9 before the 2014–15 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions:

1. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the Recommend or Advanced/Distinguished Achievement Programs, including satisfactory performance on the required state assessments.
2. The student is in grade 11 or 12 during the 2014–15, 2015–16, or 2016–17 school year and has taken each of the state assessments required by 19 Administrative Code Chapter 101, Subchapter CC (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in item 1 above.
3. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements 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.
4. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110–118, 126–128, and 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 satisfactorily completed 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:

- a. Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
- b. Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district;
- c. The student has 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; or
- d. The student no longer meets age eligibility requirements.

When a student receives a diploma under item 3(a), (b), or (c), above, the ARD committee must 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.

*19 TAC 89.1070(b)-(l)*

#### **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 WHO IS HOME-  
LESS OR IN CONSERVATORSHIP OF DFPS**

If an 11th or 12th grade student who is homeless or 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. "Student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a. *Education Code 28.025(i)*



**Please Note:** This manual does not have policies in all codes. The coding structure is common to all TASB manuals and is designed to accommodate expansion of both (LEGAL) and (LOCAL) policy topics and administrative regulations.

## SECTION F: STUDENTS

FA	STUDENT GOALS AND OBJECTIVES
FB	EQUAL EDUCATIONAL OPPORTUNITY
FBA	Service Animals
FC	SCHOOL ATTENDANCE AREAS
FD	ADMISSIONS
FDA	Interdistrict Transfers
FDAA	Public Education Grants
FDB	Intradistrict Transfers and Classroom Assignments
FDC	Homeless Students
FDD	Military Dependents
FDE	School Safety Transfers
FE	ATTENDANCE
FEA	Compulsory Attendance
FEB	Attendance Accounting
FEC	Attendance for Credit
FED	Attendance Enforcement
FEE	Open/Closed Campus
FEF	Released Time
FF	STUDENT WELFARE
FFA	Wellness and Health Services
FFAA	Physical Examinations
FFAB	Immunizations
FFAC	Medical Treatment
FFAD	Communicable Diseases
FFAE	School-Based Health Centers
FFAF	Care Plans
FFB	Crisis Intervention
FFC	Student Support Services
FFD	Student Insurance
FFE	Student Assistance Programs/Counseling
FFEA	Comprehensive Guidance Program
FFEB	Substance Abuse
FFF	Student Safety
FFFA	Supervision of Students
FFFB	Safety Patrols
FFFD	Bicycle/Automobile Use
FFFF	School Buses
FFG	Child Abuse and Neglect
FFH	Freedom from Discrimination, Harassment, and Retaliation
FFI	Freedom from Bullying
FG	STUDENT AWARDS AND SCHOLARSHIPS

**Please Note:** This manual does not have policies in all codes. The coding structure is common to all TASB manuals and is designed to accommodate expansion of both (LEGAL) and (LOCAL) policy topics and administrative regulations.

## SECTION F: STUDENTS

FH	STUDENT VOLUNTEERS
FJ	STUDENT FUNDRAISING
FL	STUDENT RECORDS
FLA	Confidentiality of Student Health Information
FM	STUDENT ACTIVITIES
FMA	School-Sponsored Publications
FMB	Student Government
FMD	Social Events
FME	Performances
FMF	Contests and Competition
FMG	Travel
FMH	Commencement
FN	STUDENT RIGHTS AND RESPONSIBILITIES
FNA	Student Expression
FNAA	Distribution of Nonschool Literature
FNAB	Use of School Facilities for Nonschool Purposes
FNB	Involvement in Decision Making
FNC	Student Conduct
FNCA	Dress Code
FNCB	Care of School Property
FNCC	Prohibited Organizations and Hazing
FNCD	Tobacco Use and Possession
FNCE	Personal Telecommunications/Electronic Devices
FNCF	Alcohol and Drug Use
FNCG	Weapons
FNCH	Assaults
FNCI	Disruptions
FND	Married Students
FNE	Pregnant Students
FNF	Interrogations and Searches
FNG	Student and Parent Complaints/Grievances
FO	STUDENT DISCIPLINE
FOA	Removal by Teacher or Bus Driver
FOB	Out-of-School Suspension
FOC	Placement in a Disciplinary Alternative Education Setting
FOCA	Disciplinary Alternative Education Program Operations
FOD	Expulsion
FODA	Juvenile Justice Alternative Education Program
FOE	Emergency and Alternative Placement
FOF	Students with Disabilities
FP	STUDENT FEES, FINES, AND CHARGES

ATTENDANCE  
COMPULSORY ATTENDANCE

FEA  
(LOCAL)

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

EXCUSED ABSENCES

In addition to excused absences required by law, the District shall excuse absences for the following purposes.

HIGHER  
EDUCATION VISITS

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. A student shall be required to submit verification of such visits in accordance with administrative regulations.

EARLY VOTING OR  
ELECTION CLERK

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. A student shall be required to submit verification of service in accordance with administrative regulations.

[For extracurricular activity absences, see FM.]

WITHDRAWAL FOR  
NONATTENDANCE

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

STUDENTS  
ATTENDING  
HOMESCHOOLS

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

ENFORCING  
COMPULSORY  
ATTENDANCE

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may

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ATTENDANCE  
COMPULSORY ATTENDANCE

FEA  
(LOCAL)

investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

RECORDS

A district shall maintain records to reflect the average daily attendance for the allocation of Foundation School Program (FSP) funds and other funds allocated by TEA. The district must maintain records and make reports concerning student attendance and participation in special programs as required by the commissioner of education. The superintendent, principals, and teachers are responsible to the board and the state to maintain accurate, current attendance records. *19 TAC 129.21(a), (e)*

Districts shall use the student attendance accounting standards established by the commissioner to maintain records and make reports on student attendance and student participation in special programs. The official standards are described in TEA's *Student Attendance Accounting Handbook (SAAH)*. *19 TAC 129.1025*

A superintendent is responsible for the safekeeping of all attendance records and reports. A superintendent may determine whether the properly certified attendance records or reports for the school year are to be stored in the central office, on the respective school campuses of a district, or at another secure location. Regardless of where such records are filed or stored, they must be readily available for audit by TEA. *19 TAC 129.21(d)*

MINIMUM  
ENROLLMENT

A student must be enrolled for at least two hours of instruction to be considered in membership for one half day, and for at least four hours of instruction to be considered in membership for one full day.

FULL-DAY  
STUDENTS

Students enrolled on a full-day basis may earn one full day of attendance each school day.

HALF-DAY  
STUDENTS

Students enrolled on a half-day basis may earn only one half day attendance each school day. Attendance is determined for these pupils by recording absences in a period during the half day they are scheduled to be present.

ALTERNATIVE  
ATTENDANCE  
ACCOUNTING  
PROGRAM

Students who are enrolled in and participating in an alternative attendance accounting program approved by the commissioner shall earn attendance according to the statutory and rule provisions applicable to that program.

ATTENDANCE FOR  
STATE FUNDING  
PURPOSES

Attendance for all grades shall be determined by the absences recorded in the second or fifth instructional hour of the day, unless the board adopts a policy, or delegates to the superintendent the authority to establish procedures for recording absences in an alternative hour, or unless the students for which attendance is being taken are enrolled in and participating in a commissioner-approved alternative attendance accounting program.

The established period in which absences are recorded may not be changed during the school year.

Students absent during the daily period selected by a district for taking attendance shall be counted absent for the entire day, unless the students are enrolled in and participating in a commissioner-approved alternative attendance accounting program. Students present at the time attendance is taken shall be counted present for the entire day, unless the students are enrolled in and participating in a commissioner-approved alternative attendance accounting program.

*19 TAC 129.21(g)–(h)*

A student in a disciplinary alternative education program shall be counted in computing the average daily attendance of students in a district for the student's time in actual attendance in the program.  
*Education Code 37.008(f)*

FUNDING FOR OFF-  
CAMPUS PROGRAMS

Funding eligibility for a student participating in an off-campus program will include time instructed in the off-campus program. A campus may choose an alternate attendance-taking time for a group of students that is scheduled to be off-campus during the regular attendance-taking time. The alternate attendance-taking time will be in effect for the period of days or weeks for which the group is scheduled to be off-campus during the regular attendance-taking time (for example, for the semester or for the duration of employment). This alternate attendance-taking time may not be changed once it is selected for a particular group of students. If attendance is taken at an off-campus location, the district must ensure that attendance is taken in accordance with the *SAAH*.

For a district to receive FSP funding for a student participating in an off-campus program, the district must have documentation of an agreement between the district and the college.

*19 TAC 129.1031(c), (d)* [See EHDD]

EXCEPTIONS

A student not actually on campus when attendance is taken may be considered in attendance for FSP purposes if:

1. The student is participating in a board-approved activity under the direction of a member of a district's professional or paraprofessional staff, or an adjunct staff member who has a bachelor's degree and is eligible for participation in TRS. [See FM]
2. The student is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Advanced/Distinguished

Achievement Program outlined in 19 Administrative Code Chapter 74.

3. The student is absent for one of the purposes listed at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS in FEA(LEGAL).
4. The student is in attendance at a dropout recovery education program, including a program operated by a public junior college under Education Code 29.402. [See GNC]
5. The student's absence is permitted by other conditions related to off-campus instruction described in the *SAAH*.

*Education Code 25.087, 29.081(e), (f); 19 TAC 129.21(i)–(k)*

DISASTERS

The commissioner shall adjust the average daily attendance of a district all or part of which is located in an area declared a disaster area by the governor under Government Code Chapter 418 if the district experiences a decline in average daily attendance that is reasonably attributable to the impact of the disaster.

The commissioner shall make the adjustment required by this section for the two-year period following the date of the governor's initial proclamation or executive order declaring the state of disaster.

*Education Code 42.0051*

PARENTAL CONSENT  
TO LEAVE CAMPUS

Before a district may count a student in attendance under this section or in attendance when the student was allowed to leave campus during any part of the school day, the board shall adopt a policy, or delegate to the superintendent the authority to establish procedures, addressing parental consent for a student to leave campus and the district must distribute the policy or procedures to staff and to all parents of students in the district. *19 TAC 129.21(l)*



WELLNESS POLICY	Each district must establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast program under the jurisdiction of the district. The local school wellness policy is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. <i>7 C.F.R. 210.30(a)</i>
“SCHOOL DAY”	“School day” means the period from the midnight before, to 30 minutes after the end of the official school day. <i>7 C.F.R. 210.11(a)(5)</i>
“SCHOOL CAMPUS”	“School campus” means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. <i>7 C.F.R. 210.11(a)(4)</i>
CONTENTS	<p>At a minimum, a local school wellness policy must contain:</p> <ol style="list-style-type: none"><li>1. Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing these goals, a district must review and consider evidence-based strategies and techniques;</li><li>2. Standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus under the jurisdiction of the district;</li><li>3. Standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the district that<ol style="list-style-type: none"><li>a. Are consistent with applicable requirements set forth in <i>7 C.F.R. 210.10</i> (meal requirements for lunches and after-school snacks) and <i>220.8</i> (meal requirements for breakfasts);</li><li>b. Are consistent with the nutrition standards set forth under <i>7 C.F.R. 210.11</i> (competitive food service and standards);</li><li>c. Permit marketing on the school campus during the school day of only those foods and beverages that meet the nutrition standards under <i>7 C.F.R. 210.11</i>; and</li><li>d. Promote student health and reduce childhood obesity;</li></ol></li><li>4. Identification of the position of the district or school official(s) responsible for the implementation and oversight of the local</li></ol>

school wellness policy to ensure each school's compliance with the policy;

5. A description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy; and
6. A description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public as required below.

PUBLIC  
INVOLVEMENT AND  
NOTIFICATION

A district must:

1. Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.
2. Inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates available to the public annually.
3. Inform the public about progress toward meeting the goals of the local school wellness policy and compliance with the local school wellness policy by making the triennial assessment, as required at item 2 under IMPLEMENTATION ASSESSMENTS AND UPDATES below, available to the public in an accessible and easily understood manner.

IMPLEMENTATION  
ASSESSMENTS AND  
UPDATES

A district must:

1. Designate one or more district or school officials to ensure that each participating school complies with the local school wellness policy.
2. At least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

STUDENT WELFARE  
WELLNESS AND HEALTH SERVICES

FFA  
(LEGAL)

- a. The extent to which schools under the jurisdiction of the district are in compliance with the local school wellness policy;
  - b. The extent to which the district's local school wellness policy compares to model local school wellness policies; and
  - c. A description of the progress made in attaining the goals of the local school wellness policy.
3. Make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment.

RECORDKEEPING

A district must retain records to document compliance with the requirements of this policy. These records include, but are not limited to:

1. The written local school wellness policy;
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as required at IMPLEMENTATION ASSESSMENTS AND UPDATES above; and
3. Documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

*Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, sec. 204, 124 Stat. 3183 (2010) [42 U.S.C. 1758b]; 7 C.F.R. 210.30(c)-(f)*

[See CO for requirements relating to food services management, EHAA for state law requirements relating to health education, and FJ for requirements relating to food and beverage fundraisers.]

CHANGE IN HEALTH  
SERVICES

Before a district or a school may expand or change the health-care services available at a school in the district from those that were available on January 1, 1999, the board must:

1. Hold a public hearing at which the board provides an opportunity for public comment and discloses all information on the proposed health-care services, including:
  - a. All health-care services to be provided;
  - b. Whether federal law permits or requires any health-care service provided to be kept confidential from parents;
  - c. Whether a child's medical records will be accessible to the parent;

- d. Information concerning grant funds to be used;
  - e. The titles of persons who will have access to the medical records of a student; and
  - f. The security measures that will be used to protect the privacy of students' medical records.
2. Approve the expansion or change by a record vote.

*Education Code 38.012*

WELLNESS AND HEALTH SERVICES  
PHYSICAL EXAMINATIONS

FFAA  
(LEGAL)

PHYSICAL FITNESS  
ASSESSMENT

Annually, a district shall assess the physical fitness of students in grade 3 or higher in a course that satisfies the curriculum requirements for physical education under Education Code 28.002(a)(2)(C), using an assessment instrument adopted by the commissioner of education (currently FitnessGram®). *Education Code 38.101(a), .102(a)*

A district is not required to assess a student for whom, as a result of disability or other condition identified by commissioner rule, the assessment instrument is inappropriate. *Education Code 38.101(b)*

The assessment instrument must be based on factors related to student health, including aerobic capacity; body composition; and muscular strength, endurance, and flexibility, unless a particular factor is inappropriate for that student because of a health classification defined in 19 Administrative Code 74.31 [see EHAA]. *Education Code 38.102(b)(1); 19 TAC 103.1001(b)*

REPORT

A district shall provide the results of individual student performance on the physical fitness assessment to TEA. The results may not contain the names of individual students or teachers or a student's social security number or date of birth.

CONFIDENTIALITY

The results of individual student performance on the physical fitness assessment instrument are confidential and may be released only in accordance with state and federal law.

*Education Code 38.103*

A district may accept donations made to facilitate implementation of this subchapter. *Education Code 38.105*

VISION AND HEARING  
SCREENING

As soon as possible after admission and within a period set by rule, a student required to be screened shall undergo approved screening for vision and hearing disorders and any other special senses and communication disorders specified by the Texas Department of State Health Services (TDSHS). *Health and Safety Code 36.005(a)*

DISTRICT  
RESPONSIBILITY

A superintendent shall ensure that each student admitted to a district complies with the screening requirements set by TDSHS or submits an affidavit of exemption (see below). *Health and Safety Code 36.005(c)*

SCREENING  
SCHEDULE

ROUTINE  
SCREENING

Children enrolled in prekindergarten and kindergarten must be screened each year within 120 days of enrollment. Children enrolled in the first, third, fifth, and seventh grades must receive vision and hearing screening in each of those grade years (can be done at any time during each of those years). Upon written re-

WELLNESS AND HEALTH SERVICES  
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	<p>quest approved by TDSHS, the screening of vision and hearing may instead occur in prekindergarten; kindergarten; and first, second, fourth, and sixth grades. <i>25 TAC 37.25(a)(2), (3), (6)</i></p>
SCREENING ON ENROLLMENT	<p>Students four years of age and older, who are enrolled in a district for the first time, must be screened for possible vision and hearing problems within 120 calendar days of enrollment. If the student is enrolled within 60 days of the date school closes for the summer, the student must be tested within 120 days of the beginning of the following school year. Students enrolled who turn four years of age after September 1 of that year are exempt from screening until the following September. <i>25 TAC 37.25(a)(1), (5)</i></p>
OUTSIDE SCREENING	<p>Except for students enrolled in prekindergarten, kindergarten, or first grade, a district shall exempt a student from screening if the student's parent, managing conservator, or legal guardian, or the student under Family Code 32.003 submits a record showing that a professional examination was properly conducted during the grade year in question or during the previous year. The record must be submitted during the grade year in which the screening would otherwise be required. <i>25 TAC 37.25(a)(4)</i></p>
PROVISIONAL ADMISSION	<p>A parent, managing conservator, or legal guardian, or the student under Family Code 32.003 may execute an affidavit stating that a person, other than the screener used by a district, shall conduct the screening (or that a licensed professional shall conduct an examination) as soon as is feasible. The district may admit the student on a provisional basis for up to 60 days, or may deny admission until the screening record(s) are provided to the district. <i>25 TAC 37.25(b)</i></p>
EXEMPTION — RELIGIOUS BELIEFS	<p>A student is exempt from screening if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student or minor student's parent, managing conservator, or guardian must submit on or before the day of admission an affidavit stating the objections to screening. <i>Health and Safety Code 36.005(b); 25 TAC 37.25(c)</i></p>
RECORDS	<p>A superintendent shall maintain on a form prescribed by TDSHS in accordance with TDSHS rules, screening records for each student in attendance, and the records are open for inspection by TDSHS or the local health department. <i>Health and Safety Code 36.006; 25 TAC 37.26</i></p>
TRANSFER OF RECORDS	<p>A student's screening records may be transferred among districts without the consent of the student or minor student's parent, managing conservator, or guardian. <i>Health and Safety Code 36.006(c); 25 TAC 37.26(b)(4)</i></p>

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ANNUAL REPORT	<p>On or before June 30 of each year, a district shall submit to TDSHS a report on the vision and hearing screening status of its aggregate population screened during the reporting year. The district shall report in the manner specified by TDSHS. <i>Health and Safety Code 36.006(d); 25 TAC 37.26(b)(6)</i></p>
RISK ASSESSMENT FOR TYPE 2 DIABETES	<p>As soon as possible after admission and as required by rule, each student required to be assessed shall undergo approved risk assessment for type 2 diabetes. The risk assessment should:</p> <ol style="list-style-type: none"><li>1. Identify students with acanthosis nigricans; and</li><li>2. Further assess students identified under paragraph 1 to determine the students':<ol style="list-style-type: none"><li>a. Body mass index; and</li><li>b. Blood pressure.</li></ol></li></ol> <p>The risk assessment shall be performed at the same time hearing and vision screening or spinal screening is performed.</p> <p><i>Health and Safety Code 95.002(d), .003(a)</i></p>
DISTRICT RESPONSIBILITY	<p>A superintendent shall ensure that each student admitted to a district complies with the risk assessment requirements or submits an affidavit of exemption. <i>Health and Safety Code 95.003(c)</i></p>
APPLICABILITY	<p>Students who attend public schools located in TEA Regional Education Service Centers 1, 2, 3, 4, 10, 11, 13, 15, 18, 19, and 20 shall be subject to risk assessment. <i>Health and Safety Code 95.002(b)</i></p>
OUTSIDE SCREENING	<p>The student or minor student's parent, managing conservator, or guardian may substitute a professional examination for the risk assessment. <i>Health and Safety Code 95.003(a)</i></p>
EXEMPTION — RELIGIOUS BELIEFS	<p>A student is exempt from risk assessment if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student or minor student's parent, managing conservator, or guardian must submit to the superintendent on or before the day of the risk assessment process an affidavit stating the objections to the risk assessment. <i>Health and Safety Code 95.003(b)</i></p>
RECORDS	<p>A superintendent shall maintain the risk assessment records for each student in attendance and enter the risk assessment information for each student on the surveillance software selected by the University of Texas—Pan American Border Health Office (the Office). The risk assessment records are open for inspection by</p>

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	the Office or the local health department. <i>Health and Safety Code 95.004(a)</i>
TRANSFER OF RECORDS	A student's risk assessment records may be transferred among schools without the consent of the student, or, if the student is a minor, the student's parent, managing conservator, or guardian. <i>Health and Safety Code 95.004(c)</i>
ANNUAL REPORT	A district shall submit to the Office an annual report on the risk assessment status of the students in attendance during the reporting year and shall include in the report any other required information. <i>Health and Safety Code 95.004(e)</i>
SPINAL SCREENING	Each student required by TDSHS rule to be screened shall undergo approved screening for abnormal spinal curvature. <i>Health and Safety Code 37.002(a)</i>
DISTRICT RESPONSIBILITY	A superintendent shall ensure that each student admitted to a district complies with the screening requirements or submits an affidavit of exemption (see below). <i>Health and Safety Code 37.002(c), 25 TAC 37.144(b)</i>
SCREENING SCHEDULE ROUTINE SCREENING	Students in grades 6 and 9 shall be screened for abnormal spinal curvature before the end of the school year. The screening requirement for students entering grades 6 or 9 may be met if the student has been screened for spinal deformities during the previous year. <i>25 TAC 37.144(b)(1), (2)</i>
SCREENING ON ENROLLMENT	If a student is enrolled within 60 days of the date a school closes for the summer, the student's screening must be conducted within 120 days of the beginning of the following school year. Districts may offer a student enrolling in grades 10, 11, or 12 the opportunity for spinal screening if the student has no record of having been screened previously. <i>25 TAC 37.144(b)(3), (4)</i>
OUTSIDE SCREENING	The screening requirements may also be met by a professional examination as defined in 25 Administrative Code 37.142(7). <i>25 TAC 37.144(b)(1)</i>
PROVISIONAL ADMISSION	A parent, managing conservator, or legal guardian, or the student under Family Code 32.003 may execute an affidavit stating that a person, other than the screener used by a district, shall conduct the screening as soon as is feasible. The district may admit the student on a provisional basis for up to 60 days, or may deny admission until the screening record(s) are provided to the district. The 60-day time period is from November 30 to January 30 of each school year. <i>25 TAC 37.144(c)</i>
EXEMPTION — RELIGIOUS BELIEFS	A student is exempt from screening if it conflicts with the tenets and practices of a recognized church or religious denomination of

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which the student is an adherent or a member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the superintendent on or before the day of the screening procedure an affidavit stating the objections to screening. *Health and Safety Code 37.002(b); 25 TAC 37.144(d)*

RECORDS

A district must comply with recordkeeping and reporting requirements set out in 25 Administrative Code 37.145(b).

TRANSFER OF  
RECORDS

Spinal screening records are transferrable between districts if written consent of the student or minor student's parent, managing conservator, or legal guardian is obtained.

*25 TAC 37.145(b)(3)*

REPORT OF  
ABNORMALITY

If the spinal screening indicates that a student may have abnormal spinal curvature, the individual performing the screening shall fill out a report on a form prescribed by TDSHS.

The superintendent shall retain one copy of the report and shall mail one copy to the parent, managing conservator, or guardian of the individual screened.

*Education Code 37.003*

ANNUAL REPORT

On or before June 30 of each year, a district shall submit to TDSHS a report on the spinal screening status of its aggregate population screened during the reporting year. The district shall report in the manner specified by TDSHS. *25 TAC 37.145(b)(5)*

POLICY

As a condition of receiving funds under a program funded in whole or in part by the U.S. Department of Education (DOE), a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), regarding the administration of physical examinations or screenings that a district may administer to the student. *20 U.S.C. 1232h(c)(1)(D)*

A district shall provide notice of the policies at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies. *20 U.S.C. 1232h(c)(2)(A)(i)*

A district need not develop and adopt new policies if TEA or the district had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). *20 U.S.C. 1232h(c)(3)*

NOTIFICATION AND  
OPT-OUT

At least annually at the beginning of the school year, a district shall directly notify the parent of a student of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening, described below, is scheduled or expected to be scheduled. The required notification applies to

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nonemergency, invasive physical examinations or screenings that are:

1. Required as a condition of attendance;
2. Administered and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or of other students.

At a minimum, a district shall offer an opportunity for the parent to opt the student out of participation in the examination or screening. *20 U.S.C. 1232h(c)(2)(A)(ii), (C)(iii)*

EXCEPTION

These provisions do not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification. *20 U.S.C. 1232h(c)(4)(B)(ii)*

[See EF]

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IMMUNIZATION  
REQUIREMENTS

Each student shall be fully immunized against diphtheria, rubeola (measles), rubella, mumps, tetanus, and poliomyelitis. The Texas Department of State Health Services (TDSHS) may modify or delete any of these immunizations or may require immunizations against additional diseases as a requirement for admission to any elementary or secondary school. *Education Code 38.001(a), (b)*

Students in kindergarten through twelfth grade shall have the following additional vaccines, according to the immunization schedules set forth in TDSHS regulations: pertussis, hepatitis B, hepatitis A, and varicella (chickenpox). TDSHS requires students enrolling in seventh through twelfth grades to have one dose of meningococcal vaccine on or after the student's 11th birthday.

25 TAC 97.63

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**Note:** For immunization requirements, see TDSHS's website at <http://www.dshs.texas.gov/immunize/school/default.shtm#requirements>. For TDSHS's recommended immunization schedule, see [http://www.dshs.texas.gov/immunize/Schedule/schedule\\_child.shtm](http://www.dshs.texas.gov/immunize/Schedule/schedule_child.shtm).

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Under Health and Safety Code Chapter 81, Subchapter E, additional vaccinations may be required by TDSHS and/or the local health authority in specific situations under the mechanism of a control order containing control measures. 25 TAC 97.72

IMMUNIZATION  
AWARENESS  
PROGRAM

A district that maintains an Internet website shall post prominently on the website:

1. A list, in English and Spanish, of:
  - a. The immunizations required by TDSHS for admission to public school;
  - b. Any immunizations or vaccines recommended for public school students by TDSHS. The list must include the influenza vaccine, unless TDSHS requires the influenza vaccine for admission to public school; and
  - c. Health clinics in the district that offer the influenza vaccine, to the extent those clinics are known to the district; and
2. A link to the TDSHS Internet website where a person may obtain information relating to the procedures for claiming an exemption from the immunization requirements. The link must

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be presented in the same manner as the information provided under paragraph 1.

*Education Code 38.019*

APPLICABILITY The vaccine requirements apply to all students entering, attending, enrolling in, and/or transferring to a district. *25 TAC 97.61(a)*

EXCEPTIONS Immunization is not required for admission to a district:

1. If the student submits to the admitting official:

MEDICAL  
REASONS

a. An affidavit or a certificate signed by a physician (M.D. or D.O.) who is duly registered and licensed to practice medicine in the United States and who has examined the student.

The affidavit or certificate must state that, in the physician's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

or

REASONS OF  
CONSCIENCE

b. An affidavit signed by the student or, if a minor, the student's parent or guardian stating that the student declines immunization for reasons of conscience, including a religious belief. The affidavit will be valid for a two-year period.

The affidavit must be on a form obtained from the TDSHS and must be submitted to the admitting official not later than the 90th day after the date the affidavit is notarized.

A student who has not received the required immunizations for reasons of conscience may be excluded from school in times of emergency or epidemic declared by the commissioner of state health services.

or

MILITARY DUTY

2. If the student can prove that he or she is a member of the armed forces of the United States and is on active duty.

*Education Code 38.001(c), (c-1), (f); Health and Safety Code 161.004(a), (d)(2), .0041; 25 TAC 97.62*

WELLNESS AND HEALTH SERVICES  
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PROVISIONAL ADMISSION	<p>A student may be provisionally admitted or enrolled if the student has begun the required immunizations. The student must have an immunization record that indicates the student has received at least one dose of each age-appropriate vaccine specified in the regulations.</p>
COMPLETION OF VACCINATIONS	<p>To remain enrolled, the student must continue to receive the necessary immunizations as rapidly as medically feasible. The student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to a district.</p>
REVIEW OF STATUS	<p>A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and a district shall exclude the student from school attendance until the required dose is administered.</p> <p><i>Education Code 38.001(e); 25 TAC 97.66(a); Atty. Gen. Op. GA-178 (2004)</i></p>
HOMELESS STUDENT	<p>A student who is homeless, as defined in the McKinney-Vento Homeless Assistance Act, shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to an appropriate health provider to obtain the required vaccinations. [See FD and FDC] 25 TAC 97.66(b); 42 U.S.C. 11302</p>
CHILD IN FOSTER CARE	<p>A student who is a "child in foster care" as defined by 45 C.F.R. 1355.20(a) shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to an appropriate health provider to obtain the required vaccinations. [See FD] 25 TAC 97.66(c)</p>
TRANSFER STUDENTS	<p>A student can be enrolled provisionally for no more than 30 days if the student transfers from one Texas school to another, and is awaiting the transfer of the immunization record. 25 TAC 97.69(a)</p>
MILITARY DEPENDENTS	<p>A military dependent can be enrolled provisionally for no more than 30 days if the student transfers from one school to another and is awaiting the transfer of the immunization record. [See FDD]</p> <p>The collection and exchange of information pertaining to immunizations shall be subject to confidentiality provisions prescribed by federal law.</p> <p><i>Education Code 162.002 art. IV, C; 25 TAC 97.69(b)</i></p>

WELLNESS AND HEALTH SERVICES  
IMMUNIZATIONS

FFAB  
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EVIDENCE OF  
IMMUNIZATION

A student shall show acceptable evidence of vaccination before entry, attendance, or transfer to a district. *25 TAC 97.63(2)*

Vaccines administered after September 1, 1991, shall include the month, day, and year each vaccine was administered. The following documentation is acceptable:

1. Documentation of vaccines administered that includes the signature or stamp of the physician or his or her designee, or public health personnel; immunization records generated from electronic health record systems must include clinic contact information and the provider's signature/stamp;
2. An official immunization record generated from a state or local health authority; or
3. A record received from school officials including a record from another state.

*25 TAC 97.68*

Serologic confirmations of immunity to measles, rubella, mumps, hepatitis A, hepatitis B, or varicella are acceptable. Evidence of measles, rubella, mumps, hepatitis A, hepatitis B, or varicella illnesses must consist of a valid laboratory report that indicates either confirmation of immunity or infection.

A written statement from a parent, legal guardian, managing conservator, school nurse, or physician attesting to a child's positive history of varicella disease (chickenpox) or varicella immunity is acceptable in lieu of a vaccine record for that disease. [See the form on TDSHS's website at <http://www.dshs.texas.gov/immunize/docs/c-9.pdf>]

*25 TAC 97.65*

IMMUNIZATION  
RECORDS

Not later than the 30th day after a parent or other person with legal control of a student under a court order enrolls the student in a district, the parent or other person, or the district in which the student most recently attended school, shall furnish to the district a record showing that the student has the required immunizations. *Education Code 25.002(a)(3), (a-1)*

Each district shall keep an individual immunization record during the period of attendance for each student admitted. The records shall be sufficient for a valid audit or other assessment to be completed. The records shall be open for inspection at all reasonable times by TEA, local health departments, or the TDSHS. Immunization records may be maintained in paper and/or electronic form. *Education Code 38.002(a); 25 TAC 97.67*

WELLNESS AND HEALTH SERVICES  
IMMUNIZATIONS

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TRANSFER OF RECORDS	Each district shall cooperate in transferring students' immunization records to other schools. Specific approval from students, parents, or guardians is not required before transferring those records. <i>Education Code 38.002(b)</i>
ANNUAL REPORT	Districts shall submit annual reports of the immunization status of students, in a format prescribed by TDSHS, to monitor compliance with immunization requirements. All districts shall submit the report at the time and in the manner indicated in the instructions printed on the form. <i>Education Code 38.002(c); 25 TAC 97.71</i>
CONSENT TO IMMUNIZATION	<p>In addition to persons authorized to consent to immunization under Family Code Chapters 151 (parents) and 153 (conservators), the following persons may consent to the immunization of a child:</p> <ol style="list-style-type: none"><li>1. A guardian of the child; and</li><li>2. A person authorized under the law of another state or a court order to consent for the child.</li></ol> <p><i>Family Code 32.101(a)</i></p> <p>The district in which the child is enrolled may give consent to the immunization if:</p> <ol style="list-style-type: none"><li>1. The persons listed above are not available; and</li><li>2. The district has written authorization to consent from a person listed above.</li></ol> <p><i>Family Code 32.101(b)(5)</i></p> <p>A district may not consent for the child if it has actual knowledge that a person listed above has:</p> <ol style="list-style-type: none"><li>1. Expressly refused to give consent to the immunization;</li><li>2. Been told not to consent for the child; or</li><li>3. Withdrawn a prior written authorization for the district to consent.</li></ol> <p><i>Family Code 32.101(c)</i></p>
CONSENT BY CHILD	<p>A child may consent to the child's own immunization for a disease if the child is pregnant or is the parent of a child and has actual custody of that child, and the Centers for Disease Control and Prevention recommend or authorize the initial dose of an immunization for that disease to be administered before seven years of age.</p> <p>Consent by a child to immunization is not subject to disaffirmance because of minority. A health-care provider or facility may rely on</p>

the written statement of the child containing the grounds on which the child has capacity to consent to the child's immunization.

*Family Code 32.1011*

DUTY TO PROVIDE  
INFORMATION

A district that consents to immunization of a child shall provide the health-care provider with sufficient and accurate health history and other information as set forth in Family Code 32.101(e).

FORM OF CONSENT

Consent to immunization must meet the requirements of Family Code 32.002(a). [See FFAC] A district has the responsibility to ensure that the consent, if given, is an informed consent. A district is not required to be present when the immunization is requested if a consent form has been given to the health-care provider.

*Family Code 32.101(f), .102*

LIABILITY

A district consenting to immunization of a child is not liable for damages arising from an immunization administered to a child authorized under Family Code Subchapter B except for injuries resulting from the district's own acts of negligence. *Family Code 32.103*

STUDENT FUNDRAISING

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(LEGAL)

FOOD AND BEVERAGE  
FUNDRAISERS

Schools that participate in the National School Lunch Program under 42 U.S.C. Section 1751, et seq., or the School Breakfast Program under 42 U.S.C. Section 1773, may sell food and beverages that do not meet nutritional standards outlined in 7 C.F.R. Parts 210 and 220 as part of a fundraiser, during the school day, for up to six days per school year on each school campus, provided that no specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service. 4 TAC 26.2 [See CO and FFA]



STUDENT FUNDRAISING

FJ  
(LOCAL)

Administrative regulations shall address student fundraising plans, approval of fundraising activities, and any required reporting on fundraisers by campus administrators.

With at least one employee managing each project, students representing their school or the District may participate in approved fundraising to benefit the District or a nonschool, charitable organization. Participation shall be voluntary and shall be approved only when the fundraising activity relates to the District's educational mission.

Fundraising shall not be permitted during class time. [See EC]

Fundraising through sales of foods and beverages that could be consumed during the school day shall meet the requirements for competitive foods unless the District allows an exception from the competitive food requirement, as permitted by state and federal law. [See CO and FFA]



RELATIONS WITH PARENT ORGANIZATIONS

GE  
(LOCAL)

District-affiliated school-support organizations and booster organizations, and other parent groups, shall organize, fundraise or solicit donations, and function in a way that is consistent with the District's philosophy and objectives, Board policies, District administrative regulations, applicable UIL or other governing association guidelines, and financial and audit regulations. [See also CDC and CFC]

Before engaging in fundraising or soliciting gifts, an organization or group shall notify the principal or other appropriate administrator identified in administrative regulations. [See CDC(LOCAL) for District acceptance of gifts and solicitations]

USE OF DISTRICT  
FACILITIES

District-affiliated school-support or booster organizations may use District facilities with prior approval of the appropriate administrator. Other parent groups may use District facilities in accordance with policy GKD.



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

A 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 a school district commits a Class C misdemeanor. *Education Code 37.107*

VEHICLES ON  
SCHOOL PROPERTY

A 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 a 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 AND  
E-CIGARETTES

A board shall prohibit smoking or using e-cigarettes or tobacco products at a school-related or school-sanctioned activity on or off school property. School personnel shall enforce these policies on school property. *Education Code 38.006* [See FNCD for the definition of e-cigarette.]

SMOKING IN  
BUILDINGS

A 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. *20 U.S.C. 6083; 20 U.S.C. 7183*

CRIMINAL  
PENALTY

A person commits an offense if the person is in possession of a burning tobacco product, smokes tobacco, or operates an e-cigarette in a facility of a public school.

DEFENSE

It is a defense to prosecution that a 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

A district shall be equipped with facilities for extinguishment of smoking materials.

*Penal Code 48.01(a)-(c)*

ALCOHOL

A board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property. *Education Code 38.007(a)* [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:

1. On the grounds or in a building of a public school; or
2. Entering or inside any enclosure, field, or stadium where any athletic event sponsored or participated in by a public school is being held.

*Education Code 37.122* [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. *Occupations Code 2154.251(a)(1)*

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, club, 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 a district.

It is not a defense to prosecution that the person possessed a handgun and was licensed to carry a 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 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 handgun;
7. An assistant district attorney, assistant criminal district attorney, or assistant county attorney who is licensed to carry a handgun;

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CONDUCT ON SCHOOL PREMISES

GKA  
(LEGAL)

8. A bailiff designated by an active judicial officer who is licensed to carry a 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  
FIREARM

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*

TRESPASS—  
CONCEALED CARRY  
OF HANDGUN

A license holder commits an offense if the license holder:

1. Carries a concealed 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.

An offense under Penal Code 30.06 is a Class C misdemeanor, except that the offense is a Class A misdemeanor if, after entering the property, the license holder was personally given the notice that entry or remaining on the property with a concealed handgun was forbidden and subsequently failed to depart.

NOTICE / SIGN—  
CONCEALED  
CARRY OF  
HANDGUN

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 license holder with a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (handgun licensing law), may not enter this property with a concealed handgun”; or

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2. A sign posted on the property that includes the language described above in both English and Spanish, appears in contrasting colors with block letters at least one inch in height, and is displayed in a conspicuous manner clearly visible to the public.

EXCEPTION

It is an exception to Penal Code 30.06 that the property on which the license holder carries a concealed handgun is owned or leased by a district and is not a premises or other place on which the license holder is prohibited from carrying the handgun under Penal Code 46.03 or 46.035.

*Penal Code 30.06* [See also FNCG]

UNAUTHORIZED  
NOTICE

A district may not provide notice, by a communication described by Penal Code 30.06 or by any sign expressly referring to that law or to a concealed handgun license, that a license holder carrying a handgun under the authority of Government Code Chapter 411 is prohibited from entering or remaining on a premises or other place owned or leased by the district unless license holders are prohibited from carrying a handgun on the premises or other place by Penal Code 46.03 or 46.035. *Gov't Code 411.209*

TRESPASS—OPEN  
CARRY OF HANDGUN

A holder of a license to openly carry a handgun commits an offense if the license holder:

1. Openly carries a handgun on property of another without effective consent; and
2. Received notice that entry on the property by a license holder openly carrying a handgun was forbidden.

NOTICE / SIGN—  
OPEN CARRY OF  
HANDGUN

For purposes of Penal Code 30.07, 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 30.07, Penal Code (trespass by license holder with an openly carried handgun), a person licensed under Subchapter H, Chapter 411, Government Code (handgun licensing law), may not enter this property with a handgun that is carried openly”; or
2. A sign posted on the property that includes the language described above in both English and Spanish, appears in contrasting colors with block letters at least one inch in height,

and is displayed in a conspicuous manner clearly visible to the public at each entrance to the property.

An offense under Penal Code 30.07 is a Class C misdemeanor, except that the offense is a Class A misdemeanor if, after entering the property, the license holder was personally given the notice by oral communication that entry or remaining on the property with an openly carried handgun was forbidden and subsequently failed to depart.

EXCEPTION

It is an exception to Penal Code 30.07 that the property on which the license holder openly carries the handgun is owned or leased by a governmental entity and is not a premises or other place on which the license holder is prohibited from carrying the handgun under Penal Code 46.03 or 46.035.

*Penal Code 30.07*

INTERSCHOLASTIC  
EVENTS

A license holder commits a Class A misdemeanor if the license holder intentionally, knowingly, or recklessly carries a handgun, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, 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, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of the board is held and if the meeting is an open meeting under the Open Meetings Act.

Penal Code 46.035(c) does not apply unless the license holder was given effective notice under Penal Code 30.06 or 30.07 [see NOTICE/SIGN—CONCEALED CARRY OF HANDGUN and NOTICE/SIGN—OPEN CARRY OF HANDGUN, above].

*Penal Code 46.035(c), (i)*

BOARD  
AUTHORIZATION

A license holder does not commit a criminal offense under Penal Code 46.035 [see INTERSCHOLASTIC EVENTS and BOARD MEETINGS, above] if the person is lawfully carrying a handgun pursuant to a board's written regulations and authorization. *Att'y Gen. Op. GA-1051 (2014)* [See CKE(LEGAL), SECTION III]

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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)*

FEDERAL GUN-FREE  
SCHOOL ZONES ACT

It is unlawful for any individual knowingly to possess a firearm at a place that the individual knows, or has reasonable cause to believe, is a school zone.

“School zone” means in, or on the grounds of, a school; or within a distance of 1,000 feet from the grounds of a school.

This prohibition does not apply to the possession of a firearm:

1. On private property not part of school grounds;
2. If the individual possessing the firearm is licensed to do so by the state, and the law of the state requires that, before an individual obtains such a license, the law enforcement authorities of the state verify that the individual is qualified under law to receive the license;
3. That is not loaded and in a locked container, or a locked firearms rack that is on a motor vehicle;
4. By an individual for use in a program approved by a school in the school zone;
5. By an individual in accordance with a contract entered into between a school in the school zone and the individual or an employer of the individual;
6. By a law enforcement officer acting in his or her official capacity; or
7. That is unloaded and is possessed by an individual while traversing school premises for the purpose of gaining access to public or private lands open to hunting, if the entry on school premises is authorized by school authorities.

It is unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm at a place that the person knows is a school zone.

This prohibition does not apply to the discharge of a firearm:

1. On private property not part of school grounds;
2. As part of a program approved by a school in the school zone, by an individual who is participating in the program;
3. By an individual in accordance with a contract entered into between a school in a school zone and the individual or an employer of the individual; or
4. By a law enforcement officer acting in his or her official capacity.

*18 U.S.C. 921(a)(25); .922(q)*





**Natalia Independent School District**  
 Fiscal Year 2016-2017  
**GENERAL FUND BUDGET AMENDMENT**  
**Through Reporting Period March 31, 2017**



		Budget as Adopted 09/01/2016	Budget as Amended	Administrative Adjustments	Budget Amendment Changes	Budget as Amended Through March 31, 2017
<b>REVENUES</b>						
5700	Local	\$ 2,198,500	\$ 2,198,500	\$ -	\$ -	\$ 2,198,500
5800	State	8,203,144	8,203,144	-	-	8,203,144
5900	Federal	70,000	70,000	-	-	70,000
<b>Total Revenue</b>		<b>\$ 10,471,644</b>	<b>\$ 10,471,644</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,471,644</b>
<b>OTHER SOURCES</b>						
Operating Transfer In		-	-	-	-	-
Total Other Sources		-	-	-	-	-
<b>Total Revenue &amp; Other Sources</b>		<b>\$ 10,471,644</b>	<b>\$ 10,471,644</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,471,644</b>
<b>Appropriations</b>		Budget as Adopted 09/01/2016	Budget as Amended	Administrative Adjustments	Budget Amendment Changes	Budget as Amended Through March 31, 2017
11	Instruction	\$ 5,859,486	\$ 5,859,486	\$ (75,000)	\$ -	\$ 5,784,486
12	Inst Resources & Media	44,530	44,530	-	-	44,530
13	Curriculum & Prof. Dev.	165,729	165,729	-	-	165,729
21	Instructional Administration	113,960	113,960	75,000	-	188,960
23	School Leadership	568,537	568,537	-	-	568,537
31	Guidance & Counseling	291,003	291,003	-	-	291,003
32	Social Work Services	-	-	-	-	-
33	Health Services	106,051	106,051	-	-	106,051
34	Student Transportation	427,050	427,050	-	-	427,050
35	Food Services	-	-	-	-	-
36	Cocurricular/Extracurricular	625,271	625,271	-	-	625,271
41	General Administration	779,917	779,917	-	-	779,917
51	Plant Maintenance	1,535,869	1,535,869	-	-	1,535,869
52	Security & Monitoring	81,888	81,888	-	-	81,888
53	Data Processing	221,777	221,777	-	-	221,777
61	Community Services	2,200	2,200	-	-	2,200
71	Debt Services	58,585	58,585	-	-	58,585
81	Facilities Acq. & Construction	-	-	-	-	-
93	Payments to Fiscal Agents/SSA	10,459	10,459	-	-	10,459
95	Payments to JJAEP	-	-	-	-	-
99	Other Intergovernmental Chgs	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>		<b>\$ 10,892,312</b>	<b>\$ 10,892,312</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,892,312</b>
<b>OTHER USES</b>						
Transfers Out		20,000	20,000	-	-	20,000
Total Other Uses		\$ 20,000	\$ 20,000	\$ -	\$ -	\$ 20,000
<b>Total Expenditures &amp; Other Uses</b>		<b>\$ 10,912,312</b>	<b>\$ 10,912,312</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,912,312</b>
Beginning Fund Balance 9/1/2017		<u>\$ 5,621,065</u>	<u>\$ 5,621,065</u>			<u>\$ 5,621,065</u> *
<b>Net Revenue/Sources over (Appropriations) / (Uses)</b>		<b>\$ (440,668)</b>	<b>\$ (440,668)</b>			<b>\$ (440,668)</b>
<b>Ending Fund Balance 8/31/2017</b>		<b>\$ 5,180,397</b>	<b>\$ 5,180,397</b>			<b>\$ 5,180,397</b>

\* Per Annual Audit Fiscal Year Ended 8/31/16

CHECK DATE	CHECK INVOICE			INVOICE DESCRIPTION	AMOUNT
	NUMBER	DATE	VENDOR		
03/02/2017	38590	03/01/2017	CITY OF NATALIA - WA	WATER SERVICE (01/15/17-02/15/17)	1,893.15
03/02/2017	38591	03/02/2017	EAST MEDINA COUNTY S	JAN/FEB 2017 WATER READINGS ACCT: 192400 - \$79.12 ACCT: 215500 - \$50.75	129.87
03/02/2017	38592	02/28/2017	MUSTANG CAR WASH	DISTRICT VEHICLE WASH FOR DEC/JAN	300.00
03/03/2017	38593	02/27/2017	BIPPERT, MONTE	HS Baseball Official, Natalia vs. SA Kennedy, 11/25/17	65.67
03/03/2017	38594	03/01/2017	BISHOP POWERLIFTING	THSPA Regional Powerlifting Meet Entry Fees, March 11, 2017 @ Bishop High School	35.00
03/03/2017	38595	03/01/2017	BISHOP POWERLIFTING	THSPA Regional Powerlifting Meet Entry Fees, March 11, 2017 @ Bishop High School	35.00
03/03/2017	38596	03/01/2017	BISHOP POWERLIFTING	THSPA Regional Powerlifting Meet Entry Fees, March 11, 2017 @ Bishop High School	245.00
03/03/2017	38597	02/27/2017	BROWN CHEVROLET CO.,	Repairs on 2009 Suburban	703.86
03/03/2017	38598	02/23/2017	BRUSH COUNTRY BASEBA	2017 Natalia Baseball Scrimmage Fees	150.00
03/03/2017	38599	02/23/2017	BSN SPORTS INC	Game Pants for Varsity Baseball	341.12
03/03/2017	38600	02/03/2017	CLARKE, PATRICK	FT WORTH MEALS	41.28
03/03/2017	38601	02/28/2017	CLAY EWELL EDUCATION	CONTESTS	105.00
03/03/2017	38602	02/28/2017	CORDOVA, RICHARD	HS Baseball Security, Natalia vs. Kennedy, 2/25/17	50.00
03/03/2017	38603	02/28/2017	CRYSTAL CITY ISD	HS Track Meet Fee's, Crystal City Javelina Invitational, 3/2/17	450.00
03/03/2017	38604	02/28/2017	FOUNTAIN, BRENT	HS Baseball Official, Natalia vs. Nixon-Smilely, 2/27/17	108.07
03/03/2017	38605	02/24/2017	GOLDEN CHICK	HS Softball Team Meal, Jourdanton Softball Tournament, 2/24/17	104.86
03/03/2017	38606	02/27/2017	HARTSOOK, RODDY	HS Baseball Official, Natalia vs. SA Kennedy, 11/25/17	107.79
03/03/2017	38608	03/02/2017	HIGH SCHOOL MUSIC	Yamaha Trumpets	1,130.00
03/03/2017	38608	03/02/2017	HIGH SCHOOL MUSIC	Bach Trombone Repair	435.81
03/03/2017	38608	01/13/2017	HIGH SCHOOL MUSIC	Recorders for Music Appreciation	85.00
03/03/2017	38608	02/28/2017	HIGH SCHOOL MUSIC	3 F-Attachment trigger trombones and 1 Sousaphone.	10,152.00
03/03/2017	38608	01/26/2017	HIGH SCHOOL MUSIC	INV# 88711, 944083, 944263, 944320, 946842, 947436, 947437	633.44
03/03/2017	38609	02/13/2017	HILLYARD / SAN ANTON	Repairs on jr high burnisher	120.42
03/03/2017	38610	02/23/2017	HOUSTON ISD	SHARS 12/1/16 - 1/31/17 3300001023, 3300001212	499.28
03/03/2017	38611	02/11/2017	LAKESHORE	CLASSROOM SUPPLIES 2/11/17	157.24
03/03/2017	38612	02/27/2017	POPPE, GLEN	HS Baseball Official, Natalia vs. Nixon-Smilely, 2/27/17	99.97
03/03/2017	38613	02/27/2017	POTEET ISD	HS Track Meet Fee's, 3rd Annual Aggie Relays, February 25, 2017	500.00
03/03/2017	38614	02/27/2017	RAKOWITZ, CARA	MEAL & PARKING REIMBURSEMENT	127.85

CHECK DATE	CHECK NUMBER	INVOICE DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
				2/19/17 - 2/21/17	
03/03/2017	38615	02/28/2017	RCI TECHNOLOGIES, IN	RCI barcodes for inventory	160.00
03/03/2017	38616	02/28/2017	ROGERS, GERRY	HS Baseball Security, Natalia vs. Nixon-Smilely, 2/27/17	75.00
03/03/2017	38617	02/27/2017	SHERRY'S FLOWER & GI	HS Boys Basketball Parents Night Flowers	148.50
03/03/2017	38617	02/27/2017	SHERRY'S FLOWER & GI	SYMPATHY FLOWERS	63.00
03/03/2017	38618	02/01/2017	TASB RISK MANAGEMENT	283348 WORKERS' COMPENSATION COVERAGE	8,454.25
03/03/2017	38619	02/15/2017	TASPA	MEMBERSHIP T. MCMILLAN	100.00
03/03/2017	38620	03/01/2017	TEAMGEAR	Locker Name Plates for HS Locker Room, 2017 Season, Incoming Freshman	118.50
03/03/2017	38621	03/02/2017	TEXAS A&M UNIVERSITY	2016-2017 CTE LEADERSHIP ACADEMY PARTICIPATION	250.00
03/03/2017	38622	02/07/2017	TEXAS DEPARTMENT OF	BACKGROUND / NAME SEARCH	18.00
03/03/2017	38623	02/08/2017	TEXAS SCHOOL ADMINIS	TEXAS DOCUMENTATION HANDBOOK	59.50
03/03/2017	38624	02/13/2017	TEXAS SCREEN PRINTER	Girls Basketball Playoff's T-Shirt, 2016-2017 Season	863.00
03/03/2017	38624	02/27/2017	TEXAS SCREEN PRINTER	Softball T-Shirts for 2017	1,219.40
03/03/2017	38625	02/27/2017	THE W CLUB	JH Track Meet Fee's, Devine Middle School Invitational Track Meet, 3/3/17	400.00
03/03/2017	38626	02/24/2017	VISTAPRINT NETHERLAN	Standard Business Cards / Business Manager Business Card and Tote bag.	62.18
03/03/2017	38627	03/02/2017	WARDWELL, BRIGITTE	UIL DRAMA- ADULT MEALS. LUNCH AND DINNER.	141.00
03/03/2017	38627	03/02/2017	WARDWELL, BRIGITTE	LUNCH MONEY FOR UIL DRAMA.	216.00
03/03/2017	38628	02/27/2017	WHATABURGER	HS Baseball Team Meal, Natalia @ Runge, 2/24/17	107.04
03/03/2017	38628	02/27/2017	WHATABURGER	HS Softball Team Meal, Jourdanton Softball Tournament, 2/25/17	53.52
03/03/2017	38629	02/27/2017	WILDENSTEIN, MARIA	In Home Training Services - February 2017	758.74
03/03/2017	38630	03/02/2017	ZGRAFIXS	ROBOTICS SHIRTS FOR UIL	546.75
03/06/2017	38631	03/06/2017	EAST MEDINA COUNTY S	FEBRUARY BALANCE ON ACCT 192400 / ACCT 215500	51.05
03/07/2017	38636	02/13/2017	ESC, REGION 20	PARTICIPATION IN ESC-20 NETWORK / HS	1,200.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	SPECIAL EDUCATION SUPPORT	7,000.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	CPI Refresher Course AM & PM	1,400.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	LIBRARY RESOURCE ROUNDUP	39.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	ACCOUNTABILITY FORUM WORKSHOP.	50.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	AMLE 2016 Conference	249.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	AMLE 2016 Conference	249.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	AMLE 2016 Conference	249.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	AMLE 2016 Conference	249.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	AMLE 2016 Conference	249.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	LOW INCIDENCE DISABILITIES	150.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	Developing PLAAFP Statements and Measurable Annual Goals - 10/20/16	250.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	REG 20 TRAINING / transition	50.00

CHECK DATE	CHECK INVOICE			INVOICE DESCRIPTION	AMOUNT
	NUMBER	DATE	VENDOR		
				hs	
03/07/2017	38636	02/13/2017	ESC, REGION 20	NURSES PASS	180.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	DIGITAL LEARNING / HS	50.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	Bus Driver Certification	100.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	Evaluation understanding	50.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	DYSLEXIA	500.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	PROFESSIONAL DEVELOPMENT 504	50.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	Nonviolent Crisis Intervention	450.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	INV# 279823, 279259, 279364, 284022, 283925	381.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	INV# 283537, 279683	1,270.00
03/07/2017	38636	02/13/2017	ESC, REGION 20	INV: 279234, 279222, 279235, 283095, 283108, 280300, 280316, 284011, 283997	8,017.00
03/07/2017	38637	03/07/2017	BLUEMEL, SAMUEL JR.	Bus Inspections - Reimbursement	28.00
03/07/2017	38638	03/07/2017	DON JESUS RESTAURANT	JH Student meals for UIL Concert & Sight Reading contest	229.35
03/07/2017	38639	03/07/2017	MEDINA COUNTY TAX AS	4 Bus Tags - A-1, C-3, D-4, E-5	88.00
03/08/2017	38639	03/07/2017	MEDINA COUNTY TAX AS	4 Bus Tags - A-1, C-3, D-4, E-5	-88.00
03/08/2017	38640	03/03/2017	COLOR BLAZE SUPPLY,	ELEMENTARY COLOR RUN SUPPLIES	1,283.23
03/08/2017	38641	03/07/2017	MEDINA COUNTY TAX AS	4 Bus Tags - A-1, C-3, D-4, E-5	30.00
03/08/2017	38642	03/03/2017	TASB RISK MANAGEMENT	WORKERS' COMPENSATION CLAIMS LIABILITY LOSSES AS OF 2/28/17	9,622.02
03/08/2017	38643	03/03/2017	CORDOVA, RICHARD	DISTRICT WIDE TRAFFIC SECURITY W/E 3/3/17 (2) W/E 3/10/17 (3)	125.00
03/08/2017	38644	03/03/2017	CANDLEWOOD SUITES	HOTEL ROOM	105.93
03/08/2017	38645	03/03/2017	CLARKE, PATRICK	PER DIEM FOR STOCKSHOW AND JUDGING BREEDING GILTS / HOUSTON	102.00
03/09/2017	38646	03/09/2017	BEST WESTERN INN KIN	RM RATE: \$78.99 / CITY TAX \$7.11 - 6 RMS	516.60
03/09/2017	38647	03/09/2017	CORTINAS, TARA	Meals for Boys Regional Powerlifting, March 10-11, 2017	76.50
03/09/2017	38647	03/09/2017	CORTINAS, TARA	Coaches Meals for State Girls Powerlifting, 3/17/17-3/19/17	127.50
03/09/2017	38649	03/09/2017	MARTINEZ, ILYAN	Meals for Boys Regional Powerlifting, March 10-11, 2017	76.50
03/09/2017	38649	03/09/2017	MARTINEZ, ILYAN	Coaches Meals for State Powerlifting, 3/17-3/19	127.50
03/09/2017	38649	03/09/2017	MARTINEZ, ILYAN	Meals for Boys Powerlifting Regionals, March 10-March 11, 2017	360.00
03/09/2017	38649	03/09/2017	MARTINEZ, ILYAN	Meals for State Powerlifting Meet, 3/17-3/19	504.00
03/09/2017	38649	03/09/2017	MARTINEZ, ILYAN	Girls State Powerlifting, Wristband for Floor Entry for	55.00

CHECK DATE	CHECK NUMBER	INVOICE DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
				Wrappers and Managers	
03/09/2017	38650	03/09/2017	SEILER, TYLER	Meals for Boys Regional Powerlifting, March 10-11, 2017	76.50
03/09/2017	38650	03/09/2017	SEILER, TYLER	Coaches Meals for State Girls Powerlifting, 3/17/17-3/19/17	127.50
03/09/2017	38651	03/09/2017	THSWPA	Girls State Powerlifting State Entry Fee's	210.00
03/09/2017	38652	03/09/2017	CANDLEWOOD SUITES	HOTEL ROOMS FOR STOCK SHOW 03/15/17-3/24/17 9 NIGHT RM: \$891.00 / 7% CITY TAX: \$62.37 = \$953.37	953.37
03/09/2017	38653	03/09/2017	LA QUINTA - AMARILLO	CONF# 3210999478, 3215265330, 3210126768, 3214828975, 3214392620, 3209254058 RM RATE \$58.65 / 8% CITY TAX \$4.70 = 63.35 X 6 ROOMS	380.10
03/09/2017	38654	03/09/2017	LA QUINTA HOUSTON RO	CONF# 3210238051, 3214940258, 3214503903 RM RATE \$92.65 / 7% CITY TAX \$6.49 = \$99.14 X 3 RMS	297.42
03/09/2017	38655	03/09/2017	WOODALL, MEGHAN	PER DIEM OFR STOCKSHOWS AND JUDGING CONTEST 3/10/17-4/1/17	321.00
03/10/2017	38656	03/09/2017	ALDERETE, REYNA	REFUND OF CHEER TRY OUT DEPOSIT	200.00
03/10/2017	38657	02/24/2017	ANDERSON'S	PROM TICKETS AND INVITATIONS	218.24
03/10/2017	38658	03/02/2017	BOWEN ENTERPRISES LT	HS Track Meal, 3/2/17, Crystal City Track Meet	399.04
03/10/2017	38659	02/28/2017	CD TIRES	Maint. supplies INV# 454, 655, 872, 882, 943	63.00
03/10/2017	38660	02/24/2017	CDW GOVERNMENT LLC	HP 49A Black Toner	86.53
03/10/2017	38660	02/27/2017	CDW GOVERNMENT LLC	HP 83A Black Toner Cartridge	115.38
03/10/2017	38660	02/27/2017	CDW GOVERNMENT LLC	Misc Tech items	533.00
03/10/2017	38661	03/03/2017	CICI'S PIZZA STORE #	HS Baseball Team Meal	150.00
03/10/2017	38662	03/09/2017	CLASSROOM FRIENDLY S	LIBRARY SUPPLIES	39.98
03/10/2017	38663	03/03/2017	COURTYARD WACO	Hotels for State Girls Powerlifting, Friday Night 3/17/17, and Saturday Night 3/18/17	1,189.84
03/10/2017	38666	03/10/2017	DIRECT ENERGY BUSINE	MONTHLY ELECTRICT BILLING ACCT# 1023803	116,749.30
03/10/2017	38666	03/10/2017	DIRECT ENERGY BUSINE	MONTHLY ELECTRICT BILLING ACCT# 1090940	6,937.80
03/10/2017	38666	03/10/2017	DIRECT ENERGY BUSINE	MONTHLY ELECTRICT BILLING ACCT# 1359296	887.91
03/10/2017	38666	03/10/2017	DIRECT ENERGY BUSINE	MONTHLY ELECTRICT BILLING ACCT# 1374119	378.56
03/10/2017	38666	03/10/2017	DIRECT ENERGY BUSINE	MONTHLY ELECTRICT BILLING ACCT# 1374120	777.84
03/10/2017	38666	03/10/2017	DIRECT ENERGY BUSINE	MONTHLY ELECTRICT BILLING ACCT# 1374121	518.43
03/10/2017	38666	03/10/2017	DIRECT ENERGY BUSINE	MONTHLY ELECTRICT BILLING ACCT# 1374122	266.07
03/10/2017	38667	03/02/2017	DORIAN BUSINESS SYST	Entry fees for State Solo & Ensemble Contest	200.00

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DATE	NUMBER DATE	VENDOR DESCRIPTION	
03/10/2017	38668 02/24/2017	DUTCH GLO CHEMICAL C Cleaning supplies odor eliminator	421.00
03/10/2017	38669 03/07/2017	ESC, REGION 20 CONDUIT INTERNET ACCESS FOR FEBRUARY 2017	1,998.00
03/10/2017	38670 02/21/2017	EWING IRRIGATION Home Plate for Softball Field	87.05
03/10/2017	38671 03/03/2017	GARZA, FERNANDO REIMBURSEMENT FOR TASB TRAINING	100.00
03/10/2017	38672 02/13/2017	HARRISON SUPPLY, INC Monthly supplies	76.86
03/10/2017	38672 02/13/2017	HARRISON SUPPLY, INC MISC. SUPPLIES FOR AG SHOP.	19.67
03/10/2017	38673 03/01/2017	HIGH SCHOOL ACHIEVEM Letterjackets for Fall Sports, 2016-2017 Athletic Season	600.00
03/10/2017	38674 03/07/2017	INTECH SOUTHWEST replacement hard drive for surveillance storage unit	328.00
03/10/2017	38675 03/09/2017	KING, STEVEN REFUND OF CHEER TRY OUT DEPOSIT	200.00
03/10/2017	38676 02/28/2017	LAKESHORE SUPPLIES FOR CENTERS	193.97
03/10/2017	38677 03/08/2017	LEHMAN HIGH SCHOOL Girls Bi-District Basketball Game Fee's	142.85
03/10/2017	38678 02/17/2017	LIVESTOCKJUDGING COM 1 year subscription for livestock judging practice (unlimited seats)	200.00
03/10/2017	38679 03/09/2017	LOPEZ, EVELYN REFUND OF CHEER TRY OUT DEPOSIT	200.00
03/10/2017	38680 02/28/2017	LOWE'S PAY AND SAVE Monthly supplies 2/28/17 Stmt INV# 90005, 90013, 90052, 80018, 90025, 80019, 90062, 90002, 90013	289.58
03/10/2017	38681 03/01/2017	MEDINA COUNTY APPRAI QUARTERLY PRO RATA SHARE	12,047.11
03/10/2017	38683 03/01/2017	NATALIA I.S.D. FOOD 2016-2017 child nutrition department billing	665.00
03/10/2017	38683 03/08/2017	NATALIA I.S.D. FOOD Board meeting 9/12/16, 11/14/16, 12/12/16, 1/9/17, 2/13/17, 3/6/17	635.00
03/10/2017	38683 03/08/2017	NATALIA I.S.D. FOOD Leadership Team Meetings: 10/4/16, 10/25/16, 11/1/19, 11/15/16, 1/3/17, 1/17/17, 2/21/17, 3/7/17	420.00
03/10/2017	38683 03/01/2017	NATALIA I.S.D. FOOD Invoice # 557 Air pots CENTRAL OFFICE	59.98
03/10/2017	38683 03/01/2017	NATALIA I.S.D. FOOD water/snacks for sub development day	41.60
03/10/2017	38683 03/03/2017	NATALIA I.S.D. FOOD Meals for Boys and Girls JH and HS Track INV# 564 / 532	1,612.00
03/10/2017	38684 03/06/2017	PHENOM ELITE LLC Phenom Elite Custom Football Gloves	1,560.00
03/10/2017	38685 02/28/2017	POLEY E BARCENEZ Technology-shielded cable	270.00
03/10/2017	38686 03/09/2017	RICHARDSON, SPRING REFUND OF CHEER TRY OUT DEPOSIT	200.00
03/10/2017	38687 02/23/2017	RIVER CITY STEEL & R metal supplies	157.91
03/10/2017	38688 03/09/2017	ROGERS, JUSTIN DISTRICT WIDE TRAFFIC SECURITY W/E 3/3/17 - 3 DAYS / 3/10/17 - 1 DAY	100.00
03/10/2017	38689 03/07/2017	RUSH BUS CENTERS Bus Z Air Brake Valves. VIN#1BAKGCPA0BF282106	405.61
03/10/2017	38690 02/28/2017	SAN ANTONIO ZOO KINDER FIELD TRIP TO SAN	855.00

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		ANTONIO ZOO	
03/10/2017	38691 03/07/2017	SIGN DEPOT ROBOTICS BANNERS	200.00
03/10/2017	38692 02/28/2017	SOS LIQUID WASTE HAU CLEANING GREASE TRAPS INV# 17-SA00947, 17-SA00948, 17-SA00949, 17, EV0972	983.83
03/10/2017	38693 02/27/2017	SOUTHERN COMPUTER WA TONER	170.04
03/10/2017	38694 02/10/2017	SPECTRUM INDUSTRIES, Baseball and Softball score board inspections	560.00
03/10/2017	38695 02/22/2017	STORAGE SOLUTIONS PL Maint. supplies	72.26
03/10/2017	38696 03/06/2017	SUB ZERO AIR CONDITI Ac repair at HS room 208, replaced condenser motor	488.47
03/10/2017	38697 02/09/2017	SUNBELT MILL SUPPLY Ag Shop Tools	353.86
03/10/2017	38698 02/02/2017	SWTJC (58) TSI EXAMS 1/24/17, 2/1/17	1,624.00
03/10/2017	38699 10/17/2017	TASB inspection of air quality at central office	785.00
03/10/2017	38700 02/28/2017	TERMINIX COMMERCIAL MONTHLY PEST CONTROL	609.00
03/10/2017	38701 03/01/2017	WALSH, GALLEGOS, TRE FOR PROFESSIONAL SERVICES RENDERED THROUGH 2/15/2017	426.50
03/10/2017	38702 02/28/2017	WHATABURGER Team Meal for HS Girls Basketball Team, Bi-District Game vs. Lago Vista @ Kyle Lehman, 2/14/17	78.29
03/10/2017	38702 03/06/2017	WHATABURGER Baseball Team Meals INV# 1084503, 1038546, 1038637	354.57
03/10/2017	38703 02/28/2017	WITTE MUSEUM 3RD GRADE FIELD WITTE MUSEUM	162.00
03/10/2017	38704 03/08/2017	CLARKE, PATRICK PER DIEM FOR STOCKSHOWS	510.00
03/10/2017	38705 03/08/2017	ESTRADA, MARY BUSINESS SERVICES CONSULTATION & TRAINING; 2/28/17, 3/2/17, 3/7/17, 3/8/17, 3/9/17	1,351.60
03/10/2017	38717 10/01/2017	STAPLES BUSINESS ADV SUPPLIES	23.25
03/10/2017	38717 10/01/2017	STAPLES BUSINESS ADV OFFICE SUPPLIES	17.55
03/10/2017	38717 10/01/2017	STAPLES BUSINESS ADV SUPPLIES	17.55
03/10/2017	38717 10/01/2016	STAPLES BUSINESS ADV CREDIT	-432.55
03/10/2017	38717 10/01/2016	STAPLES BUSINESS ADV Office supplies	432.55
03/10/2017	38717 10/01/2016	STAPLES BUSINESS ADV Supplies /Storage	147.48
03/10/2017	38717 10/01/2016	STAPLES BUSINESS ADV OFFICE SUPPLIES	35.94
03/10/2017	38717 10/01/2016	STAPLES BUSINESS ADV OFFICE SUPPLIES	28.85
03/10/2017	38717 10/01/2016	STAPLES BUSINESS ADV OFFICE SUPPLIES	22.62
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV Supplies/Storage	19.38
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV OFFICE SUPPLIES	34.46
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV OFFICE SUPPLIES	62.51
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV OFFICE SUPPLIES	30.06
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV classroom supplies	229.94
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV classroom supplies	25.00
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV Classroom supplies	627.54
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV Classroom supplies	37.80
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV SUPPLIES	102.07
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV SUPPLIES	3.85
03/10/2017	38717 10/08/2016	STAPLES BUSINESS ADV SUPPLIES	27.00
03/10/2017	38717 10/15/2016	STAPLES BUSINESS ADV supplies	194.96
03/10/2017	38717 10/15/2016	STAPLES BUSINESS ADV OFFICE SUPPLIES	26.25
03/10/2017	38717 10/15/2016	STAPLES BUSINESS ADV classroom supplies	9.57
03/10/2017	38717 10/15/2016	STAPLES BUSINESS ADV SUPPLIES	23.96
03/10/2017	38717 10/22/2017	STAPLES BUSINESS ADV SUPPLIES	199.82

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	NUMBER	DATE	VENDOR	DESCRIPTION		
03/10/2017	38717	10/22/2016	STAPLES BUSINESS ADV	COPY PAPER AND REPORT CARD ENVELOPES		1,959.50
03/10/2017	38717	10/29/2017	STAPLES BUSINESS ADV	SUPPLIES		35.10
03/10/2017	38717	10/29/2016	STAPLES BUSINESS ADV	SUPPLIES		14.73
03/10/2017	38717	10/29/2016	STAPLES BUSINESS ADV	SUPPLIES		176.79
03/10/2017	38717	10/29/2016	STAPLES BUSINESS ADV	SCHOOL SUPPLIES		161.49
03/10/2017	38717	11/05/2016	STAPLES BUSINESS ADV	COPY PAPER		1,212.70
03/10/2017	38717	11/05/2016	STAPLES BUSINESS ADV	COPY PAPER		79.50
03/10/2017	38717	11/05/2016	STAPLES BUSINESS ADV	COPY PAPER AND REPORT CARD ENVELOPES		-1,593.60
03/10/2017	38717	11/05/2016	STAPLES BUSINESS ADV	SUPPLIES		40.34
03/10/2017	38717	11/05/2016	STAPLES BUSINESS ADV	SUPPLIES		109.89
03/10/2017	38717	12/10/2016	STAPLES BUSINESS ADV	CREDIT		-16.59
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	SUPPLIES		127.19
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	TONER		86.19
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	TONER		86.19
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	OFFICE SUPPLIES		110.28
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	SUPPLIES		54.88
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	SUPPLIES		36.56
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	Supplies		93.09
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	Supplies		6.02
03/10/2017	38717	12/17/2016	STAPLES BUSINESS ADV	Supplies		36.04
03/10/2017	38717	12/24/2016	STAPLES BUSINESS ADV	TONER		-86.19
03/10/2017	38717	12/24/2016	STAPLES BUSINESS ADV	CLASSROOM MATERIAL		65.49
03/10/2017	38717	12/24/2016	STAPLES BUSINESS ADV	CLASSROOM MATERIAL		117.84
03/10/2017	38717	01/07/2017	STAPLES BUSINESS ADV	OFFICE SUPPLIES		106.60
03/10/2017	38717	01/07/2017	STAPLES BUSINESS ADV	Office supplies		337.42
03/10/2017	38717	01/14/2017	STAPLES BUSINESS ADV	SCHOOL SUPPLIES		275.14
03/10/2017	38717	01/21/2017	STAPLES BUSINESS ADV	CLASSROOM SUPPLIES		113.32
03/10/2017	38717	01/21/2017	STAPLES BUSINESS ADV	CLASSROOM SUPPLIES		10.44
03/10/2017	38717	01/21/2017	STAPLES BUSINESS ADV	BLACK TONER/COLOR INK		215.05
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	supplies		200.85
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	supplies		24.90
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	supplies		10.64
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	supplies		-5.00
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	SUPPLIES		115.31
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	SUPPLIES		12.48
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	SUPPLIES		12.08
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	SCHOOL SUPPLIES		228.08
03/10/2017	38717	01/28/2017	STAPLES BUSINESS ADV	Snacks for testing day		532.39
03/10/2017	38717	02/04/2017	STAPLES BUSINESS ADV	ELECTRIC PENCIL SHARPENER		24.96
03/10/2017	38717	02/04/2017	STAPLES BUSINESS ADV	BLACK TONER/COLOR INK		81.95
03/10/2017	38717	02/04/2017	STAPLES BUSINESS ADV	SUPPLIES FOR STRATEGIC PLANNING		19.99
03/10/2017	38717	02/04/2017	STAPLES BUSINESS ADV	SCHOOL SUPPLIES		25.32
03/10/2017	38717	02/04/2017	STAPLES BUSINESS ADV	Benchmark testing		272.48
03/10/2017	38717	02/18/2017	STAPLES BUSINESS ADV	CLASSROOM SUPPLIES		16.49
03/10/2017	38717	02/18/2017	STAPLES BUSINESS ADV	Filing Cabinets/Paper		363.99
03/10/2017	38717	02/18/2017	STAPLES BUSINESS ADV	SUPPLIES		27.82
03/10/2017	38717	02/18/2017	STAPLES BUSINESS ADV	Filing Cabinets/paper		657.51
03/10/2017	38717	02/18/2017	STAPLES BUSINESS ADV	OFFICE SUPPLIES		219.98
03/10/2017	38717	02/18/2017	STAPLES BUSINESS ADV	OFFICE SUPPLIES		180.12
03/10/2017	38717	02/18/2017	STAPLES BUSINESS ADV	INSTRUCTIONAL SUPPLIES		642.14
03/20/2017	37612	10/21/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.		-208.00

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03/20/2017	37630	10/28/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	-208.00
03/20/2017	37830	11/18/2016	DE JESUS, CANDACE	REIMBURSEMENT FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	-96.00
03/20/2017	38527	02/15/2017	SYS CLOUD, INC.	Backup Solution for Google drive	-5,000.00
03/20/2017	38542	02/22/2017	CARRIZO SPRINGS ATHL	THSWPA Regional Meet Entry Fee, ALTERNATE, 3/4/17	-35.00
03/20/2017	38594	03/01/2017	BISHOP POWERLIFTING	THSPA Regional Powerlifting Meet Entry Fees, March 11, 2017 @ Bishop High School	-35.00
03/20/2017	38646	03/09/2017	BEST WESTERN INN KIN	RM RATE: \$78.99 / CITY TAX \$7.11 - 6 RMS	-516.60
03/20/2017	38718	10/21/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	-208.00
03/20/2017	38718	10/21/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	208.00
03/20/2017	38718	10/28/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	-208.00
03/20/2017	38718	10/28/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	208.00
03/20/2017	38718	11/18/2016	DE JESUS, CANDACE	REIMBURSEMENT FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	-96.00
03/20/2017	38718	11/18/2016	DE JESUS, CANDACE	REIMBURSEMENT FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	96.00
03/20/2017	38719	02/15/2017	SYS CLOUD, INC.	Backup Solution for Google drive	5,000.00
03/20/2017	38720	03/09/2017	MARTINEZ, ILYAN	REIMBURSEMENT FOR REGIONAL POWERLIFTING HOTEL	463.44
03/20/2017	38721	03/20/2017	WEST TEXAS GAS, INC	GAS SERVICE FOR 12/12/16-1/11/17	916.47
03/21/2017	38722	10/21/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	160.00
03/21/2017	38722	10/28/2016	DE JESUS, CANDACE	LUNCH FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	152.00
03/21/2017	38722	11/18/2016	DE JESUS, CANDACE	REIMBURSEMENT FOR STUDENTS AND STAFF ATTENDING THE UIL ROBOTICS COMPETITION.	152.00
03/21/2017	38723	02/16/2017	NATURAL ARCTIC FRUIT	ICE CREAM FOR FEB	504.00
03/21/2017	38723	03/02/2017	NATURAL ARCTIC FRUIT	ICE CREAM FOR MARCH	208.00
03/21/2017	38724	02/03/2017	RICOH USA, INC	ACCT# 446577-1015317A5 MULTI-AGREEMENT BILLING SUPPORT: CENTRAL / TECHNOLOGY / SP.ED. / FOOD SRVS / ECC / ELEM / JR / HS.	11,321.59
03/21/2017	38725	03/20/2017	WEST TEXAS GAS, INC	GAS SERVICE FOR	741.16

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				1/11/17-2/13/17	
03/22/2017	38726	03/03/2017	ACE MART RESTAURANT	EASY POUR COFFEE DECANTER ITEM # BUN06100.0101	34.92
03/22/2017	38727	03/15/2017	ALERT SERVICES INC.	Gatorade Cups for Sporting Events	70.00
03/22/2017	38728	03/13/2017	ANDERSON'S	PROM SUPPLIES; SASH, TIARA, CUPS	170.16
03/22/2017	38729	02/28/2017	BLUE BIRD PRODUCE	INV# 574438, 574488, 574599, 574633, 574698	4,378.25
03/22/2017	38730	03/02/2017	BSN SPORTS INC	2017 HS Track Uniforms	3,274.50
03/22/2017	38731	03/10/2017	CASTROVILLE RENTAL	Port a potty rental for baseball and softball 3/3/17-4/3/17	300.00
03/22/2017	38732	03/22/2017	CDW GOVERNMENT LLC	Backordered replacement projectors	585.00
03/22/2017	38732	03/08/2017	CDW GOVERNMENT LLC	misc tech items	275.00
03/22/2017	38733	03/03/2017	CPL RETAIL ENERGY L.	ACCT# 10696383 ESI ID# 10032789402117775	21.62
03/22/2017	38734	03/15/2017	CITY OF NATALIA	SCHOOL RESOURCE OFFICER MARCH 2017	3,107.05
03/22/2017	38735	03/15/2017	CITY OF NATALIA	CARRIZO WELL BILLING FOR MARCH2017	475.50
03/22/2017	38736	03/20/2017	COMMZOOM, LLC	INTERNET SRVCS TO BUS BARN / TRANSPORTATION	166.94
03/22/2017	38737	03/23/2017	CORTINAS, TARA	Coaches Meals for State Boys Powerlifting, 3/24-3/26	127.50
03/22/2017	38738	03/23/2017	DE JESUS, CANDACE	SPONSOR MEALS FOR UIL MEET	36.00
03/22/2017	38739	03/23/2017	DE JESUS, CANDACE	STUDENT MEALS FOR UIL ACADEMICS MEET.	72.00
03/22/2017	38740	02/01/2017	DELL MARKETING, L.P.	Laptop for Athletics	2,012.48
03/22/2017	38741	03/01/2017	DUTCH GLO CHEMICAL C	CHEMICALS FOR DISHWASHER FOR MARCH	711.55
03/22/2017	38742	03/11/2017	FLOWERS BAKING CO OF	BREAD FOR FEB INV# 1337303842, 1354003842, 1373503842, 1390803842	446.67
03/22/2017	38743	02/01/2017	FUELEDUCATION	A+ LICENSE RENEWAL	5,880.00
03/22/2017	38744	03/15/2017	GLOBAL TRAINING ACAD	MARCH 2017 Drug Dog Searches	150.00
03/22/2017	38745	03/01/2017	GULF COAST PAPER CO.	PAPER GOODS FOR FEB INV# 1274154, 1274155, 1274156, 1274157, 1281656, 1281657, 1281658	1,652.17
03/22/2017	38746	02/24/2017	INTECH SOUTHWEST	chromebook initiative 3	12,799.00
03/22/2017	38747	02/28/2017	JUMP IN BUSINESS COR	INV# 665, 671, 679, 685	349.80
03/22/2017	38749	02/28/2017	LABATT INST. SUPPLY	FOOD, NONFOOD & CATERING FOR FEB INV# 01312273, 02070188, 02148022, 02164929, 02215002, 02215003	5,343.84
03/22/2017	38749	02/28/2017	LABATT INST. SUPPLY	FOOD, NONFOOD & CATERING FOR FEB INV# 02070183, 02097230, 02148018, 02214999	6,111.19
03/22/2017	38749	02/28/2017	LABATT INST. SUPPLY	FOOD, NONFOOD & CATERING FOR FEB INV# 01312272, 02070187, 02097234, 02148021, 02215001	4,228.22
03/22/2017	38749	02/28/2017	LABATT INST. SUPPLY	FOOD, NONFOOD & CATERING FOR FEB INV# 01312270, 01312271, 02070184, 02070185, 02070186,	8,230.69

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				02097231, 02148019, 02148020, 02215000	
03/22/2017	38750	01/19/2017	LAKESHORE	CLASSROOM RESOURCES FOR STUDENTS	23.99
03/22/2017	38750	02/02/2017	LAKESHORE	CLASSROOM RESOURCES FOR STUDENTS	159.90
03/22/2017	38751	03/23/2017	MARTINEZ, ILYAN	Coaches Meals for State Boys Powerlifting, 3/24-3/26	127.50
03/22/2017	38752	03/23/2017	MARTINEZ, ILYAN	Student Meals for State Boys Powerlifting Meet, 3/24-3/26	360.00
03/22/2017	38753	03/23/2017	MCM ELEGANTE	Boys State Powerlifting Meet Hotel, 4 Rooms for 2 Nights, March 24-25, 2017	950.48
03/22/2017	38755	02/28/2017	OAK FARMS DAIRY	FEB2017 MILK INV# 72702075, 72702193, 72702245, 72702351, 72702456, 72702507, 72702622, 72702624, 72702826, 72702887, 172700021, 272700073	3,476.68
03/22/2017	38755	02/28/2017	OAK FARMS DAIRY	FEB 2017 MILK INV# 72702077, 72702195, 72702247, 72702353, 72702509, 72702626, 72702824, 172700076	2,641.28
03/22/2017	38755	02/28/2017	OAK FARMS DAIRY	FEB 2016 MILK INV# 72702079, 72702249, 72702355, 72702513, 72702628, 72702729, 72702785, 72702885, 272700023, 72700078, 72700135	3,100.73
03/22/2017	38755	02/28/2017	OAK FARMS DAIRY	FEB2017 MILK INV# 72702081, 72702251, 72702357, 72702511, 72702630, 72702825, 72702883, 72700080	2,272.54
03/22/2017	38756	03/15/2017	RCI TECHNOLOGIES, IN	IMAGESILO MONTHLY STORAGE AND MAINTENANCE FEES 3/1/17 - 3/31/17	250.00
03/22/2017	38757	03/22/2017	RUSH BUS CENTERS	wheel parts	183.88
03/22/2017	38757	03/22/2017	RUSH BUS CENTERS	pig tails	169.05
03/22/2017	38757	03/22/2017	RUSH BUS CENTERS	turn signal/ windshield washer lever	225.95
03/22/2017	38758	03/20/2017	S&P COMMUNICATIONS	APRIL 2017 District-wide Dispatch Air time for Transportation	1,368.00
03/22/2017	38759	02/24/2017	SAN ANTONIO FOOD BAN	COMMODITY FOR FEB	150.93
03/22/2017	38760	03/07/2017	SCHOLASTIC TESTING S	SCORING THE TORRANCE TEST OF CREATIVE THINKING FOR GT TESTING`	81.33
03/22/2017	38761	03/09/2017	SCHOLASTIC, INC.	TOOLS FOR TEACHING GRAMMAR	35.30
03/22/2017	38762	03/22/2017	SCHOOL SPECIALTY	CLASSROOM SUPPLIES	192.85
03/22/2017	38763	03/22/2017	SEILER, TYLER	Coaches Meals for State Boys Powerlifting, 3/24-3/26	127.50
03/22/2017	38764	01/18/2017	SUB ZERO AIR CONDITI	FREEZER REPAIRS IN FEB	404.33
03/22/2017	38764	02/13/2017	SUB ZERO AIR CONDITI	FREEZER REPAIRS IN FEB	974.95
03/22/2017	38764	02/16/2017	SUB ZERO AIR CONDITI	FREEZER REPAIRS IN FEB	249.95
03/22/2017	38764	02/16/2017	SUB ZERO AIR CONDITI	FREEZER REPAIRS IN FEB	164.95
03/22/2017	38765	03/10/2017	SUB ZERO AIR CONDITI	AC repairs at jr high office and HS room 311	722.40
03/22/2017	38766	03/10/2017	SUB ZERO AIR CONDITI	AC repairs at jr high office	291.88

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				and HS room 311	
03/22/2017	38768	02/27/2017	SYS CO CENTRAL TEXAS	FOOD, NONFOOD & ALA CART FOR FEB INV# 113194101, 113231034, 113250274	228.83
03/22/2017	38768	02/27/2017	SYS CO CENTRAL TEXAS	FOOD, NONFOOD & ALA CART FOR FEB INV# 113194099, 113231033	416.62
03/22/2017	38768	02/27/2017	SYS CO CENTRAL TEXAS	FOOD, NONFOOD & ALA CART FOR FEB INV# 113194098, 113231032, 113250272	109.25
03/22/2017	38768	02/27/2017	SYS CO CENTRAL TEXAS	FOOD, NONFOOD & ALA CART FOR FEB INV# 11303032S, 113194100, 11304264S	192.71
03/22/2017	38769	02/28/2017	TASBO	TASBO: Bonds, Buildings & Beyond	215.00
03/22/2017	38769	02/28/2017	TASBO	2017 ANNUAL CONFERENCE	170.00
03/22/2017	38770	02/28/2017	TEXAS DEPARTMENT OF	BACKGROUND / NAME SEARCH	42.00
03/22/2017	38771	03/23/2017	THSPA	Boys State Powerlifting Meet Entry Fee's	90.00
03/22/2017	38772	03/13/2017	TYCO INTEGRATED SECU	DISTRICT WIDE SECURITY CUST# 01300 177105306	4,303.11
03/22/2017	38773	03/07/2017	URBAN METAL SHOP & G	New decals and signs for bus G	279.75
03/22/2017	38774	03/23/2017	VILLAR, LUCIANO	SPONSOR MEALS FOR UIL	36.00
03/22/2017	38775	03/23/2017	VILLAR, LUCIANO	STUDENT MEALS FOR UIL MEET	56.00
03/22/2017	38776	03/22/2017	WOODALL, MEGHAN	MILEAGE REIMBURSEMENT.	266.63
03/23/2017	38777	03/23/2017	AMERICAN MEDICAL RES	AMBULANCE STANDBY FOR 2016-2017 HOME GAMES SEASON	2,850.00
03/24/2017	38778	03/23/2017	CLARKE, PATRICK	PER DIEM FOR STOCKSHOW AND JUDGING WEST TEXAS A&M, TEXAS A&M, INGRAM DOUBLE HEADER	226.00
03/24/2017	38778	03/23/2017	CLARKE, PATRICK	PER DIEM FOR STOCKSHOW AND JUDGING CONTESTS WEST TEXAS A&M / TEXAS A&M / INGRAM DOUBLE HEADER	864.00
03/24/2017	38779	02/28/2017	O'REILLY AUTO ENTERP	INV# 5557 - 136668, 136728, 137770, 138744, 138769, 138900, 138957, 139030, 139151, 139585, 139952, 139953, 139959, 139992, 140108, 140152.	850.88
03/24/2017	38780	03/20/2017	TASPA	Professional Membership Dues T. McMillan	100.00
03/24/2017	38781	02/17/2017	AT&T CORP.	INTERNET / LONG DISTANCE CHARGES BILLING DATE 2/17/17	3,108.32
03/24/2017	38782	01/17/2017	AT&T CORP.	INTERNET / LONG DISTANCE CHARGES BILLING DATE: 1/17/17	1,746.17
03/24/2017	38783	01/20/2017	AT&T MOBILITY	DISTRICT WIDE WIRELESS PHONES 12/20/16-1/19/17	2,320.47
03/24/2017	38784	02/20/2017	AT&T MOBILITY	DISTRICT WIDE WIRELESS PHONES 01/20/17-02/19/17	1,060.60
03/24/2017	38786	03/24/2017	SAM'S CLUB #8264	STAAR SNACKS FOR HIGH SCHOOL	214.13
03/27/2017	38789	03/27/2017	AMERICAN EXPRESS COR	J & R Truck Service - Bus Diagnostic	325.52
03/27/2017	38789	03/27/2017	AMERICAN EXPRESS COR	Expressly- yours yearbook software.	200.00
03/27/2017	38789	02/16/2017	AMERICAN EXPRESS COR	OMNI HOTEL RESERVATION	597.05

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				CHARGES	
03/27/2017	38789	02/23/2017	AMERICAN EXPRESS COR	Radisson Hotel	457.80
03/27/2017	38789	03/27/2017	AMERICAN EXPRESS COR	HYATT AUSTIN OF 2404 AUSTIN - TCASE	1,125.13
03/27/2017	38789	03/27/2017	AMERICAN EXPRESS COR	Courtyard Austin Midwinter Conference in January 2017	1,217.20
03/27/2017	38789	03/27/2017	AMERICAN EXPRESS COR	Domain name registration GODADDY.COM	29.99
03/27/2017	38789	02/23/2017	AMERICAN EXPRESS COR	TASBO / HOLIDAY INN	179.85
03/27/2017	38789	03/27/2017	AMERICAN EXPRESS COR	LAPEL PINS - COMPANY PINMART	300.00
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	SNACKS TESTING.	47.86
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	CONCESSION ITEMS.	576.86
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	ATTENDANCE SNACKS - NBA RALLY	185.68
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	CONCESSION STAND ITEMS.	676.92
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	SENIOR CLASS CONCESSIONS	414.43
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	PBIS Incentive snacks	199.60
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	TUTORIAL SNACKS	391.68
03/27/2017	38791	03/27/2017	SAM'S CLUB DIRECT	SNACKS FOR TUTORING	43.72
03/03/2017	38607		HIGH SCHOOL MUSIC		0.00
03/07/2017	38632		ESC, REGION 20		0.00
03/07/2017	38633		ESC, REGION 20		0.00
03/07/2017	38634		ESC, REGION 20		0.00
03/07/2017	38635		ESC, REGION 20		0.00
03/09/2017	38648		MARTINEZ, ILYAN		0.00
03/10/2017	38664		DIRECT ENERGY BUSINE		0.00
03/10/2017	38665		DIRECT ENERGY BUSINE		0.00
03/10/2017	38682		NATALIA I.S.D. FOOD		0.00
03/10/2017	38706		STAPLES BUSINESS ADV		0.00
03/10/2017	38707		STAPLES BUSINESS ADV		0.00
03/10/2017	38708		STAPLES BUSINESS ADV		0.00
03/10/2017	38709		STAPLES BUSINESS ADV		0.00
03/10/2017	38710		STAPLES BUSINESS ADV		0.00
03/10/2017	38711		STAPLES BUSINESS ADV		0.00
03/10/2017	38712		STAPLES BUSINESS ADV		0.00
03/10/2017	38713		STAPLES BUSINESS ADV		0.00
03/10/2017	38714		STAPLES BUSINESS ADV		0.00
03/10/2017	38715		STAPLES BUSINESS ADV		0.00
03/10/2017	38716		STAPLES BUSINESS ADV		0.00
03/22/2017	38748		LABATT INST. SUPPLY		0.00
03/22/2017	38754		OAK FARMS DAIRY		0.00
03/22/2017	38767		SYSO CENTRAL TEXAS		0.00
03/27/2017	38787		AMERICAN EXPRESS COR		0.00
03/27/2017	38788		AMERICAN EXPRESS COR		0.00
03/27/2017	38790		SAM'S CLUB DIRECT		0.00
03/30/2017	38792	03/29/2017	BANDERA HIGH SCHOOL	JH Track Meet Entry Fee's, Bandera Bulldog JH Relays	660.00
03/30/2017	38793	03/29/2017	BARNES, JOSEPH	HS Softball Official, Natalia vs. Cole, 3/28/17	148.00
03/30/2017	38794	03/29/2017	BEDFORD, BRANDON	HS Softball Official, Natalia vs. Cole, 3/28/17	148.00
03/30/2017	38795	03/29/2017	BIPPERT, MONTE	HS Baseball Official, Natalia vs. Karnes City, 3/28/17	78.64
03/30/2017	38796	03/21/2017	CANTU SCREEN PRINTIN	Blue Bonnet Parade T-Shirts	515.00
03/30/2017	38797	02/20/2017	CD TIRES	FLAT FIXED	25.00
03/30/2017	38798	03/27/2017	CHAMPION, CHRISTOPHE	HS Baseball Official, Natalia vs. Karnes City, 3/28/17	70.00

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	NUMBER	DATE	VENDOR		
03/30/2017	38799	03/27/2017	CHAMPIONSHIP PRODUCT	Instructional Aids for Coaching, Staff Development Materials	293.96
03/30/2017	38800	03/15/2017	CHILDREN'S PLUS, INC	READING MATERIALS LIBRARY	761.00
03/30/2017	38801	03/24/2017	CORDOVA, RICHARD	DISTRICT WIDE TRAFFIC SECURITY FOR REMAINDER OF THE 2016-2017 SCHOOL YEAR 3/20/17, 3/21/17, 3/22/17	75.00
03/30/2017	38802	03/06/2017	DEVINE QUICK LUBE	Oil change on SRO Vehicle	94.85
03/30/2017	38803		DEVINE LUMBER CO., I		0.00
03/30/2017	38804		DEVINE LUMBER CO., I		0.00
03/30/2017	38805		DEVINE LUMBER CO., I		0.00
03/30/2017	38806	02/01/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	55.53
03/30/2017	38806	02/01/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	74.97
03/30/2017	38806	02/01/2017	DEVINE LUMBER CO., I	Monthly supplies	98.97
03/30/2017	38806	02/02/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	63.40
03/30/2017	38806	02/06/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	73.75
03/30/2017	38806	02/07/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	43.47
03/30/2017	38806	02/07/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	14.15
03/30/2017	38806	02/07/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	43.24
03/30/2017	38806	02/08/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	67.30
03/30/2017	38806	02/08/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	2.98
03/30/2017	38806	02/10/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	26.26
03/30/2017	38806	02/13/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	17.77
03/30/2017	38806	02/14/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	174.98
03/30/2017	38806	02/15/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	99.24
03/30/2017	38806	02/16/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	92.05
03/30/2017	38806	02/16/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	21.48
03/30/2017	38806	02/17/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	71.93
03/30/2017	38806	02/20/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	163.60
03/30/2017	38806	02/21/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	20.77
03/30/2017	38806	02/21/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	33.95
03/30/2017	38806	02/21/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	6.99
03/30/2017	38806	02/23/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	1.87
03/30/2017	38806	02/23/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	13.48
03/30/2017	38806	02/24/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	47.93
03/30/2017	38806	02/24/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	8.69
03/30/2017	38806	02/28/2017	DEVINE LUMBER CO., I	Monthly maintenance supplies	0.46
03/30/2017	38807	03/03/2017	DILLEY I.S.D. ATHLET	Softball Meal @ Dilley Tournament, 3/3/17	49.00
03/30/2017	38808	03/27/2017	DURAN, OLIVIA	CHEER JUDGE FEE	50.00
03/30/2017	38809	03/20/2017	ELLIOT ELECTRIC SUPP	Exterior light bulbs and exterior light fixtures	354.55
03/30/2017	38810	02/17/2017	ESC, REGION 20	Region XX - ELAR Conference	450.00
03/30/2017	38810	02/17/2017	ESC, REGION 20	Region XX - ELAR Conference	-450.00
03/30/2017	38810	02/23/2017	ESC, REGION 20	Low Incidence Disabilities Unwrapping the TEKS: Supporting Student Success with STAAR Alternate 2	100.00
03/30/2017	38810	02/23/2017	ESC, REGION 20	Low Incidence Disabilities Unwrapping the TEKS: Supporting Student Success with STAAR Alternate 2	-100.00
03/30/2017	38810	02/23/2017	ESC, REGION 20	Inclusion Strategies for Success 02-02-17	200.00
03/30/2017	38810	02/23/2017	ESC, REGION 20	Inclusion Strategies for	-200.00

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DATE	NUMBER DATE	VENDOR	DESCRIPTION AMOUNT	
			Success 02-02-17	
03/30/2017	38811 03/30/2017	ESTRADA, MARY	BUSINESS OFFICE CONSULTATION & TRAINING 3/21/17, 3/22/17, 3/23/17, 3/29/17, 3/30/17	1,351.60
03/30/2017	38812 03/04/2017	EWING IRRIGATION	Irrigation Supplies for Sports Complex	166.93
03/30/2017	38812 03/11/2017	EWING IRRIGATION	Fertilizer for baseball and softball fields	264.71
03/30/2017	38813 03/10/2017	FIRST KLASS CLEANERS	DRY CLEANING OF TABLE CLOTHES INV# 10326-1, 10329-1, 10327-1, 10328-1	105.00
03/30/2017	38814 03/09/2017	FLEXILE MULTIMEDIA S	Microsoft Licensing	12,282.00
03/30/2017	38815 02/27/2017	FROST BANK / CAPITAL	Services RE: Continuing Disclosure Reports in accordance with SEC rule for FYE 8/31/16	1,500.00
03/30/2017	38816 03/22/2017	GOLDEN CHICK	Team Meals for Traveling Teams	209.70
03/30/2017	38817 03/27/2017	HIGH SCHOOL ACHIEVEM	Spring Athletic Letter Jackets	750.00
03/30/2017	38818 03/29/2017	HOME DEPOT	Ceiling tile for district	304.14
03/30/2017	38818 03/29/2017	HOME DEPOT	REPLACEMENT MOTOR	40.05
03/30/2017	38818 03/29/2017	HOME DEPOT	8,000 BTU PORTABLE AI	279.00
03/30/2017	38819 03/25/2017	LA QUINTA INN COLLEG	CONFIR# 3212122517, 3207856665, 3207277049,3207954363	444.12
03/30/2017	38820 03/20/2017	LEARNING LIST, INC.	Learning list Annual Subscription: Student Enrollment	1,086.00
03/30/2017	38821 03/22/2017	LITTLE CAESARS OF LY	Team Meals for Traveling Team	40.00
03/30/2017	38822 03/09/2017	MAILFINANCE	DISTRICT WIDE POSTAL METER RENTAL CUST# 01159911	69.50
03/30/2017	38823 03/27/2017	MARTINEZ, KRISTEN	FEE FOR CHEER JUDGE	50.00
03/30/2017	38824 03/27/2017	NASC / NASSP	NJH Membership for Student Council till June 30, 2018	95.00
03/30/2017	38825 03/21/2017	NATURAL ARCTIC FRUIT	ICE CREAM FOR MARCH2017	168.00
03/30/2017	38826 03/27/2017	NAVARRO, CECILIA	Withdraw refund for J. Hernandez	24.58
03/30/2017	38827 03/22/2017	NAVARRO, JOSE	HS Softball Official, Natalia vs. Jourdanton, 3/13/17	148.00
03/30/2017	38828 03/22/2017	POTEET DAIRY QUEEN	Team Meal for Traveling Teams	139.72
03/30/2017	38829 03/21/2017	PROFESSIONAL TURF PR	Service and repairs on our sports fields lawn mower Toro	1,702.26
03/30/2017	38830	RBC MUSIC CO., INC.		0.00
03/30/2017	38831 02/06/2017	RBC MUSIC CO., INC.	Sheet Music for Sight Reading/Spring Concert	19.95
03/30/2017	38831 02/14/2017	RBC MUSIC CO., INC.	Sheet Music for Sight Reading/Spring Concert	143.78
03/30/2017	38831 02/20/2017	RBC MUSIC CO., INC.	Sheet Music for Sight Reading/Spring Concert	25.14
03/30/2017	38831 03/15/2017	RBC MUSIC CO., INC.	6th Grade Concert Contest Music Spring Concert Music JH Solo & Ensemble Music	74.00
03/30/2017	38831 03/17/2017	RBC MUSIC CO., INC.	6th Grade Concert Contest Music Spring Concert Music JH Solo & Ensemble Music	323.66

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	NUMBER	DATE	VENDOR	DESCRIPTION	
03/30/2017	38832	02/28/2017	RCI TECHNOLOGIES, IN	Annual Records Retention Plan Update	1,196.00
03/30/2017	38833	03/29/2017	REECE, BRETT	HS Softball Officials, Natalia vs. Poth, 3/24/17	145.00
03/30/2017	38834	03/13/2017	RIDDELL	RECONDITIONING OF HELMETS	893.19
03/30/2017	38835	03/27/2017	ROBINSON, KELSI	FEE FOR CHEER JUDGE	50.00
03/30/2017	38836	03/24/2017	ROGERS, GERRY	OVERTIME FOR 3/8/17	21.86
03/30/2017	38836	03/29/2017	ROGERS, GERRY	HS Softball Security, Natalia vs. Poth, 3/24/17	112.50
03/30/2017	38837	03/22/2017	ROGERS, JUSTIN	HS Softball Security, Natalia vs. Jourdanton, 3/13/17	100.00
03/30/2017	38837	03/24/2017	ROGERS, JUSTIN	DISTRICT WIDE TRAFFIC SECURITY 3/10/17, 3/23/17, 3/24/17	75.00
03/30/2017	38838	02/28/2017	SAN ANTONIO BRAKE&CL	Brake job on Bus A1 and replaced drums	668.66
03/30/2017	38839	03/21/2017	SANDY OAKS RANCH	RENTAL FOR 2017 PROM VENUE.	2,250.00
03/30/2017	38840	03/07/2017	SCHOLASTIC, INC.	TOOLS FOR TEACHING GRAMMAR BACKORDERED PRODUCTS TAX EXEMPT	9.50
03/30/2017	38841	03/07/2017	SCHOLASTIC	SECOND SUBSCRIPTION - STORYWORKS	247.17
03/30/2017	38842	03/14/2017	SCHOLASTIC BOOK FAIR	ELEMENTARY BOOK FAIR	4,493.32
03/30/2017	38843	02/28/2017	SHI GOVT. SOLUTIONS,	ID maker printer	1,439.20
03/30/2017	38844	03/02/2017	SPARKLETTS & SIERRA	SPED & CENTRAL OFFICE WATER COOLER SERVICES CUST# 37888808454170 / INV# 8454170 030217 (\$91.93) CUST# 495864510478741 / INV# 10478741 022417 (\$100.25)	192.18
03/30/2017	38845	03/22/2017	SILVA, CHARLES	HS Softball Official, Natalia vs. Jourdanton, 3/13/17	148.00
03/30/2017	38846	03/21/2017	ST. JUDE CHILDREN'S	NJH STUDENT COUNCIL CHARITY FUNDRAISER	169.85
03/30/2017	38847	03/21/2017	STORAGE SOLUTIONS PL	Maint. supplies for the of March	140.51
03/30/2017	38848	03/01/2017	SULLIVAN SUPPLY SOUT	SUPPLIES NEEDED AT STOCK SHOW.	33.00
03/30/2017	38849	03/27/2017	THE W CLUB	HS Track Meet Entry Fee's, Devine Invitational Track Meet, 3/25/17	425.00
03/30/2017	38850	03/29/2017	THORN, JUAN	HS Softball Officials, Natalia vs. Poth, 3/24/17	145.00
03/30/2017	38851	02/07/2017	TRACTOR SUPPLY COMPA	TOOLS AND EQUIPMENT FOR SHOP	22.35
03/30/2017	38852	03/20/2017	TRIPLE C STEAKHOUSE	Strategic Planning- Steering Committee meal	762.34
03/30/2017	38853	03/25/2017	UNIVERSAL CHEERLEADE	CHEER CAMP (10 PARTICIPANTS, 2 ADVISOR)	4,368.00
03/30/2017	38854	03/22/2017	VISTAPRINT NETHERLAN	Business Cards	42.85
03/30/2017	38855	02/28/2017	WELDERS SUPPLY COMPA	CYLINDER RENTAL FOR AG CUST# 138600	123.50
03/30/2017	38856	03/20/2017	WEST TEXAS GAS, INC	GAS SERVICE FOR 02/13/17-03/13/17	612.55
03/30/2017	38857	03/22/2017	WHATABURGER	Meals for Traveling Teams	186.85
03/30/2017	38858	03/23/2017	WOODALL, MEGHAN	REIMBURSEMENT BALANCE FROM HOTEL STAY.	45.15

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	NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
03/30/2017	38859	02/17/2017	ESC, REGION 20	Region XX - ELAR Conference	450.00
03/30/2017	38859	02/23/2017	ESC, REGION 20	Low Incidence Disabilities Unwrapping the TEKS: Supporting Student Success with STAAR Alternate 2	100.00
03/30/2017	38859	02/23/2017	ESC, REGION 20	Inclusion Strategies for Success 02-02-17	200.00
03/31/2017	38860		AMAZON CREDIT PLAN		0.00
03/31/2017	38863		WALMART COMMUNITY BR		0.00
03/31/2017	38861	03/31/2017	AMAZON CREDIT PLAN	ELECTRIC PENCIL SHARPENER	29.31
03/31/2017	38861	03/31/2017	AMAZON CREDIT PLAN	SRO UNIFORM ALLOWANCE	66.95
03/31/2017	38861	03/31/2017	AMAZON CREDIT PLAN	ART CLASSROOM BOOK	4.00
03/31/2017	38861	03/31/2017	AMAZON CREDIT PLAN	Two baby changing stations for restrooms at football field concession stands	285.18
03/31/2017	38861	03/31/2017	AMAZON CREDIT PLAN	TECHNOLOGY INV# 270106714125 / 284187325902	61.38
03/31/2017	38861	03/31/2017	AMAZON CREDIT PLAN	TEXT BOOKS FOR DUAL CREDIT CLASSES INV# 167591762252 / 213358833048	45.71
03/31/2017	38861	03/31/2017	AMAZON CREDIT PLAN	TOOLS FOR TEACHING GRAMMAR AND READING INV# 231735880241, 026969940088, 095302580826	40.32
03/31/2017	38862	03/31/2017	MENDEZ, JONATHAN	DJ FOR 2017 PROM 7-11PM	350.00
03/31/2017	38864	03/31/2017	WALMART COMMUNITY BR	INTEREST CHARGES: \$19.93, \$3.12, \$11.66	34.71
03/31/2017	38864	01/02/2017	WALMART COMMUNITY BR	ROBOTICS	17.21
03/31/2017	38864	01/03/2017	WALMART COMMUNITY BR	BOARD APPRECIATION ITEMS	72.52
03/31/2017	38864	01/06/2017	WALMART COMMUNITY BR	TABLE FOR TESTING.	31.86
03/31/2017	38864	01/12/2017	WALMART COMMUNITY BR	swift floor cleaner for Admin. office	66.46
03/31/2017	38864	01/27/2017	WALMART COMMUNITY BR	STORAGE BINS AND SUPPLIES	200.34
03/31/2017	38864	01/27/2017	WALMART COMMUNITY BR	Supplies for District Nurse	213.19
03/31/2017	38864	02/07/2017	WALMART COMMUNITY BR	SCHOOL COUNC. APPREC.	87.48
03/31/2017	38864	02/13/2017	WALMART COMMUNITY BR	TV Mount for Coaches Office for Hudl Film	49.44
03/31/2017	38864	02/15/2017	WALMART COMMUNITY BR	swift floor cleaner for Admin. office	18.84
03/31/2017	38864	03/01/2017	WALMART COMMUNITY BR	chromecast	441.88
Totals for checks					411,155.53

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
162	MEDICAIDE	0.00	0.00	607.19	607.19
199	GENERAL FUND	18,076.27	0.00	298,470.89	316,547.16
224	IDEA PART B FORMULA	0.00	0.00	50.00	50.00
240	FOOD SERVICE	0.00	24.58	53,808.92	53,833.50
244	VOC. ED.-BASIC GRANT	0.00	0.00	250.00	250.00
410	Inst. Material Allotment	0.00	0.00	12,799.00	12,799.00
599	DEBT SERVICE	0.00	0.00	1,500.00	1,500.00
865	STUDENT ACTIVITY	25,568.68	0.00	0.00	25,568.68
***	Fund Summary Totals ***	43,644.95	24.58	367,486.00	411,155.53

\*\*\*\*\* End of report \*\*\*\*\*



# NATALIA INDEPENDENT SCHOOL DISTRICT



## TAX Report As of March 31, 2017

2016 Taxes M&O	% of Roll Collected	86.37%	2,193,507.73
2016 Taxes I&S	% of Roll Collected	86.37%	211,852.22
Current Taxes Collected M&O			94,220.39
YTD Taxes Collected M&O			1,894,429.96
Current Taxes collected I&S			9,099.83
YTD Taxes Collected I&S			182,967.18
Delinquent Taxes Collected M&O			4,183.61
Delinquent Taxes Collected I&S			573.61
Penalty & Interest M&O			8,779.83
Penalty & Interest Collected I&S			917.25
Uncollected Balance for M&O Current			287,596.85
Uncollected Balance for I&S Current			27,776.23
Uncollected Balance for M&O Delinquent			221,603.45
Uncollected Balance for I&S Delinquent			29,565.82
Total Uncollected Taxes Current & Delinquent M&O			509,206.10
Total Uncollected Taxes Current & Delinquent I&S			57,342.90



### Asset & Account Report

As of April 6, 2017

Account Type	ACC#	Financial Institution	Opening Amt	Opening Date	Maturity	Rate %	Value/Current Balance
Savings	9905375	Security State Bank	-	-	-	0.10%	\$ 4,409,843.26
GOF	14605	Security State Bank	-	-	-	0.15%	1,288,274.33
Payroll	14699	Security State Bank	-	-	-	0.15%	184,970.80
Student Activity	3215792	Security State Bank	-	-	-	0.10%	157,838.50
Band Booster	3208346	Security State Bank	-	-	-	0.10%	5,060.48
InS Saving	7336233	Security State Bank	-	-	-	0.10%	653,434.64
InS Checking	14648	Security State Bank	-	-	-	0.10%	-
CD--12M	28448	Security State Bank	1,000,000.00	4/1/2013	4/11/2017	0.49%	1,013,772.99
CD--12M	28217	Security State Bank	250,000.00	1/1/2012	1/17/2018	0.77%	250,000.00
CD--12M	18775	Community National Bank	250,000.00	5/24/2010	5/24/2017	0.50%	250,000.00
CD--6M	9600000297	Prosperity Bank	250,000.00	5/15/2009	1/15/2017	0.45%	250,000.00
CD-6M	400051	Security National Bank	250,000.00	12/13/2016	6/13/2017	0.61%	250,400.91
							<b>\$ 8,713,595.91</b>



# Natalia Independent School District

Fiscal Year 2016-2017  
GENERAL FUND



Through Reporting Period March 31, 2017

REVENUES	Year-to-Date ** Amended Budget	Year-to-Date Realized	Difference Realized to Budget	% of Budget
<b>LOCAL</b>				
Taxes Current & Delinquent	\$ 2,115,000	\$ 1,785,101	\$ (329,899)	84.40%
Interest Earnings	7,000	4,439	(2,561)	63.42%
Facility Rentals	2,500	800	(1,700)	32.00%
Athletic Gate Receipts	28,000	29,959	1,959	107.00%
Other Local Sources	46,000	22,030	(23,970)	47.89%
<b>TOTAL LOCAL</b>	<b>2,198,500</b>	<b>1,842,330</b>	<b>(356,170)</b>	<b>83.80%</b>
<b>STATE</b>				
Foundation School Program	7,415,922	4,948,912	(2,467,010)	66.73%
TRS On-Behalf Contribution	408,856	186,555	(222,301)	45.63%
Other State Sources	378,366	241,084	(137,282)	63.72%
<b>TOTAL STATE</b>	<b>8,203,144</b>	<b>5,376,551</b>	<b>(2,826,593)</b>	<b>65.54%</b>
<b>FEDERAL</b>				
SHARS	70,000	105,048	35,048	150.07%
Other Federal Sources	-	-	-	0.00%
<b>TOTAL FEDERAL</b>	<b>70,000</b>	<b>105,048</b>	<b>35,048</b>	<b>150.07%</b>
<b>Total Revenue</b>	<b>\$ 10,471,644</b>	<b>\$ 7,323,929</b>	<b>\$ (3,147,715)</b>	<b>69.94%</b>
<b>OTHER SOURCES</b>				
Operating Transfer In	-	-	-	0.00%
Total Other Sources	-	-	-	0.00%
<b>Total Revenue &amp; Other Sources</b>	<b>\$ 10,471,644</b>	<b>\$ 7,323,929</b>	<b>\$ (3,147,715)</b>	<b>69.94%</b>
<b>EXPENDITURES</b>	<b>Year-to-Date Amended Budget</b>	<b>Year-to-Date Actual</b>	<b>Difference Actual to Budget</b>	<b>% of Budget</b>
11 Instruction	\$ 5,784,486	\$ 3,130,597	\$ 2,653,889	54.12%
12 Inst Resources & Media	44,530	20,665	23,865	46.41%
13 Curriculum & Prof. Dev.	165,729	73,687	92,042	44.46%
21 Instructional Administration	188,960	126,809	62,151	67.11%
23 School Leadership	568,537	331,919	236,618	58.38%
31 Guidance & Counseling	291,003	206,242	84,761	70.87%
32 Social Work Services	-	-	-	0.00%
33 Health Services	106,051	61,748	44,303	58.22%
34 Student Transportation	427,050	257,012	170,038	60.18%
35 Food Services	-	-	-	0.00%
36 Cocurricular/Extracurricular	625,271	365,768	259,503	58.50%
41 General Administration	779,917	434,130	345,787	55.66%
51 Plant Maintenance	1,535,869	1,032,489	503,380	67.23%
52 Security & Monitoring	81,888	65,015	16,873	79.39%
53 Data Processing	221,777	74,683	147,094	33.67%
61 Community Services	2,200	-	2,200	0.00%
71 Debt Services	58,585	58,585	-	100.00%
81 Facilities Acq. & Construction	-	-	-	0.00%
93 Payments to Fiscal Agents/SSA	10,459	-	10,459	0.00%
95 Payments to JJAEP	-	-	-	0.00%
99 Other Intergovernmental Chgs	-	-	-	0.00%
<b>TOTAL EXPENDITURES</b>	<b>\$ 10,892,312</b>	<b>\$ 6,239,347</b>	<b>\$ 4,652,964</b>	<b>57.28%</b>
<b>OTHER USES</b>				
Transfers Out	20,000	-	20,000	0.00%
Total Other Uses	\$ 20,000	\$ -	\$ 20,000	0.00%
<b>Total Expenditures &amp; Other Uses</b>	<b>\$ 10,912,312</b>	<b>\$ 6,239,347</b>	<b>\$ 4,672,964</b>	<b>57.18%</b>
Excess/(Deficit) Revenues and Expenditures in General Fund.	<u>\$ (440,668)</u>	<u>\$ 1,084,582</u>	<u>\$ 1,525,249</u>	

\* Encumbrances are not included and totals may vary due to rounding.

\*\* YTD Amended Budget is as of March 31, 2017.



# Natalia Independent School District

Fiscal Year 2016-1017

## GENERAL FUND

Comparison of Actual Results for Current and Prior Year



### ACTUAL - TO - ACTUAL

<b>REVENUES</b>	EOM March 2015-2016	EOM March 2016-2017	Difference 2017 vs 2016	Percent Variance
Local	\$ 1,903,285	\$ 1,842,330	\$ (60,955)	(3.20%)
State	5,759,579	5,376,551	(383,028)	(6.65%)
Federal	126,970	105,048	(21,922)	(17.27%)
<b>Total Revenues</b>	<b>7,789,834</b>	<b>7,323,929</b>	<b>(465,905)</b>	<b>(5.98%)</b>
<b>OTHER SOURCES</b>				
Operating Transfer In	273,955	-	(273,955)	(100.00%)
Total Other Sources	273,955	-	(273,955)	(100.00%)
<b>Total Revenues &amp; Other Sources</b>	<b>\$ 8,063,789</b>	<b>\$ 7,323,929</b>	<b>\$ (739,860)</b>	<b>(9.18%)</b>
<b>Expenditures by Function</b>	EOM March 2015-2016	EOM March 2016-2017	Difference 2017 vs 2016	Percent Variance
11 Instruction	\$ 3,134,656	\$ 3,130,597	\$ (4,059)	(0.13%)
12 Inst Resources & Media	29,131	20,665	(8,466)	(29.06%)
13 Curriculum & Prof. Dev.	36,734	73,687	36,953	100.60%
21 Instructional Administration	9,668	126,809	117,141	1211.64%
23 School Leadership	299,558	331,919	32,361	10.80%
31 Guidance & Counseling	163,680	206,242	42,562	26.00%
32 Social Work Services	-	-	-	0.00%
33 Health Services	57,611	61,748	4,137	7.18%
34 Student Transportation	527,803	257,012	(270,792)	(51.31%)
35 Food Services	1,664	-	(1,664)	(100.00%)
36 Cocurricular/Extracurricular	331,203	365,768	34,565	10.44%
41 General Administration	314,690	434,130	119,440	37.95%
51 Plant Maintenance	696,411	1,032,489	336,078	48.26%
52 Security & Monitoring	50,285	65,015	14,729	29.29%
53 Data Processing	130,735	74,683	(56,052)	(42.87%)
61 Community Services	276	-	(276)	(100.00%)
71 Debt Services	58,585	58,585	-	0.00%
81 Facilities Acq. & Construction	-	-	-	0.00%
93 Payments to Fiscal Agents/SSA	-	-	-	0.00%
95 Payments to JJAEP	-	-	-	0.00%
99 Intergovernmental Charges	-	-	-	0.00%
<b>Total Expenditures</b>	<b>\$ 5,842,692</b>	<b>\$ 6,239,347</b>	<b>\$ 396,656</b>	<b>6.79%</b>
Transfer Out/Other Uses	-	-	-	0.00%
<b>Total Expenditures &amp; Other Uses</b>	<b>\$ 5,842,692</b>	<b>\$ 6,239,347</b>	<b>\$ 396,656</b>	<b>6.79%</b>
Excess/(Deficit) Revenues and Expenditures	\$ 2,221,098	\$ 1,084,582	\$ (343,205)	
<b>Expenditures by Major Object Code</b>				
6100 - Payroll Costs	\$ 4,157,534	\$ 4,480,442	\$ 322,907	7.77%
6200 - Professional and Contracted Services	650,863	933,945	283,082	43.49%
6300 - Supplies and Materials	472,452	393,719	(78,733)	(16.66%)
6400 - Other Operating Costs	160,486	207,364	46,878	29.21%
6500 - Debt Service	58,585	58,585	-	0.00%
6600 - Capital Outlay-Land, Bldgs & Equip.	342,772	165,293	(177,479)	(51.78%)
<b>Total Expenditures</b>	<b>\$ 5,842,692</b>	<b>\$ 6,239,347</b>	<b>\$ 396,656</b>	<b>6.79%</b>

\* Encumbrances are not included and totals may vary due to rounding.



# Natalia Independent School District

Fiscal Year 2016-2017

Food Service Fund

Through Reporting Period March 31, 2017



REVENUES	Year-to-Date ** Amended	Year-to-Date Realized	Difference Realized to Budget	% of Budget
<b>LOCAL</b>				
Interest Earnings	\$ -	\$ -	\$ -	0.00%
Lunch/Breakfast Sales & Catering	115,000	74,361	(40,639)	64.66%
<b>TOTAL LOCAL</b>	<b>115,000</b>	<b>74,361</b>	<b>(40,639)</b>	<b>64.66%</b>
<b>STATE</b>				
State Match & Other	5,000	-	(5,000)	0.00%
<b>TOTAL STATE</b>	<b>5,000</b>	<b>-</b>	<b>(5,000)</b>	<b>0.00%</b>
<b>FEDERAL</b>				
School Breakfast Program	240,000	183,849	(56,151)	76.60%
National School Lunch Prgm & Snacks	400,000	246,170	(153,830)	61.54%
USDA Commodities	-	-	-	0.00%
<b>TOTAL FEDERAL</b>	<b>640,000</b>	<b>430,020</b>	<b>(209,980)</b>	<b>67.19%</b>
<b>Total Revenue</b>	<b>\$ 760,000</b>	<b>\$ 504,381</b>	<b>\$ (255,619)</b>	<b>66.37%</b>
<b>OTHER SOURCES</b>				
Operating Transfer In	-	-	-	0.00%
Total Other Sources	-	-	-	0.00%
<b>Total Revenue &amp; Other Sources</b>	<b>\$ 760,000</b>	<b>\$ 504,381</b>	<b>\$ (255,619)</b>	<b>66.37%</b>
<b>EXPENDITURES</b>	Year-to-Date Amended	Year-to-Date Actual	Difference Actual to Budget	% of Budget
35 Food Services	\$ 689,576	\$ 501,807	\$ 187,769	72.77%
41 General Administration	-	-	-	0.00%
51 Plant Maintenance	110,400	11,373	99,027	10.30%
<b>TOTAL EXPENDITURES</b>	<b>\$ 799,976</b>	<b>\$ 513,181</b>	<b>\$ 286,795</b>	<b>64.15%</b>
<b>OTHER USES</b>				
Transfers Out	-	-	-	0.00%
Total Other Uses	-	-	-	0.00%
<b>Total Expenditures &amp; Other Uses</b>	<b>\$ 799,976</b>	<b>\$ 513,181</b>	<b>\$ 286,795</b>	<b>64.15%</b>
Excess/(Deficit) Revenues and Expenditures	\$ (39,976)	\$ (8,800)	\$ 31,176	

Expenditures by Major Object Code				
6100 - Payroll Costs	\$ 291,326	\$ 196,786	\$ 94,540	67.55%
6200 - Professional and Contracted Services	135,400	32,745	102,655	24.18%
6300 - Supplies and Materials	369,250	279,940	89,310	75.81%
6400 - Other Operating Costs	4,000	3,710	290	92.76%
6500 - Debt Service	-	-	-	0.00%
6600 - Capital Outlay-Land, Bldgs & Equip.	-	-	-	0.00%
<b>Total Expenditures</b>	<b>\$ 799,976</b>	<b>\$ 513,181</b>	<b>\$ 286,795</b>	<b>64.15%</b>

\* Encumbrances are not included and totals may vary due to rounding.

\*\* YTD Amended Budget is as of month-end close for March.



Natalia Independent School District  
Fiscal Year 2016-2017  
DEBT SERVICE FUND \*



Through Reporting Period Ending March 31, 2017

<b>REVENUES</b>	Year-to-Date ** Amended	Year-to-Date Realized	Difference Realized to Budget	% of Budget
<b>LOCAL</b>				
Taxes Current & Delinquent	\$ 195,000	\$ 174,089	\$ (20,911)	89.28%
Interest Earnings	-	215	215	0.00%
<b>TOTAL LOCAL</b>	<u>195,000</u>	<u>174,304</u>	<u>(20,696)</u>	<u>89.39%</u>
<b>STATE</b>				
IFA and EDA	168,250	348,592	180,342	207.19%
<b>TOTAL STATE</b>	<u>168,250</u>	<u>348,592</u>	<u>180,342</u>	<u>207.19%</u>
<b>FEDERAL</b>				
Other Federal Sources	-	-	-	0.00%
<b>TOTAL FEDERAL</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>0.00%</u>
<b>Total Revenue</b>	<u>\$ 363,250</u>	<u>\$ 522,896</u>	<u>\$ 159,646</u>	<u>143.95%</u>
<b>OTHER SOURCES</b>				
Operating Transfer In	-	-	-	0.00%
Total Other Sources	-	-	-	0.00%
<b>Total Revenue &amp; Other Sources</b>	<u>\$ 363,250</u>	<u>\$ 522,896</u>	<u>\$ 159,646</u>	<u>143.95%</u>
<b>EXPENDITURES</b>	Year-to-Date Amended	Year-to-Date Actual	Difference Actual to Budget	% of Budget
<b>71 Debt Services</b>				
Principal on Bonds	\$ 343,125	\$ -	\$ 343,125	0.00%
Interest on Bonds	20,125	20,125	0	100.00%
Other Debt Services Fees	-	1,500	(1,500)	0.00%
<b>TOTAL EXPENDITURES</b>	<u>\$ 363,250</u>	<u>\$ 21,625</u>	<u>\$ 341,625</u>	<u>5.95%</u>
<b>OTHER USES</b>				
Transfers Out	-	-	-	0.00%
Total Other Uses	-	-	-	0.00%
<b>Total Expenditures &amp; Other Uses</b>	<u>\$ 363,250</u>	<u>\$ 21,625</u>	<u>\$ 341,625</u>	<u>5.95%</u>
Excess/(Deficit) Revenues and Expenditures	<u>\$ -</u>	<u>\$ 501,271</u>	<u>\$ 501,271</u>	

\* Encumbrances are not included and totals may vary due to rounding.

\*\* YTD Amended Budget is as of month-end close for March.



## Instructional Staff Attendance As of 3/31/2017

Leave Type	High School		Jr. High		Elementary		Early Childhood	
	Instructional	Other	Instructional	Other	Instructional	Other	Instructional	Other
SCHOOL ACTIVITY	113	3	36.5	0	31.5	0	9.5	0
TESTING	0	0	1.5	0	8	0	5	0
STAFF DEVELOPMENT	35.5	9.5	47	6	30.5	7.5	50.5	0
ADMINISTRATIVE LEAVE	3	0	28 +	0	0	0	0	14.5
DOCK (OUT OF PAID LEAVE)	2	0	10	0	123	0	15	0
JURY DUTY	4	1	2	0	3	1	3.5	0
LOCAL PERSONAL LEAVE	109	15.5	104.5	22	109.5	7.5	108	5
STATE PERSONAL LEAVE	48	18.5	46	18.5	50.5	1	52.5	5
STATE SICK LEAVE	0	n/a	0	n/a	0	n/a	1	n/a
<b>TOTAL</b>	<b>314.5</b>	<b>47.5</b>	<b>247.5</b>	<b>46.5</b>	<b>356</b>	<b>17</b>	<b>245</b>	<b>24.5</b>



## Department Staff Attendance As of 3/31/2017

Leave Type	OTHER: Technology, Central Office, Special/Federal Programs, & Nurse	Food Service	Maintenance/ Custodial	Transportation (Half days)
	0	0	0	0
SCHOOL ACTIVITY	0	0	0	0
STAFF DEVELOPMENT	17.5	10.5	0	0
ADMINISTRATIVE LEAVE	0	0	1	0
DOCK (OUT OF PAID LEAVE)	0	31	0	0
JURY DUTY	0	0	0	0
LOCAL PERSONAL LEAVE	47	64.5	89	37
STATE PERSONAL LEAVE	14	64	34	24
STATE SICK LEAVE	n/a	0	n/a	n/a
<b>TOTAL</b>	<b>78.5</b>	<b>170</b>	<b>124</b>	<b>61</b>



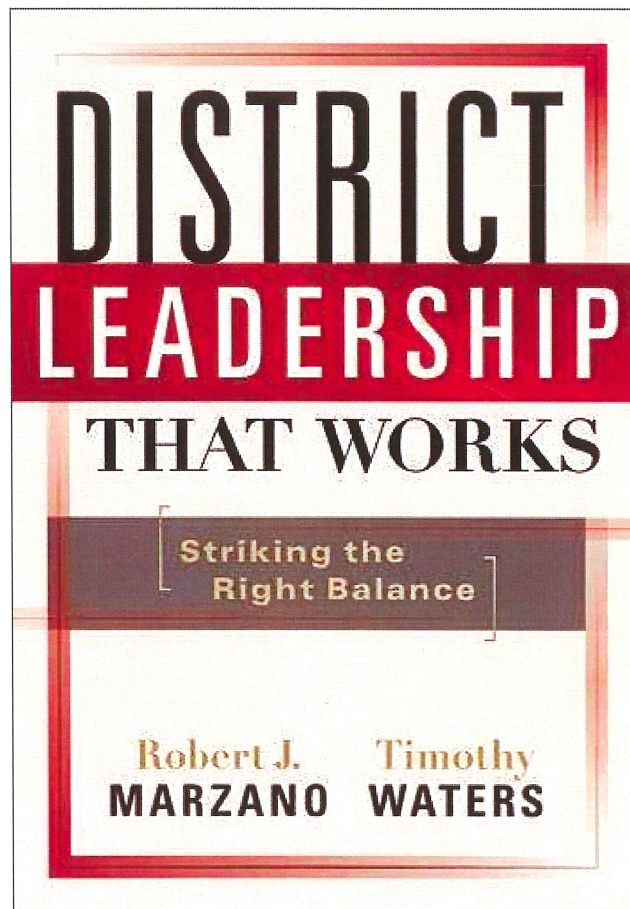
**2017-2018 Budget Work Session Calendar**

**5:00 PM**

<b>DATE</b>	<b>Day</b>	<b>Description</b>
May 8, 2017	Monday	<ul style="list-style-type: none"><li>• 2017-18 Student Enrollment</li><li>• 2017-18 Staffing projections</li><li>• Compensation Objectives</li><li>• Health Insurance</li><li>• Revenue Projections</li></ul>
June 12, 2017	Monday	<ul style="list-style-type: none"><li>• Update Revenue Projection</li><li>• Campus/District Initiatives</li><li>• Base Budget</li></ul>
July 10, 2017	Monday	<ul style="list-style-type: none"><li>• Update Revenue Projection</li><li>• Approval of Campus/District Initiatives</li><li>• Child Nutrition Budget</li><li>• Debt Service Budget</li></ul>
August 11, 2017	Friday	<ul style="list-style-type: none"><li>• Publish Notice of Public Hearing in:<ul style="list-style-type: none"><li>✓ Local Newspaper</li><li>✓ NISD website</li></ul></li></ul>
August 14, 2017	Monday	<ul style="list-style-type: none"><li>• Update Revenue Projection</li><li>• General Fund Budget</li><li>• Child Nutrition Budget</li><li>• Debt Service Budget</li></ul>
August 28, 2017	Monday	<b>Special Board Meeting</b> <ul style="list-style-type: none"><li>• Public Hearing to Discuss Budget and Proposed Tax Rate</li><li>• Approval of Final Amended Budget for 2016-2017</li><li>• Approval of Tax Rate 2017-2018</li><li>• Adoption of Budget for 2017-2018</li></ul>
September 1, 2017	Friday	<b>Fiscal Year 2017-2018 Officially Begins</b> <ul style="list-style-type: none"><li>• Post adopted budget on NISD website</li></ul>

# Executive Leadership Matters:

Research-based Professional Learning for  
District-level Leaders



## Professional Learning Overview



# Framing

What is it that only district leaders can do?

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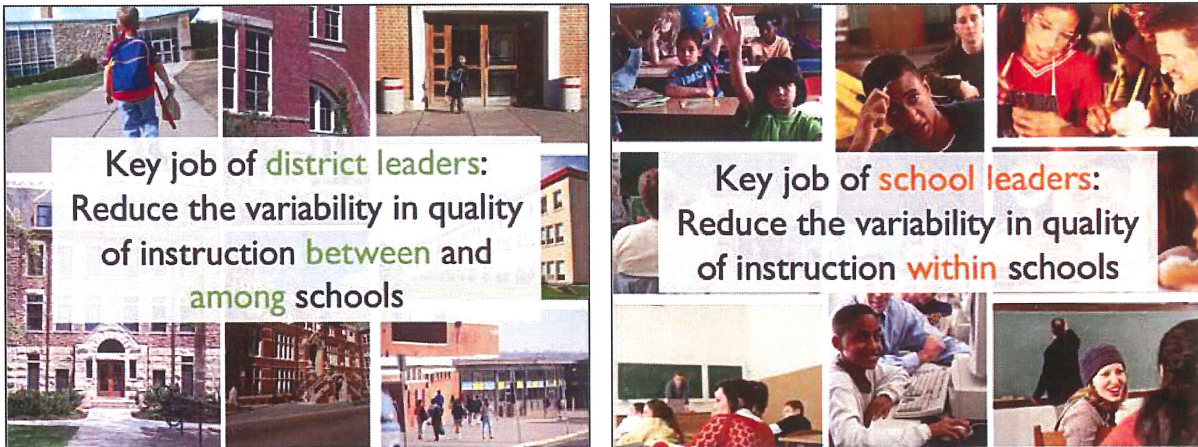
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## The key job of leaders in education



Notes:

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## High-reliability Organizations (HROs)

What do school districts and Air Traffic Control have in common?

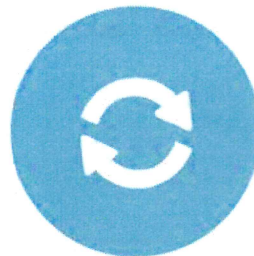


**“HROs operate under high-risk conditions and take a variety of steps in pursuit of error free performance.”**

Weick, Sutcliffe, & Obstfeld. 1999

**“High reliability organizations operate in a context where failures are simply too significant to be tolerated, where failures make headlines.”**

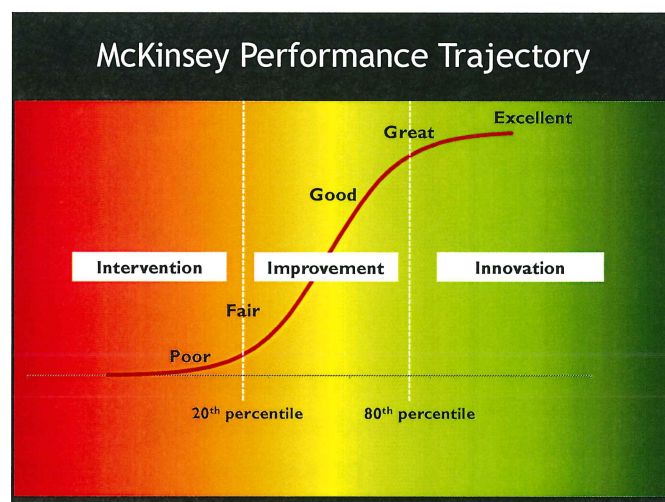
Bellamy, Crawford, Marshall, & Coulter. August, 2005



High-reliability organizations (HROs) are characterized in business and industry as fields where mistakes lead to errors and such errors have catastrophic results if not corrected. Examples of HROs include aviation, firefighting and trauma centers. For schools and districts, HROs apply to continuous improvement focused on addressing root causes of problems.

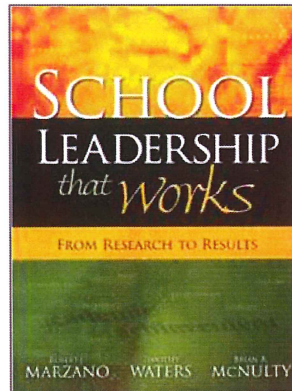
### 5 Principles of HROs:

- A healthy preoccupation with failure
- Reluctance to simplify interpretations
- Sensitivity to operations
- Cultivation of resilience
- Organizing around expertise



## Leadership research

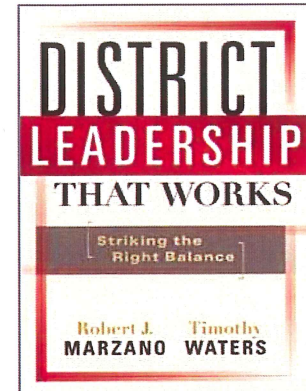
McREL’s meta-analytic research on district and school-level leadership provides a synthesis of leadership behaviors correlated with improved student achievement. Said differently—Leadership Matters at all levels of school systems!



Effect Size ( $r=0.25$ )

10% Avg. Student Achievement Gain

21 Principal Responsibilities



Effect Size ( $r=0.24$ )

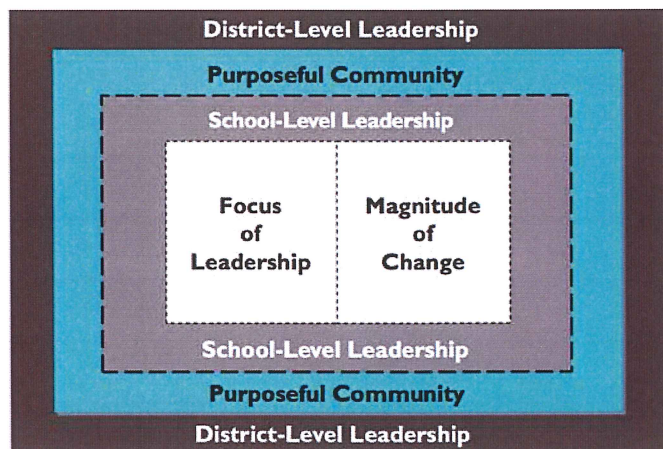
9% Avg. Student Achievement Gain

6 Superintendent Responsibilities

## District-level leadership: Setting the course for quality

### 6 District-level leadership responsibilities and 33 practices (Appendix A)

1. Collaborative goal-setting process
2. Non-negotiable goals for achievement and instruction
3. Board alignment and support of district goals
4. Using resources to support goals for achievement and instruction
5. Monitoring goals for achievement and instruction
6. Defined autonomy: Superintendent relationships with schools



## Defined autonomy

Consider the following:

School-level autonomy has a positive correlation ( $r=0.28$ ) with average student achievement in a district, which indicates that an increase in building autonomy is associated with an *increase in student achievement*.

Site-based management has a negative correlation ( $r=-0.16$ ) with student achievement, indicating that an increase in site-based management is associated with *a decrease in student achievement*.

### Three Levels of Defined Autonomy

**Level I** – The district provides constant direction for the principal and the improvement actions of the school.

**Level II** – The district provides regular guidance to the improvement actions of the school, while balancing support and direction to the principal.

**Level III** – The district provides support to the improvement actions of the school as requested and allows the principal a high degree of autonomy.

### Notes:

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## Focusing on your professional learning

Join us for *District Leadership that Works Professional Learning Series*

Launch Session (face-to-face) – June 26, 2017

- Connecting Executive Leadership Responsibilities with Student Achievement

Virtual Book Study Webinars – August 30, 2017 – May 16, 2018

**2017 (9:00AM CST/90 minutes)**

- August 30 – A closer look at district-level leadership research
- October 11 – 6 district-level leadership responsibilities and student achievement
- November 15 – Value-added district systems for monitoring achievement

**2018 (9:00AM CST/90 minutes)**

- January 10 – Superintendent roles for influencing high-quality teaching
- February 21 – Connecting School Boards to instructional goals
- March 28 – A deeper exploration of the 3 levels of defined autonomy
- May 16 – Executive leadership and second-order change

Culminating Session (face-to-face) – June 20, 2018

- District-level Leadership: A Systems Perspective

### **Details:**

**Fee:** \$400, includes book, two face to face sessions and seven webinars. Sessions will be held at ESC-20.

**Register at:** <https://txr20.escworks.net/>

### **ESC- 20 Contact:**

Jamie Dunevant, Executive Assistant  
Jamie.Dunevant@esc20.net  
Phone: 210 370-5601  
Education Service Center, Region 20  
1314 Hines Avenue  
San Antonio, Texas 78208

## Closing

### Revisiting our framing question:

What is it that only district leaders can do?

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## 3-2-1 Wrap-up Protocol

3 big ideas you learned today

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2 concepts you want to learn more about

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1 action you will take based on your learning today

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### Contact

Matthew Seebaum  
[mseebaum@mcrel.org](mailto:mseebaum@mcrel.org)  
303.632.5552

### Connect

 [McREL.org](http://McREL.org)  
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District-level responsibility	Avg. r	Selected examples of practices used by superintendent & executive/district office
<p><b>Use of resources to support the goals for achievement &amp; instruction</b></p> <p><i>Resources are dedicated and used for professional development of teachers and principals to achieve district goals</i></p>	0.26	<ul style="list-style-type: none"> <li>• Adopting an instructional- and resource-management system that makes it easy to track progress on district goals</li> <li>• Providing extensive teacher and principal staff development that pertain directly to district achievement and instructional goals</li> <li>• Training all instructional staff in a common but flexible instructional model</li> <li>• Controlling resource allocation</li> <li>• Developing a master plan to coordinate in-service activities of the district so that all directly relate to district goals</li> </ul>
<p><b>Defined autonomy: superintendent relationship with schools</b></p> <p><i>The superintendent provides autonomy to principals to lead their schools, but expects alignment on district goals and use of resources for professional development.</i></p>	0.28	<ul style="list-style-type: none"> <li>• Expecting principals to foster and carry out district achievement and instructional goals</li> <li>• Developing a shared vision and understanding of “defined autonomy”</li> <li>• Committing the district and schools to continuous improvement</li> <li>• Hiring well-qualified teachers</li> <li>• Establishing a teacher-evaluation program that focuses on district instructional priorities as a priority for principals</li> <li>• Establishing strong agreed-upon principles/values that direct actions of people</li> <li>• Ensuring that schools have a clear mission focused on district goals</li> <li>• Ensuring that schools ensure that all students have the opportunity to learn</li> <li>• Maintaining high expectations for school performance</li> <li>• Directing personnel operations to ensure a stable yet improving and well-balanced workforce</li> <li>• Allowing for and promoting innovation at the school level within the context of district goals</li> <li>• Providing leadership for principals as to how to implement district goals</li> </ul>

## Appendix A: District-level Balanced Leadership Responsibilities & Practices

District-level responsibility	Avg. <i>r</i>	Selected examples of practices used by superintendent & executive/district office staff
<p><b>Collaborative goal-setting process</b></p> <p><i>The superintendent involves board members and principals in the process of setting goals.</i></p>	0.24	<ul style="list-style-type: none"> <li>• Developing shared understanding among principals and district office staff as to the nature and function of the goal-setting process</li> <li>• Involving board members and school and central office administrators in the goal-setting process</li> <li>• Developing goals that reflect changes necessary to enhance student achievement rather than goals intended to maintain the status quo</li> </ul>
<p><b>Non-negotiable goals for achievement &amp; instruction</b></p> <p><i>Goals for student achievement and instructional program are adopted and are based on relevant research.</i></p>	0.33	<ul style="list-style-type: none"> <li>• Establishing clear priorities among the district’s instructional goals and objectives with district achievement and instructional practices at the top of the list</li> <li>• Adopting 5-year non-negotiable goals for achievement and instruction</li> <li>• Adopting varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population</li> </ul>
<p><b>Board alignment with &amp; support of district goals</b></p> <p><i>Board support for district goals for achievement and instruction is maintained.</i></p>	0.29	<ul style="list-style-type: none"> <li>• Establishing alignment of the board president regarding district achievement and instructional goals, the type and nature of conflict in the district</li> <li>• Along with the board president, remaining situationally aware, agreeing on the political climate of the school district</li> <li>• Providing professional development for board members</li> <li>• Establishing alignment with the board president on the extent to which district goals are being met</li> </ul>
<p><b>Monitoring goals for achievement &amp; instruction</b></p> <p><i>The superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</i></p>	0.27	<ul style="list-style-type: none"> <li>• Monitoring progress toward district achievement goals</li> <li>• Monitoring the implementation of instructional methodologies identified by the district</li> <li>• Annually evaluating principals in terms of their support for district goals</li> <li>• Reporting student achievement data and data regarding instructional goals to the board on a regular basis</li> <li>• Ensuring that the instructional needs of students from diverse populations are being met</li> <li>• Ensuring classroom observations are conducted frequently and systematically by central office and school-level staff</li> </ul>

## Appendix B: References

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- Waters, J.T., & Marzano, R. J. (2006). *School district leadership that works: The effect of superintendent leadership on student achievement*. Denver, CO: Mid-continent Research for Education and Learning.
- Weick, K. E., Sutcliffe, K. H., & Obstfeld, D. (1999). Organizing for high reliability: Processes of collective mindfulness. *Research in Organizational Behavior*, 21: 81–123.

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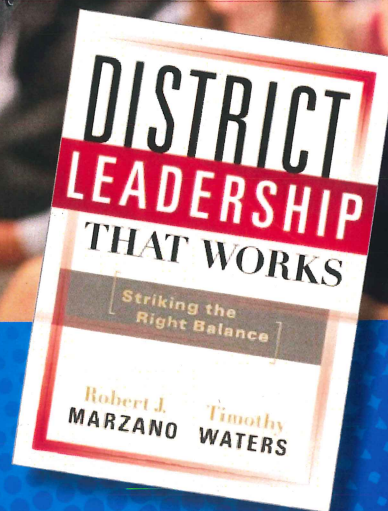
<https://www.linkedin.com/company/mcrel>

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# District Leadership that Works

## Professional Development Series

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Education Service Center, Region 20 will be offering, in conjunction with McREL International, a professional development series based on readings from the book *District Leadership that Works: Striking the Right Balance* (Marzano & Waters, 2009).

**Launch Session: June 26, 2017**

Face-to-Face Module 1:

**District Leadership that Works: Connecting Executive Leadership Responsibilities with Student Achievement**

In this one-day module, district leaders (and their leadership teams) are introduced to McREL's meta-analysis of the strength of the relationship between leadership at the district-level and student achievement. This research identified six superintendent leadership responsibilities, when fulfilled effectively have been shown to have a positive impact on student achievement in school districts. This module also connects McREL's school-level research with student achievement outcomes through introduction of the 21 principal leadership responsibilities.

**Virtual Book Study Webinars**

Each virtual webinar will be interactive and based on readings from the *District Leadership that Works* book. Participants will be expected to read assigned chapters throughout the course of the school year and be prepared to engage in discussion forums and activities during each webinar.

**Each webinar will be 90 minutes in duration and scheduled at 9:00 AM Central Time.**

**Webinar #1: August 30, 2017**

Introduction to Adobe Connect webinar technology, revisiting and reviewing topics from the launch session, sharing year-long layout for virtual book study and topics to be addressed, detailed presentation of the meta-analytic research on district-level leadership which is an introduction to DLTW Chapter 1.

**Webinar #2: October 11, 2017**

Participants will re-connect with the six (6) district-level leadership responsibilities and a deeper dive into systems coupling, the need for tight coupling and alignment for achievement, curriculum and instruction, and presentation of a new view of district leadership to meet the needs of all students.

**Webinar #3: November 15, 2017**

Participants will analyze practices in their district(s) related to achievement goals utilizing tools and processes in DLTW related to the four (4) phases of formatively-based value-added systems for monitoring achievement effectively from the district-level perspective.

**Webinar #4: January 10, 2018**

This webinar will focus on identifying how district-level leaders influence and contribute to high-quality pedagogy, build teacher effectiveness, and participate in setting the instructional agenda for a school district.

**Webinar #5: February 21, 2018**

Participants will engage in analysis of their own school districts related to school board relations and governance, collaboration related to goals for achievement and instruction, and the strategic allocation of resources aligned with non-negotiable goals for achievement and instruction.

**Webinar #6: March 28, 2018**

This webinar will culminate with participants connecting defined autonomy to the other five district-level leadership responsibilities, including: Collaborative goal setting, non-negotiable goals for achievement and instruction, creating board alignment and support, monitoring non-negotiable goals, and allocating resources.

**Webinar #7: May 16, 2018**

Participants will engage in activities and a discussion related to second-order change in their unique settings and learn about 6 strategies for effectively managing change from a district-level executive perspective including: Knowing the implications of initiatives, maintaining a unified front, keeping the big ideas at the forefront, using what is known about acceptance of new ideas, communicating with “sticky” messages, and managing personal transitions.

**Culminating Session: June 20, 2018**

Face-to-Face Module 2:

**District-level Leadership:  
A Systems Perspective**

In this one-day module, district leaders and leadership teams will study examples of social systems as they relate to leadership responsibilities and practices. Session participants will engage in real-time planning around the characteristics of High Reliability Organizations (HROs) and assess the operation of their district performance as a school system. This session culminates with participants engaging in planning for action based on McREL’s What Matters Most Framework and pathways to success, connecting learning from the Launch Session and virtual book study webinars.

**Details:**

**Fee:** \$400, includes book, two face to face sessions and seven webinars. Sessions will be held at ESC-20.

**Register at:** <https://txr20.escworks.net/>

**ESC- 20 Contact:**

Jamie Dunevant, Executive Assistant

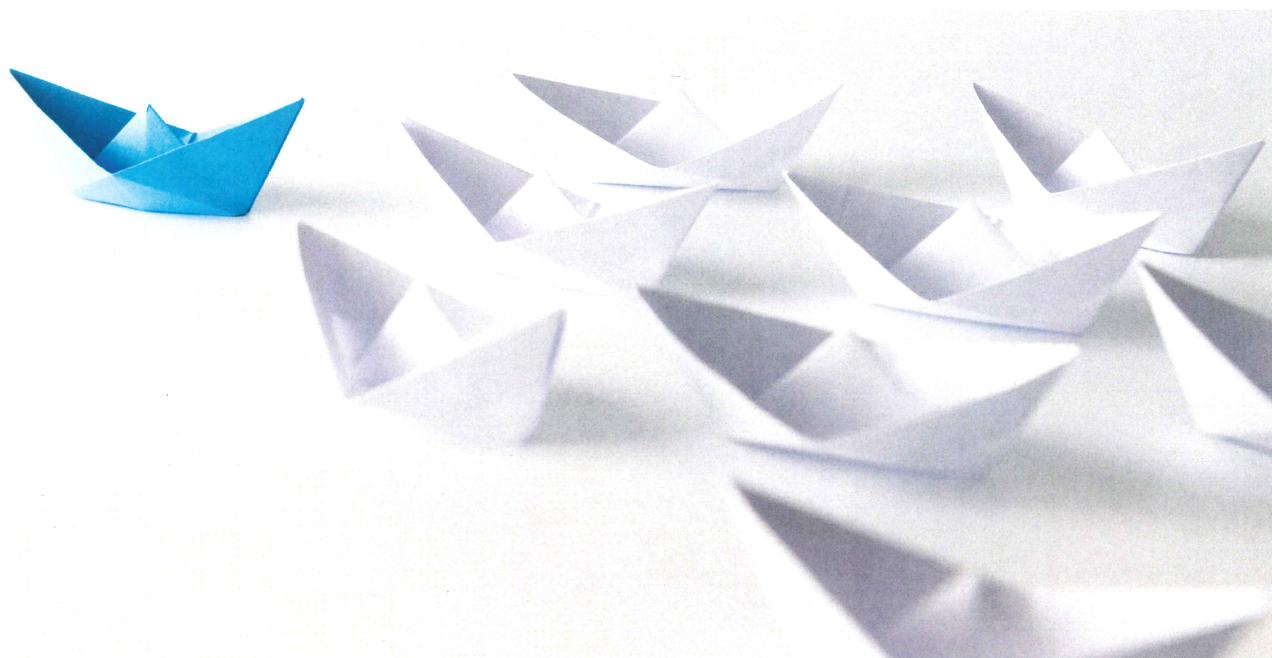
[Jamie.Dunevant@esc20.net](mailto:Jamie.Dunevant@esc20.net)

Phone: 210 370-5601

Education Service Center, Region 20

1314 Hines Avenue

San Antonio, Texas 78208







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*The Texas Educational Leadership Institute provides resources, training, and support in order to build the capacity of campus leaders to be effective in supporting their school's efforts to increase student achievement and sustain gains.*

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*Selected participants receive registration, materials, lodging, and some meals at no charge. In order to ensure a quality experience, space is limited and only building principals are eligible to apply.*

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# COACH CENTRIC LEADERSHIP™ FOR EDUCATION PROFESSIONALS

Offered by the Institute for Professional Excellence in Coaching (iPEC), this exciting and transformational program is designed to support participants in developing advanced coaching and leadership techniques and abilities based on the unique principles and skills that encompass iPEC's proprietary Core Energy Coaching™ process.

Within an Educational System, some of the typical staff who take this program include:

- › Superintendent
- › Members of the School or Governing Boards
- › Director of Curriculum
- › Director of Professional Development
- › Other Central Office Professionals
- › Principal / Vice Principal
- › Guidance Counselor
- › Lead Teachers
- › Educational Specialists – including Literacy and Basic Skills
- › Librarian
- › Other Campus Personnel that Directly Support Faculty Performance and/or Interface with the Community
- › Members and Professionals from Local Supporting Agencies, such as Regional Service/Resource Centers

## ***Learning Objectives***

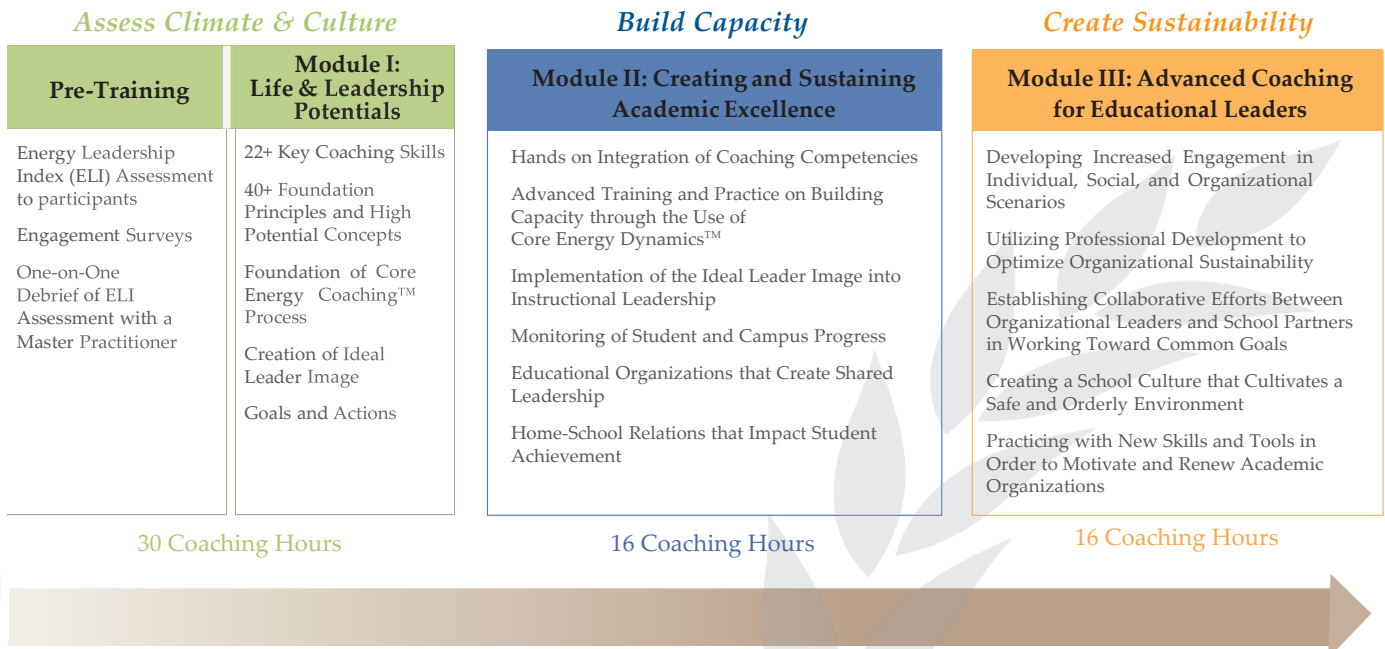
Upon successful completion of the Coach Centric Leadership™ for Education Professionals Program, participants will have acquired coach-specific leadership training, including theory and philosophies, advanced coaching competencies, and direct training in education scenarios in order to be effective leaders as professionals within the educational system.

## **Sample takeaways include:**

- › Effective and Dynamic Communication
- › Goal Setting
- › Accountability
- › Work/Life Balance
- › Conflict Resolution
- › How to Create Buy-In
- › Engagement Methods
- › Shifting Energy for Forward Progress
- › Ongoing Professional Development
- › Strategic Thinking and Planning
- › Meta-view and Meta-planning Approaches
- › Emotional Intelligence
- › Instructional Leadership and Coaching
- › Organizational Understanding and Planning
- › Moving from Resistance and Compromise to Collaboration and Synergy

The Coach Centric Leadership™ for Education Professionals curriculum is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards and with the core propositions of the National Board for Professional Teaching Standards. It provides 102 hours of continuing education.

# Phases of the Program



## Outline of Modules/Instruction

### *Pre-Training Assessment*

Prior to the training, participants will be assessed and surveyed in multiple manners.

First, participants will take the Energy Leadership Index™ (ELI) assessment and receive a debrief on their results from an ELI-Master Practitioner and Certified Professional Coach. This assessment and debrief process helps participants to become aware of their leadership and engagement tendencies – while under stress and normal circumstances. These tendencies will also reveal various levels of self awareness and awareness of their impact and influence on others.

Second, participants will take an engagement and satisfaction survey that, in conjunction with the Energy Leadership Index, will connect those areas creating the least and most amount of stress and enjoyment in their lives.

Finally, participants will be asked to complete a relevance preparatory survey – a pre-training survey that calls attention to those areas that each participant would like to work on most throughout the course of the in-person modules and during subsequent mentor coaching.

All of the above work takes place over the 30-day period immediately preceding training sessions.

# MODULE I: LIFE & LEADERSHIP POTENTIALS™ TRAINING

## *Learning Objectives:*

1. Participants will learn a new framework for significantly improved interpersonal, communication, self-leadership, and leadership skills based on a Coach Centric Leadership™ foundation.
2. Through experiential and immersion learning, participants will apply new understanding and skills to their specific professional and personal situations to significantly increase integration of new abilities and ensure that the newly acquired knowledge will be able to be applied “first thing Monday morning” when “real life” resumes.

Life & Leadership Potentials Training (3 consecutive, 10-hour training days) gives participants the opportunity to experience the power of the Core Energy Coaching™ process first hand, and provides practical knowledge about how to utilize its potential in many aspects of educational life. iPEC's program not only teaches transformational coaching and leadership skills that can be used with oneself and others, but also significantly advances personal and professional growth.

At Life & Leadership Potentials Training, participants will learn powerful tools and coaching skills to empower and engage others. The curriculum is designed to help participants create new belief systems which will support them in creating choices and possibilities that will bring about powerfully different results.

## *Core Skills/Topics:*

### **Coaching and leadership skills in the following areas:**

- › Listening and Communicating More Effectively
- › Motivating, Inspiring, and Influencing Others for Optimal Performance
- › Managing Challenges/Feedback with Tact and Insight
- › Focusing on the Connection Between Individual and External Visions
- › Creating Autonomy, Accountability, and Inter-dependence
- › Development as a Positive Change Agent
- › Increasing One's Own and Others' Engagement, Satisfaction, and Performance Levels
- › Implementation of Clear, Simple, and Highly Effective Goal Achievement and Planning Process
- › Creating an Energetic Buy-In

## *Additional Topics:*

- › The Human Conditioning Process
- › Awareness of One's Own and Others' Perceptions and Tendencies
- › The Four Internal Blocks to Optimal Performance, Efficacy, and Engagement
- › Various Foundation and Leadership Principles for Challenging Current Perceptions and Conditioning

## **Phase I Application and Integration – Approximately 8 Weeks**

Between Modules, participants will gain further experience as they participate in peer groups, peer coaching, mentor coaching and teleclasses/webinars over the course of approximately 8 weeks. It is during this phase that participants are given the opportunity to apply what they've learned directly within their environment, raise their comfort level and confidence in these new approaches, and further enrich their understanding through the additional insights of mentoring and teleclasses/webinars.

# MODULE II: CREATING AND SUSTAINING ACADEMIC EXCELLENCE

## *Learning Objectives:*

1. Integrating and learning the dynamic use of coaching competencies
2. Direct application of learned competencies to individual, social, and organizational scenarios
3. Understanding of the first of two key leverage components (Capacity) and associated coaching skills that drive Total Engaged Energy

In Module II: Creating and Sustaining Academic Excellence (2 consecutive, 8-hour training days), participants dive deep into capacity, the first of the two key leverage components in the Core Energy Dynamics™ framework and methodology that drives Total Engaged Energy – in themselves, and others. Participants will explore the 7 levels of energy – which reveal one’s default tendencies (the most typical way that anyone thinks about, perceives, feels, and acts based on their circumstances). Participants learn how to work with these default tendencies in a leadership capacity – to shift areas that are presenting blocks and increase areas that are fueling performance.

The entire discussion is set in the context of the educational arena and the myriad of positions through the system. Working through scenarios, participants integrate coaching competencies into instructional leadership, monitoring of student and campus progress, creating shared leadership, home-school relations, and other critical education leadership topics.

## *Core Skills/Topics:*

### **Coaching and leadership skills in the following areas:**

- › Values, Validating, and Acknowledging
- › Shifting Perceptions to Shift Capacity
- › Recognizing which Individual or Organizational Tendencies are Inhibiting or Driving Engagement
- › Identifying Your Individual and Organization Engagement Trends (in real time)
- › Building Communities of Shared Leadership, Dynamic, High-Energy Teams, and Engaging and Effective Relationships

## *Additional Topics:*

- › Core Energy Dynamics: Capacity
- › Catabolic and Anabolic Energy
- › Default Tendencies
- › Engagement
- › Energy/Action Model and Total Engaged Energy

## **Phase II Application and Integration – Approximately 8 Weeks**

Phase II is an advanced application of what participants have learned. Participants begin to embed methodologies into their individual and organizational work processes. They focus on creating a system and environment that supports sustainability of their own and others’ engagement and performance levels.

The **Coach Centric Leadership™ for Education Professionals** training is aligned with these correlates of effective educational organizations:

- Safe and Orderly Environment
- Climate of High Expectations
- Instructional Leadership
- Clear and Focused Mission
- Opportunity to Learn and Time on Task
- Building Relationships
- Frequent Monitoring of Student Progress
- Home-School Relations

## MODULE III: ADVANCED COACHING FOR EDUCATION PROFESSIONALS

### *Learning Objectives:*

1. Further integrating the use of coaching competencies within individual & organizational processes
2. Direct application of increasing engagement in individual, social, and organizational scenarios
3. Understanding of the second of two key leverage components (Engagement) and associated coaching skills that drive Total Engaged Energy

In Module III: Advanced Coaching for Education Professionals (2 consecutive, 8-hour training days), participants will dive deeply into the final factors that drive optimal engagement (i.e., Total Engaged Energy). They will learn, understand, and work with those factors that increase both willingness and ability at an individual and organizational level.

These driving factors of engagement are discussed from multiple positions throughout the educational system. This aspect of the training not only demonstrates how to optimize personal engagement, but significantly expands each participant's understanding of how other positions/jobs view a campus or district's current circumstances, challenges, needs, goals, and desired outcomes. This shifts engagement and builds strategic thinking, while building greater knowledge of how the inter-connected system functions as a whole.

### *Core Skills/Topics:*

#### **Coaching and leadership skills in the following areas:**

- › Breaking Resistance While Gaining Buy-In
- › Aligning Individual Motivational Drivers with Organizational Objectives, Vision, and Mission
- › How to Encourage a Culture of Continuous Improvement Through Reflective Practice
- › Utilizing Professional Development in Order to Optimize Organizational Sustainability
- › Shaping Organizational Management so that Relationships with Groups Inside and Outside the Educational System Work Toward Common Goals
- › Creating a School Culture that Cultivates a Safe and Orderly Environment
- › Practicing with New Skills and Tools in Order to Motivate and Renew Academic Organizations

### *Additional Topics:*

- › Core Energy Dynamics™: Engagement
- › Motivation and Buy-In (to drive willingness)
- › Skills, Knowledge, and Capability (to drive ability)
- › The Spiritual, Mental, Emotional, and Physical Dynamics of Engagement
- › Energy/Action Model and Total Engaged Energy

### **Program Conclusion**

The program concludes approximately 30 – 45 days after Module III. Participants conclude any remaining assignments and take a final Energy Leadership Index (ELI) assessment, receiving a debrief on their results and progress from their assigned ELI-Master Practitioner and Certified Professional Coach.

#### **The Coaching Toolkit for Education Professionals**

You'll complete the training with a toolkit to take with you, which includes:

1. Coaching logs, tools, and session preparation guides
2. Coaching development, and organizational and educator-specific wheels
3. Foundation principles and high potential concepts
4. Step-by-step activities for staff development

## Instructional and Evaluation Methods

In keeping with current adult learning theories, the following instructional methods are utilized throughout the training program: lecture, individual, and group practice with feedback, peer-to-peer collaborative learning, video, writing, role-playing, modeling, mentoring, reading, worksheets, and coaching simulations and demonstrations.

Skills are strengthened by direct practice combined with feedback by certified instructors during the modules. They are also measured by the student's mentor coach through practice coaching scenarios with oral and written feedback given based on the following criteria:

- › Listens Extremely Well
- › Listens on Both the Objective and Intuitive Levels
- › Forwards the Action Appropriately
- › Recognizes and Can Hold to the Agenda of the Person they are Coaching/Leading
- › Asks Empowering, Insightful, and Appropriate Questions
- › Demonstrates Strong Ability to Connect
- › Can Establish and Maintain Rapport
- › Is Him/Herself in Sessions
- › Maintains Professionalism
- › Thinks Out-of-the-Box
- › Demonstrates a Confident Demeanor
- › Walks the Talk
- › Empowers Others
- › Has a Sense of Energy and Aliveness
- › Demonstrates Enthusiasm for the Coaching and Leadership Process
- › Actively Supports and Encourages Others

Type	Tool(s)	Who/When	Areas Assessed
Screening	Energy Leadership Index Engagement Survey Satisfaction Survey	All Staff  At the beginning and end of the program	Energy Leadership Engagement Job Satisfaction  To measure growth between non-participants and participants
Progress Monitoring	Coaching Skills Rubric Peer-to-Peer Coaching Calls and Peer Group Coaching Calls	All participants  During Modules I to III After Modules I & II	Target Coaching Skill(s)  To ensure fidelity of implementation
Feedback	CCLEP Evaluations Forms, Mentor Coaching Calls, Teleclasses, and Webinars	All participants  At the end of Modules I, II, & III	Training and Delivery of each CCLEP Modules  To ensure fidelity in the delivery of content



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